# MODULE 2: DOWNLOADABLE PACKET

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# MODULE 2: TEACHING PROCESS WRITING
# Module 2: Getting Started

## OVERVIEW AND TO-DO LIST

**Overview**

**Let's work on Module 2: Teaching Process Writing!**

**Objective**

This module targets **Course Objective 2**: **Develop an understanding of teaching process writing strategies.** By the end of the module, you will be able to accomplish the following **Module Objectives**:

- **2.1.** Learn strategies for planning and implementing the writing process in a writing course;
- **2.2.** Understand the importance of grammar and document formatting for academic writing;
- **2.3.** Apply key concepts to create a prompt for a writing assignment incorporating process writing stages.

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**To-Do List**

Below are the tasks you need to complete in Module 2 with the recommended time as a guide. These time guidelines are only approximate; you may find that you spend longer or shorter on some tasks, depending on your experience with and interest in the topic.

***Module 2: Getting Started***

- Read this Module 2, Task 1: Overview and To-Do List page (10 mins)
    - Watch the Module 2: Introduction video (10 minutes)

***Module 2: Writing Process***

- Watch the Module 2: What Is the Writing Process? video (20 minutes)
- Read the pages following the Module 2: Essentials of the Writing Process page
    - Module 2: Pre-Writing Strategies (15 minutes)
    - Module 2: Revising Versus Editing (15 minutes)
- Complete the optional task Module 2: OPTIONAL Discussion: Experience with Integrating Process Writing (30 minutes)



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***Module 2: Cascading New Knowledge***

- Watch the Module 2: Introduction to Cascading New Knowledge video (20 minutes)
- Complete the optional task Module 2: OPTIONAL Discussion: Ways of Sharing Knowledge and Experience (30 minutes)

***Review***

- Take the assessment on Module 2: Quiz (30 minutes)
- Respond to the optional task Module 2: OPTIONAL Teaching Journal: Process-Based Assignment Prompt (45 minutes)
- Watch the Module 2: Summary video (10 minutes)

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## MODULE 2: INTRODUCTION



**Video: Module 2 Introduction**

"Video" by Iowa State University is licensed under CC BY 4.0.

Watch this Module 2 Introduction video that introduces you to the most important aspects of this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

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Welcome to Module 2 Teaching Process Writing!

In Module 2, we will:

- introduce you to the steps of the writing process;
- cover how to teach process writing and tools to help students become proficient academic writers.

You will learn from short video lectures and reading about:

- what the writing process is;
- essentials of the writing process;
- pre-writing;
- revising for meaning and editing for correctness;
- cascading new knowledge.

To help you better understand how key concepts work in actual teaching, we will demonstrate them in:

- a handout with examples of process-based prompts by other teachers;
- a sample of a writing prompt.

You will also have opportunities to interact with each other and engage in:

- Optional Discussion: Experience with Integrating Process Writing;
- Optional Discussion: Ways of Sharing Knowledge and Experience.

To learn 'by doing' and apply your new knowledge, you will work on an Optional Teaching Journal: Process-Based Assignment Prompt. Specifically, you will draft a prompt for a writing assignment with description of the assignment processes.

Your work will be evaluated throughout the module and at the end of the module with help of:

- Quiz for Module 2.

Let's begin learning about teaching process writing in Module 2!

