

Transcript EDUC172 Part 3-02

Writing has been seen as something of a black box. By that, I mean like the kind they have in an airplane, something that happens that people don't have access to, until it's too late in a sense.

The idea of the mystery of the compositional process was brought to the forefront in 1971 by a woman Janet Emig. And Janet Emig wrote an influential book called the, "The composing processes of twelfth graders".

I don't have my glasses on. Let me put my glasses on.

Okay, now I can see what I am doing.

Janet Emig's book was influential because she looked at a number of different ways that people could find out about what goes on in the head when people are trying to write. She eventually settled on a model of sitting beside 12th grade students as they compose their essays and asking them what they were thinking about as they did it.

What was led to, what came out of her work was a whole movement, which really looked at the idea of writing as a process not just as a product. There are many people who contributed to the process writing movement and what it did was established a basic principle that there were various stages that people used in composing. They didn't all use them all the time and often people, especially writers who had more trouble with writing, didn't use very many of them at all. But there were a number of stages that one goes through in creating a written text. And ideally one helps students to understand these stages so that they can improve their own writing simply by practicing doing it.

Some of the stages would include planning.

Planning as the first stage is usually followed by some kind of pre-writing exercise.

Prewriting has many different forms and we will look at a couple of those, and there's different creative pre-writing exercises one can do with students. And it helps them to organize their thoughts and to get it together so they do mind maps or they create as we have already done in this course compare-contrast charts, just things that help them to understand what they're going to be actually writing about, so that they can get some of those ideas down on paper before they began doing the first draft.

When students understand writing as a process, they understand that the first time they write it down may not be the best that that piece of writing can possibly be. So it becomes key then, that students get comfortable with doing more than one draft.

In fact, after they've drafted it they need to think about ways to revise their work. And a part of those revisions is also doing editing. So let's call it revision and editing.

They then, of course, would go on and taking the different kinds of revisions and edits. Often this can be done as suggestions from peers, so that students get accustomed to sharing their work, their written work with someone other than just their teachers. This is, of course, really important, because it adds to the authenticity of the writing task. The idea of authenticity is one, which is key to making writing meaningful and relevant in student's lives.

If they only think of writing for school, then they never see how relevant it is to acquire excellent writing skills to progress through their lives. And it's key that students, especially in the secondary grades, start to really get a handle and start to enjoy expressing their ideas in written form.

So then they would do their second draft, or a revision.

And once they've done their second draft, of course, they need to get into the habit of proofreading. And any other secondary edits or revisions that come when we've seen the work now and have had a chance to organize it, look at it a few different times, have a bit of time with it, often when writing is requested of students in exam situations, of course, students don't have time to necessarily reread what they've done, and this can really harm their grades because they don't have a chance to know things that they might have missed in the speed and in the concerns of writing. In the midst of writing we make many small errors and it's important to go back and check them.

And, of course, once they've done that there's a final stage and I think this is a really important stage, which is the idea of publishing. And publishing their work does not mean actually going and trying to get it published in a book or journal or something like that.

Publishing their work can mean simply putting it somewhere that others can read it. It can also be done just by reading aloud to the rest of their classmates. It can be done by making a really nice copy of it and sharing it with others. What's key to publishing is that we get to an understanding of the written word not as just a communication that's inside our head but is now a public artifact.

And the more students can enjoy and receive peer support for their written work, the more they're likely to enjoy the process and take a greater interest in improving their writing skills. That's a key motivational factor that will inspire students to acquire better writing skills much more quickly.

There's also, as we look at in another part of this section of the course, different kinds of publishing that we can do that will really help students to see their work manifest in the public space around them. And that's a key way that they can also feel engaged in the creation of texts and realize the power and importance of texts to make change in public space.

So in these different stages here we have planning, we have prewriting, drafting.

Now I'm going to do a rhetorical practice, I am going to put all those in there, parallel format. You get a proper list here. Planning, prewriting, drafting, editing, second drafting, proofreading and publishing. Those are seven steps that process writing really considers to be important in helping students to develop good compositional skills.

Now in the process of getting students to do that, many teachers might think, "Wow, that would take a lot of time and I am not a language teacher. So I don't have the time to dedicate that much work to my students' writing."

However, of course this is also key to their learning. By doing these things they are actually engaging in learning the curriculum you're hoping to teach.

So when you have students planning, this can be just having them sit together and discuss a topic and discuss what they know.

