

## Historical Mapping of Collaboration in Composition

### Working Definition of Collaborative Learning:

Collaborative learning is the process by which individuals/groups interact and learn from this interaction.

Time Period	Governing Principle	Theory	Key Figures	Selected Works
1719-1880	Literary societies based on collaborative methods were established at American Universities in order to help with the formal/structural elements of the written word.	Traditional Rhetoric	Key figures are mostly a grouping of wealthy and elite members of early American/Colonial society.	Murray, Donald. "Finding Your Own Voice: Teaching Composition in an Age of Dissent." <i>College Composition and Communication</i> 20 (May, 1969): 118-123
1970-Present	CTR emphasizes the importance of grammar and structure through small writing groups devoted to the editing process.	Current Traditional Rhetoric (CTR)	Donald Murray	
1880-early 20 <sup>th</sup> cen.	This period marked the appropriation of literary societies within college curriculum. This period is also characterized by the "progressive education" movement which sought to provide students with the intellectual skills necessary for succeeding in the real world. Collaborative learning is necessary in attaining effective written expression.	New Criticism	John Dewey Sterling Leonard Edwin Mason- note: a figure of the 1960s but closely aligned with these sensibilities.	Mason, Edwin. <i>Collaborative Learning</i> . London: Ward Lock Educational Co., 1970.
1960s-Present	This wave of collaborative composition was sparked by the Dartmouth Conference of 1966 which emphasized collaborative learning in process oriented pedagogy.	Expressivist	Kenneth Bruffee (note: While Bruffee is not considered part of the expressivist movement, his ideas regarding the collaborative writing processes as means to develop individual products reflects expressivist attitudes.)  Peter Elbow James Moffett Ken Macrorie	Bruffee, Kenneth. "Collaborative Learning and the Conversation of Mankind." <i>College English</i> 46 (Nov. 1984): 635-52  Elbow, Peter. <i>Writing Without Teachers</i> . Oxford, NY, London: Oxford University Press, 1973.  Moffett, James. <i>Teaching the Universe of Discourse</i> . Boston: Houghton Mifflin, 1968.

1970s-Present	In accordance with Piaget/Vygorsky’s developmental stages, students should participate in collective learning as it reflects the cognitive processes of the human mind. Furthermore, different collaboration should occur across the curriculum in order to emphasize the importance of writing as it reflects integrated cognitive functions.	Developmentalism/ Procedural Rhetoric	Linda Flower and John Hayes Mina Shaughnessy	Flower, Linda S., and John R. Hayes. "A Cognitive Process Theory of Writing." <i>CCC</i> 32 (December 1981): 365–87.
1980s-Present	The writer or student is placed in a collaborative “contact zone” in which writing is viewed as a social construct. Students must negotiate their cultural and discursive differences through collaboration.	Social Epistemic/Critical Cultural Studies/Feminism	Patricia Bizzell Mary Louise Pratt Greg Myers John Trimbur Richard Miller Andrea Lunsford and Lisa Ede Anne Ruggles Gere Karen Spear	Bizzell, Patricia. “Contact Zones and English Studies.” <i>College English</i> 56 (Feb. 1994): 163-69.  Miller, Richard. “Fault Lines in the Contact Zone.” <i>College English</i> 56 (Apr. 1994):389-408.  Myers, Greg. “Reality, Consensus, and Reform in the Rhetoric of Composition Teaching .” <i>College English</i> 48 (Feb. 1986): 154-71.  Pratt, Mary Louise. “Arts From the Contact Zone.” <i>MLA</i> (1991): 33-40.  Trimbur, John. “Consensus and Difference in Collaborative Learning.” <i>College English</i> 51 (Oct. 1989): 602-16.

**Discussion Question:**

Given that the above pedagogical and practical approaches, regardless of their respective orientation, view collaboration as a necessary, informative, and essential technique within the classroom, why do most classes resist collaborative projects or group work?

## Additional Sources

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- Bruffee, Kenneth. *Collaborative Learning Second Edition*. Baltimore, MA: John Hopkins University Press, 1999.
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