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# Module 2: Writing Process

## MODULE 2: WHAT IS THE WRITING PROCESS?

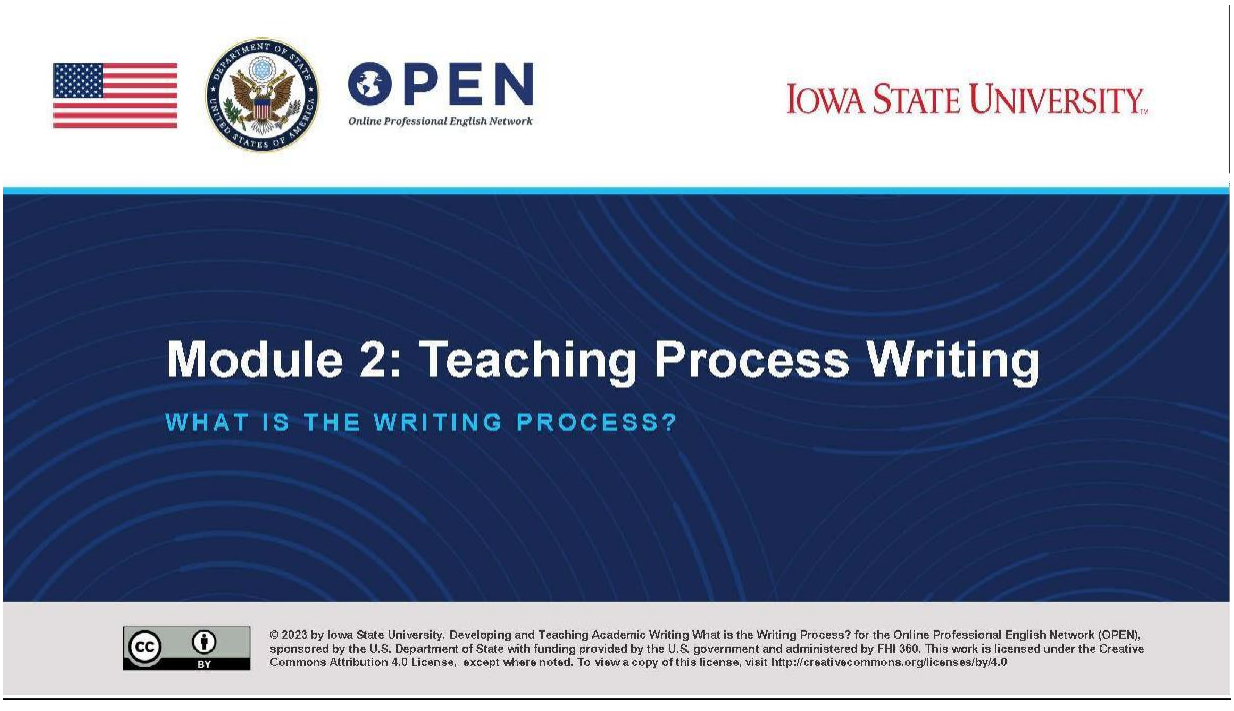
**Video: What Is the Writing Process?**

Watch this lecture introducing the key concepts and stages of the writing process.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

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**Presentation slides: What Is the Writing Process?**



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## Preview

KEY CONCEPTS OF PROCESS WRITING

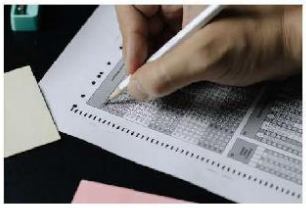
- Teaching Approaches
- Writing Stages
- Timing and order



"Woman in black long sleeve shirt holding white paper" by UX Indonesia via Unsplash is licensed under the Unsplash license

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## Product versus process teaching approaches



**Product-focused teaching**
- What to write
- Writing as a set of skills



**Process-focused teaching**
- How to write
- Writing as a set of steps

"Person writing on white paper" by Nguyen Dang Hoang Nhu; "Man steps building" by Khiet Tam via Unsplash are licensed under the Unsplash license

## Product-focused writing



- Follow a recipe
- Make the same dish every time

- Hard to adjust
- Not individual

"Cooked dish on gray bowl" by Lily Banse via Unsplash is licensed under the Unsplash license

## Process-focused writing

- Hands-on
- Experimental

- Creative
- Unique
- Unexpected



"Time to cook" by Robbert van der Steeg via Flickr is licensed under CC BY-SA 2.0

## Teaching more than one approach



Product Writing

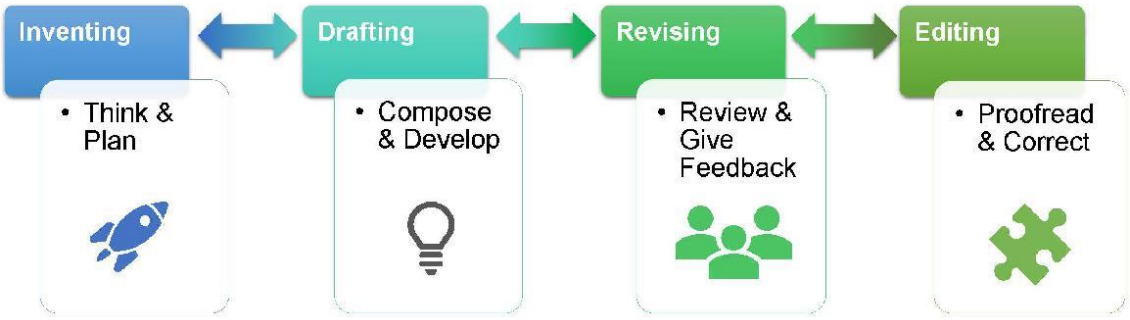
- Teach students what text features are expected
- Teach students how to be creative 'cooks'