Planning can be discussions, those kinds of oral language practices from which students perhaps take notes, or create charts, or create different dialogues with one another, that they write down. And any kind of mapping activity where they take a subject, a topic and they draw lines to other circles, or other words, and organize them in such a way that they create a kind of taxonomy or, that is, a way of representing the order of the different words they are going to use.

All of those kinds of activities are pre-writing activities. And they're also writing, there are also activities that are very common, the parts of curriculum for any subject matter. Prewriting can also be creating visuals and we've already tried doing that in an earlier part of this course, where you created a visual to help you to teach a particular topic to another person and give them visual a scheme to work with. That really helps to both speed-up content delivery, and to aid the listener or student in acquiring that knowledge and holding onto it.

So, as an aid to memory, that's another kind of activity we have students, you know, draw illustrations and notate their illustrations. That's another kind of pre-writing activity that help students to get a clear sense of what they know.

And once they've done that, of course, then it's time to sit down and start writing.

One of the key aspects of getting students writing is that all writing that they do should not be writing done for marks. Assessment and evaluation not only takes a lot of the teacher's time, but it also means that students write with a sense of anxiety that this will count and, therefore, they never get to just purely engage with the pleasure of writing in a language.

So, what's key to drafting or getting students writing is that we often need to give them the opportunity to do things like free writing.

So when students have the opportunity to free write, well, what we mean by that, is that they write, they often write quickly, they are sometimes fun thing to do, with rewriting is to give them a short period of time, say only perhaps three minutes, give them a topic to write on, usually one you're busy teaching, and then have them write as many words as they can put down and do it in a sense of competition.

So the one who gets the most words wins that particular round. Just to get them writing quickly so that they're not belaboring the structure of the language but rather getting used to just putting the ideas down on paper or on the board as fast as they can, so that they basically think freely and write, think as fast as they can write.

This kind of activity is a wonderful way to get students more motivated to approach the initial topic. It also helps them to get into some ideas of what they might write about. So something like free writing is a good pre-writing activity even though it's writing itself, it is pre-writing because they're not worrying about the structure of the language.

Now other kinds of pre-writing activities can emphasize form and we'll take a look at what some of those are in the next part of the course.

What I'd like you to do for this particular activity is to do a free-write. And in this case, I'd like you to take exactly three minutes. The topic should be the topic that you've been working with so far, as coming from the textbook that you teach.

So take the same topic but now add a kind of framework for that topic. When I used the other one when I was in the previous part. I used the word "industrialization".

Okay, so you can see now we got ourselves on the clock here. And I've given myself the topic "industrialization".

I'm going to type and I haven't figured out yet what I'm going to say particularly, so I'm just going to see what happens. It's different, of course, typing than handwriting but both are equally effective just for getting some ideas together.

So let's try and stay topical on our thing. We are counting down now as the second hand moves around. Okay! Okay, well. There we go.

That was a couple seconds over. Maybe I started a couple seconds late. So that's what I could do. You can see that as I was going I was making some changes and corrections, which normally I wouldn't encourage students to do. Oh, I see what I did.

California. Okay, so... and that's just putting ideas down as fast as I can. I don't know why I decided to talk about the textbook industry, but there you go. In this case I'm really just free-writing, in other words I'm just putting down as many words as I can as quickly as I can and not really waiting too long to let the ideas form and gel or make it logical.

I wouldn't want you to necessarily mark what I've just done, meaning this kind of free writing exercise is most useful when we can simply enjoy it for what it is, and not necessarily have to. You make sure that it's exactly what people want, in terms what our teachers are asking us for. We can just write more freely and let that be.

So, in this case I guess what we'll do, I'll just take a moment and see what I've done.

And, in trying to... wow! Very strange. Okay.

Maybe I can, maybe I can change it so that it is easier to see. Okay, there we go.

So, in this case I'd like to read it aloud to you. This is important and this is a key stage, when we come to the revision part of the process of writing. So allowing us to read it aloud helps us to know when we've made an error. By having to voice the words we put down, we also recognize when a word is missing, because we've written it in our own words, so to speak, or with a voice that we have in our head.

We've put those things down on paper. It's quite easy to fill in words that you haven't actually written. So reading aloud helps us to become aware of problems both with grammar and syntax and with just errors and omissions. I also encourage reading loud with all my students because it gets them more comfortable with public speaking and reading of their own work.

So, in this case I'll just read it aloud and we'll see. We will think about this then as the stage after a drafting stage even though as a free write, we haven't really written a draft. It's a pre-write.

So we'll, but this is a good activity to engage students in, at multiple points along the process of composing a report, or an account of an event, or an essay, whatever their writing task you've given them.

