

Teaching Writing

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- I. Introduction to issues of teaching writing

- II. Level One Writing
 - a. Journal prompts
 - b. Objective vs. Subjective
 - c. Fact vs. opinion
 - d. In-class writes

- III. Level Two Writing
 - a. Prompts and practice
 - b. Six traits

- IV. Level Three Writing
 - a. Prompts
 - b. Teaching and using the writing process
 - c. Using models
 - d. Preventing Plagiarism
 - e. Teaching conventions of language

What you learn when you learn to write

- **Letter formation** (hand writing, typing, keyboarding)
- **Spelling** (irregularities, British vs. American)
- **Punctuation** (commas, quotation marks, capitalization)
- **Sentence formation and combination**
(advanced grammar)
- **Vocabulary** (more formal in writing, many written words not common in speech, e.g., *perusal*, *epitome*)
- **Clarity** (reader not always present, minimal opportunity for interaction/negotiation of meaning/clarification)
- **Sense of audience** (when readers are absent, only imagined)
- **Composing/rhetorical patterns** (organization and presentation of ideas vary from culture to culture)
- **Research reporting and technical writing**
(professional and research publications, organization and presentation of ideas/arguments/findings)
- **Using other people's words and ideas**
(quotes vs. paraphrases, references to sources, footnotes, plagiarism)
- **Bibliographic styles and formatting**
(MLA, APA, etc.; margins, section headings)
- **Style and voice** (subjective or objective, creative, literary; 1st, 2nd, or 3rd person)

Because I see the writing process as strategic, I use a designation of writing levels developed by Meyer and Meyer for identifying how to be strategic. What follows is my version of their idea.

Level One writing is writing that is less formal, more spontaneous. It is writing that doesn't go through the writing process, often only single-draft writing. The audience for this kind of writing is usually either yourself (to clarify your thinking or to remind yourself of ideas) or a limited audience beyond yourself (to share your thinking or feelings with a teacher or friend). In terms of evaluation, L1 writing is usually just marked for participation or ideas or following directions, but not for writing skills.

_____ are L1 writes.

Level Two writing is writing that is a little more formal, a little more responsive to concerns for audience, and that goes through a little more of the writing process. For instance, you may do a little inquiry to develop your thinking or a little pre-writing to organize your thoughts before writing, or your might have a quick draft and then slight revision or editing before sharing the paper with its intended audience. The audience for this level of writing is broader and may include peers—but it would surely include the teacher and others. The L2 assignments in this course are _____.

Level Three writing is writing that goes through the entire writing process, from pre-writing and inquiry, to drafting, revision, and editing. It usually has more riding on it, so it needs to be most carefully crafted. The audience for this paper is the least intimate, the most public. Concern for this audience necessitates careful drafting, revision, and editing. The evaluation for L3 will be thorough and based on all aspects of writing quality. _____ are L3 assignments.

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