Process Writing

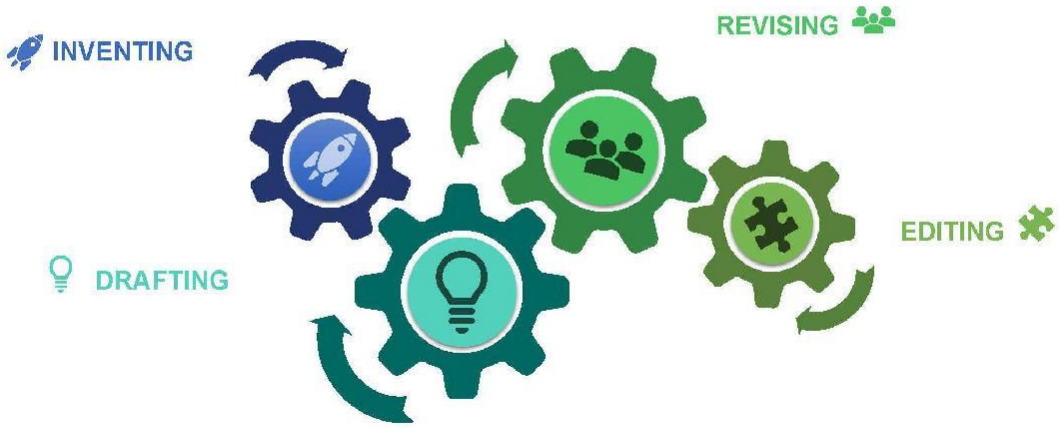
"Woman signing on white printer paper" by Gabrielle Henderson; "Person holding yellow sticky notes" by FORTYTWO via Unsplash is licensed under the Unsplash license

## The stages of the writing process




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## The stages are not a straight line




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## Process writing and language learning

- Develop fluency – the feeling that ideas and language are flowing like water
- Process writing separates writing issues
- Don't slow down Inventing and Drafting with Editing



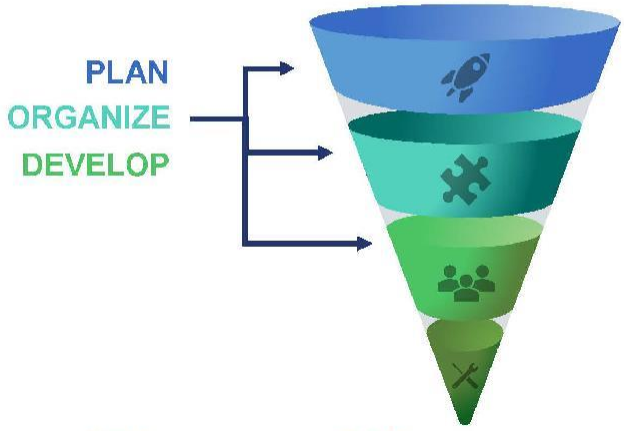
"Multnomah Falls, OR" by Ravi Pinisetti via Unsplash is licensed under the Unsplash license