They can, at various points along the way, actually read them aloud, either to themselves, to peers or to the whole class if you feel their work is particular good as an example.

Ok. The industrialization in education has resulted in a multi-billion dollar business to the state of California and Texas as well. Because we are always in need of a proper information that is current and relevant to students, the projection of textbooks accounts for. And of course I don't mean "projection" I mean the "publication". "The publication of textbooks amounts to", should say, to a sizable portion of any country's educational budget and as a result there's a great amount of money to be made in producing print textbooks. While this is still the case today, the Internet has become a central focus of many new curriculum development and students are as likely to have online forms education be central to their information acquisition as they are to be carrying home large educational tomes".

Nice word to me, large book, large heavy book. And in many parts of the world where they are using textbooks all the times, students are carrying around large books.

So as you can see as I read through it, I recognize things like the "projection" here is incorrect. The "publication: is what it should say. And in writing quickly I didn't notice that I'd made that typing error and so there you go: an example why we need to read things aloud and always to proofread even after multiple times of rewriting a text.

and accounts, accounts for a sizable portion of any country's budget.

Okay and of course I didn't like the introduction very much. "It has resulted in multi billion dollar business for", I think that should say, "for", there we go, "for the state of California and Texas as well". There, I should have a comma, see. Now what I'm doing is I'm changing the text so that it suits print literacy conventions typical and more culturally infused conventions. I'm stylizing it toward I guess more slightly, a slightly more academic text.

And as we are looking at this text I would point out again the "industrialization of education", part of the subject, there is my modified prepositional phrase, "has resulted", nice perfect aspect of the word "result" there, "in a multi-billion dollar business", is a prepositional phrase, with some key vocabulary, you know if I'm teaching about this kind of things, that might be a key vocabulary phrase right there. And here's another prepositional phrase, "for the state of California". We can include the last one but it is not necessary.

So, there you go.

You can see, once again, how the structuring of the language is this development of key vocabulary both the verbs, the processes, what's happening, as well as the key things, the abstract concepts we're talking about we want to teach, here beginning of an adverbial phrase, "because we're always in need of proper information" and once again, you see prep... you see, prepositional phrase "in need".

And then followed by another phrase "a proper information", "information" might be a key word I'm talking about with my students, "that is current", here is adjectival clause brought with

adjectival, sorry, the adjectival clause "that is current and relevant to students" once again. The "publication" again, that should have a comma, and you see as I go through the "publication of textbooks accounts for a sizable portion", "accounts", here you go, "for a sizable portion", another prepositional phrase "of any country's educational budget", another phrase introduced by the preposition "of" and "as a result there's a great amount of money", and again, "in producing", oops, "in producing print textbooks", "in producing print textbooks".

Okay, we can keep doing this and you will of course become good at doing it for yourself. And that's what we're doing this for.

So if you have a chance, sit down do some writing, time yourself, give yourself three minutes write as much as you can, either typing it or by hand and then go through. Take a look at what processes you do to revise your work and to help it to fit the conventions of the genre that you are writing in.

And, as you do so, go and take a look at some of these basic structural aspects of language. Here you see, all we're doing is identifying various prepositional phrases, in this case mostly with noun ahead that means noun is at the end, and a lot of those nouns are the brick words.

So we're kinda identifying the relationship between the mortar words and the brick words to go back to that weird way of dividing up language. And what you get then is an understanding of the way you're structuring your own thoughts about a topic this will allow you to go through and start to name the key words which we can then go and do as another pre writing exercise which is to create a mind map in which we will place all these different terms and try and show the relationships that I'm busy describing quickly in the free write here, in words and type words we can now represent them visually. And by doing so we'll start to really get a better understanding of what we are talking about.

And going to write about, and therefore have lots of different ideas when we go to actually do the first draft of whatever report or essay or whatever we happened to be writing about. When we go to write the first draft, we'll already have a lot of, this kind of, here we go, all kinds of, all kinds of words, that we can really start to, map with. Of course, that is our main subject.

And you know, I'm not done yet I could keep going on and on with this.

Ooops! Here we go.

So when you go to do this, give yourself, give three minutes, go through, take a look, identify some prepositional phrases that you structured into the language, try and identify the brick words, often coming at the end of those, helping readers to organize and connect all the different meanings of those.

And then try and draw a little mind map in which you put the main term. I would be using the term "industrialization" here, and then to show all the different aspects of industrialized educational economy.

So, there we go. Go ahead, and do it