## Global issues come first

Global issues

- Higher-order thinking
- Content-level

➢ Focusing on global issues promotes fluency



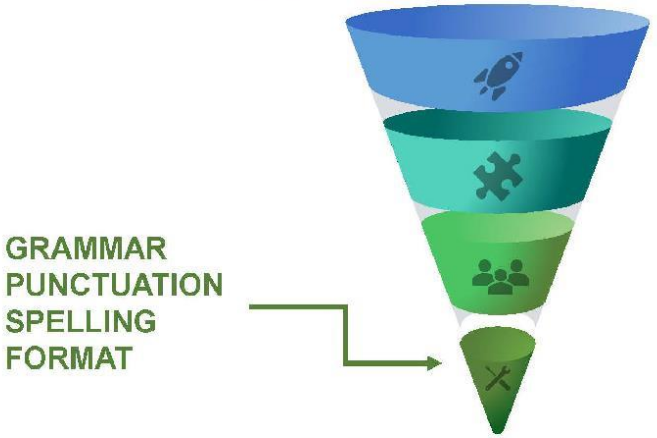

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## Local issues come last

Local issues

- Lower-order thinking
- Sentence-level

➢ Focusing on local issues helps the brain process one thinking task at a time




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## Wrap up

### KEY CONCEPTS OF PROCESS WRITING

- HOW to write, not WHAT to write
- Inventing, Drafting, Revising, and Editing stages
- Stages not in a straight line
- Global issues for early stages
- Local issues at the end stage
- Editing last



"Cocoon transformation butterfly" by Suzanne D. Williams via Unsplash is licensed under the Unsplash license

## References

**Reference I:**

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Gagich, M., & Zickel, E. (2018). *A guide to rhetoric, genre, and success in first-year writing*. MSL Academic Endeavors. https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric

**Reference II:**

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Murray, D. (1972). Teach writing as a process not product. *The Leaflet*, 71(3), 11-14.

**Transcript: What Is the Writing Process?**

**SLIDE 1: TITLE**
Welcome to
Module 2: Teaching Process Writing.
What is the writing process?

**SLIDE 2: PREVIEW**
In this presentation, we cover the:

- different teaching approaches;
- stages of the writing process;
- the importance of the timing and order of the writing process stages.

**SLIDE 3: PRODUCT VERSUS PROCESS TEACHING APPROACHES**
As we mentioned before, there are many ways to approach writing instruction. Product-focused teaching emphasizes what to write – it focuses on the form and the final product, and treats writing as a set of skills. Process-focused teaching emphasizes how to write – it focuses on what the writer does and treats writing as a set of steps. Each of these approaches has its benefits.

**SLIDE 4: PRODUCT-FOCUSED WRITING**
We can see the benefit of product writing if we think of writing like cooking. Product-focused writing is like cooking a meal following a recipe using specific ingredients to make a well-known dish. Knowing the expected product can help you produce the same dish every time – often successfully. However, it can be hard to adjust the dish if you have different ingredients or different guests.

**SLIDE 5: PROCESS-FOCUSED WRITING**
On the other hand, process writing is more like experimental cooking. You might start with a general idea of what you want to eat, but you will smell and taste it as you go, adding or taking out some ingredients to improve the dish. Knowing the process for writing is like being a creative cook – a cook who makes a unique dish, which is sometimes not what the dinner guests expected.

**SLIDE 6: TEACHING MORE THAN ONE APPROACH**
Thus, teaching with more than one approach is most effective. Teach your students both what forms and structures are commonly expected and how to work through the writing process. This will allow them to be creative cooks who can always make the best dish – or write the best text – for any audience.

**SLIDE 7: THE STAGES OF THE WRITING PROCESS**
Teaching process writing means understanding the four main stages: Inventing starts with thinking about the topic and planning the main ideas. Drafting includes composing a draft and developing it with details. Revising includes reviewing of the draft and getting feedback to re-write what is needed. And the Editing stage involves proofreading and correcting the grammar and format of the document.

**SLIDE 8: THE STAGES ARE NOT A STRAIGHT LINE**
However, the writing process stages are not proceeding in a straight line from start to finish. They are more like a set of connected loops where writers sometimes repeat some steps as they revise.

**SLIDE 9: PROCESS WRITING AND LANGUAGE LEARNING**
As a foreign language teacher, keep in mind that language learners need to develop fluency – the feeling that their ideas and the language to express them are flowing like water. Process writing can help promote fluency by separating the types of writing issues, so that fluency is not slowed down.

**SLIDE 10: GLOBAL ISSUES COME FIRST**
The early stages allow students to plan and develop their ideas, which are the higher-order thinking skills at the content-level. They are called global issues because they are seen the big picture point of view. Focusing on global issues in the early stages allows language learners to say what they mean in their new language without worrying about saying it correctly. It promotes fluency.

**SLIDE 11: LOCAL ISSUES COME LAST**
Putting global issues first means that early drafts may contain errors, which are considered lower-order, sentence-level issues. They are called local issues because they are found by looking closely at the words and sentences.

To promote fluency, you should try not to correct local errors until later in the writing process. Remember, students are trying to think and write in a foreign language. Their brains should not be asked to process too many tasks at the same time. Let them use all their brain power to express their ideas at the early stages and save the grammar and other local issues for later.

**SLIDE 12: WRAP UP**
To wrap up, process writing teaches how to write, not what. There are four main stages, and the stages don't go in a straight line. Global issues are best addressed in the early stages. Local issues are best addressed at the end. And editing last promotes language learning and fluency.

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**Optional: Additional engagement**

Each of the stages of the writing process presents an opportunity for language learning and for the development of communication skills. Think about how you can use the writing process to provide communication practice for your students in class. For example, students can talk about their topics together in small groups and share how they would develop their drafts. Consider these questions:

- What language and communication skills do you think they could practice during the Inventing stage?
- What language and communication skills could they practice together in class during the Revising stage?

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**Additional Resources**:
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Teaching Writing as Process: This resource compares writing-as-process and writing-as-product. It describes the main elements of the writing process and provides some advice for teachers on how to facilitate their students' writing process.

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## MODULE 2: ESSENTIALS OF THE WRITING PROCESS



"A person writing on a notebook" by Anna Pou via Pexels is licensed under the Pexels

**Let's learn more about the writing process!**
In this part of Module 2, you will learn from short readings about what can make the writing process more effective from the very beginning and what to pay attention to at later stages of the writing process.

1. Pre-Writing Strategies
2. Revising Versus Editing

---

**Optional: Additional engagement**

Please think about yourself as a writer. Write down some ideas about what you do when you begin working on a text, when you revise what you wrote, and when you finalize your text.
Keep your notes until after you read the following two pages, so you can later compare your ideas.

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# MODULE 2: PRE-WRITING STRATEGIES

Please note: **Words in bold** can be found in the Course Glossary.

There is no right way to start writing, but invention is key for composing any text. We describe the pre-writing (or inventing) strategies briefly based on Babin et al. (2017). You can give your students several strategies to try, so they can identify the ones that work best for them.

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**Brainstorming**
Brainstorming is one of the most popular strategies used at the beginning of the writing process. Here, writers write down many ideas without judging if they are all appropriate for the writing task. They can pause and get input from others. And there is no need to worry about spelling or grammar errors.



"Untitled" by Barney Yau via Unsplash is licensed under the Unsplash license

**Clustering**
Clustering allows writers to see the connections between their ideas. It is also called a **tree diagram** or **map**. Writers can start by writing down the main idea in the middle, circling it, and then drawing out connections to other ideas. Each idea can then be expanded further through new connections. Then, the ideas will look like the branches of a tree. Writers can also use colors or large fonts to join similar ideas and emphasize important ideas.

**Listing**
Listing lets writers organize their ideas as a list. There are two types of lists: (1) *brainstorming* list and (2) *what I know/don't know* list. In the first one, writers simply list all the ideas they can think of on their topic. In the second one, they write down what they already know about their topic and what they need to learn about their topic.

**Outlining**
Outlining is a strategy that writers can use once they know more about their topic. Therefore, it usually follows one of the strategies mentioned above. Writers can create either a traditional outline or a rough outline. The **traditional outline** is used to order the main ideas and supporting details through numbering. Typically, it starts with the main idea for the overall topic. Then, subtopics are added, and each subtopic will have supporting details as elaborations. The **rough outline**, on the other hand, basically lists the ideas the student developed during the clustering or listing phase in some logical way.

**Freewriting**
Freewriting is where writers actually create some text, but they don't worry about the correctness yet. Here, they write as much as possible in a short amount of time, and they don't stop trying to focus on a specific order. If they are stuck, they try to express the same idea in different ways until they are able to generate a new idea.

**Looping**

Looping helps to build on freewriting. Writers move within their topic and get all the relevant ideas into writing. Usually, they write freely on a topic for about 10-15 minutes, read over the content generated in this time period, and circle a subtopic to develop further. Then, they write freely on the circled topic and repeat the looping process until all the relevant topics are covered.



"Colleagues discussing contract on paper" by Alexander Suhorucov via Pexels is licensed under the Pexels license

**Asking Questions**

Asking questions is a strategy to get new content. Here are some examples:

- *Journalism questions* (also known as the "five W questions" - who, what, when, where, why/how - questions that help reveal the basics of the topic)
    - Who is involved?
    - What is happening?
    - When/Where/Why/How is it happening?
- *Problem/solution questions*
    - What problem is your writing aiming to solve? Who/what is involved in the problem? What solutions can you provide? How can these solutions be accomplished?
- *Cause/effect questions*
    - What reason contributed to your topic? Why is this an issue? Or, in talking about an effect, what effect does your topic have? Who will this topic affect?

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**Optional: Additional engagement**

Students may skip invention or spend very little time on it. Teachers should activate students' prior knowledge about a writing topic before having them write. Consider how you may introduce your students to a given topic to get their ideas flowing before they begin pre-writing activities.

- Would you read a story? Show pictures? Share a video? Invite a guest speaker?
- Would you have them share their own stories, pictures, or videos about the topic?
- How much time do you think your students may need to work through any of the pre-writing strategies described above?

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Babin, M., Burnell, C., Pesznecker, S., Rosevear, N., & Wood, J. (2017). *The word on college reading and writing.* Open Oregon Educational Resources.
https://openoregon.pressbooks.pub/wrd/chapter/strategies-for-getting-started

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**Additional Resources:**
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- Guide to pre-writing techniques: This website describes pre-writing strategies and shows examples of worksheets for Inventing.
- How to teach pre-writing: This site gives teachers ideas for lessons on pre-writing and many other literacy lessons.

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## MODULE 2: REVISING VERSUS EDITING

Please note: **Words in bold** can be found in the Course Glossary.

In the writing process, it is important to separate the revising and editing stages. Revising deals with global issues in a text such as meaning, content, and organization. Editing looks at grammar and other issues related to incorrect language use. See revising and editing compared in this table:

**Differences between Revising and Editing**

| Revising for meaning | Editing for correctness |
|---|---|
| • Involves reviewing and improving the content, organization, and focus of the draft<br>• May include finding more accurate vocabulary or changing the sentence structure to improve the logic and cohesion | • Involves two steps<br>  ○ proofreading for grammar, sentence structure, punctuation, spelling, and capitalization mistakes<br>  ○ editing to make corrections |
| • Can involve a peer, a tutor, or an instructor reading the draft and giving global feedback on how well the meaning can be understood | • Can involve getting corrective feedback on local errors from instructors or tutors, or from electronic grammar or spelling checkers |
| • Done repeatedly after developing each version of the draft | • Done only after the last round of revisions |
| • Includes checking the sources used in the text to make sure they are specified and credited | • Is followed by formatting the document (see below), including using the correct citation style and documentation format |

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**Revising**

Morissette (2012) explains how writers need to revise first by thinking about the Rhetorical Situation - specifically their topic, audience, and purpose (addressed in Module 1: What Is Academic Writing? ). Before beginning to review and revise the draft, students can be asked to answer the following questions:

- What does the audience know about the topic?
- How does the audience feel about the topic?
- What may the audience want or need to know about the topic or about my ideas?
- Do I have clearly defined topic sentences for each of my supporting ideas?
- Have I given enough details, explained my ideas enough, or provided enough evidence for them?
- Is my information presented in a logical order, so they can understand and build on each new thing I tell them?
- What is my thesis statement? Do I need to revise it to match the body paragraphs, or do I need to revise the body paragraphs to match the thesis?



"Busy man working with laptop" by Michael Burrows via Pexels is licensed under the Pexels

To revise effectively, students should focus on the aspects listed below and use the respective revision strategies.

- **Specificity and development**
  - Add more specific details. For example, look for general statements like "*The people in my hometown are very hospitable*." Instead, provide evidence of the quality of "*hospitable*," like "*In San Francisco, people will always help a lost stranger find their way on the rail system*."
  - Delete ideas that are repeated.
- **Relevance** (how well the content relates to the topic and audience)
  - Delete sentences and maybe whole paragraphs that do not support the thesis.
  - Make sure that the body paragraphs contain information only about the specific points needed to support the topic sentence.
- **Organization**
  - Change topic sentences, or even the thesis statement, if they are not specific or do not match exactly what the paragraphs say.
  - Move the order of sentences or paragraphs around, so that they make better logical sense for the reader.
  - Look for places where new ideas are added or a new topic is introduced and add transitions where needed.
- **Language expression**
  - Look for more specific words or phrases that make the meaning more precise. Vague adjectives like *good* or *nice*, general nouns like *place* or *friends*, or too many sentences containing 'be' verbs (e.g., *is, are, am, was*) should be replaced with more precise words (e.g., *observe*, *create*, *demonstrate*, *examine*).
  - Decide if sentences could have simpler **syntax** (or sentence structure) to make them easier to understand. Or, see if there are too many simple sentences and if they could be combined to make complex sentences that express the meaning more clearly.

**Editing**

All writers are likely to make errors. Some errors are minor and do not affect the meaning, such as incorrect plural, wrong preposition, or missing article. They are called **low-gravity errors** (or minor errors) because they do not prevent readers from comprehending the meaning (Ferris, 2011; Vann, 1984).

Other errors are more serious and must be carefully checked and edited. Serious errors have 'higher gravity' that interfere with comprehension because they carry more meaning in a sentence. For example, verb errors are **high-gravity errors**.

A description of the main high-gravity errors is given in the downloadable Editing & Formatting: Error Awareness Chart Handout. Note that the errors are listed in the order of which to locate first.



"Woman working retouching photo" by George Milton via Pexels is licensed under the Pexels license

**Optional: Additional engagement**

In this section, we talked about what writers should do after they have a draft. Take a moment to consider the following questions:

- Would you say that it is important to do revising first and editing second? Why?
- What do you think has been effective in reviewing and polishing your own writing?

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**References:**

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Ferris, D. (2011). *Treatment of error in second language student writing, 2nd Ed.* University of Michigan Press. 125-128.

Morissette, M. (2012). *Revision vs editing*. Retrieved December 1, 2021, from https://learningenglishwithmichelle.blogspot.com/2012/01/revision-vs-editing.html

Vann, R.J., Meyer, D.E., & Lorenz, F.O. (1984). Error gravity: A study of faculty opinion of ESL errors. *TESOL Quarterly*, 18(3), 427-440.

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**Additional Resources:**

- Grammar and style: See a list of top ten errors and useful tips for writing complete sentences and using correct punctuation. This content is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License and is free for public use.
- Editing vs revision: This webpage compares these two stages and also has links to other helpful information about Revising. This content is freely available but has some restrictions. Please check the license if you'd like to adapt or distribute this content.
- The writing process - editing: This helpful guide provides advice for students and a printable Editing Checklist. This content is copyrighted, and cannot be adapted in any way, or distributed after the end of this course. It is not Public Domain or Creative Commons-licensed, and therefore not for public use.

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## MODULE 2: OPTIONAL DISCUSSION: EXPERIENCE WITH INTEGRATING PROCESS WRITING

You Decide This task is OPTIONAL

**Discussion**

So far in this module, we have presented the strategies important for the writing process. As the course designer and instructor, you should provide the time and structure to allow your students to use process writing. You may or may not have had experience teaching process-based writing, but you surely have done a lot of writing yourself - so let's talk about this.

To help you brainstorm ideas, we asked several expert academic writing instructors to share how they integrate process writing into their teaching. As you listen to their answers, you may wish to take notes. They can give you some great ideas and insights!

In this discussion, please share your own experiences with process writing. Your post should be between 300 and 500 words. You should give specific examples to support your ideas. See the Self-Assessment Checklist for ideas that you may want to address in this discussion.



"Online church macbook laptop" by Samantha Borges via Unsplash is licensed under the Unsplash license

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**Video: Integrating Process Writing into My Course - Guest Speakers (Part 1 and Part 2)**

When you watch the videos, consider how you might integrate process writing into your own course.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

---

**Transcript: Integrating Process Writing into My Course - Guest Speakers, Part 1**

We asked three expert academic writing instructors some questions about teaching process writing. Please listen carefully as you hear the answers from Associate Teaching Professors Brenna Dixon and Joan Chamberlin, and Assistant Professor, Dr. Jim Ranalli.

First, question 1: **What are the benefits of using the writing process in an academic writing course?"**

*Brenna Dixon, Associate Teaching Professor*
It shows students that it's okay not to have a perfect draft the first time around. No one does! They can then apply this growth mindset to other areas of their academic, civic, and professional lives (in terms of writing and beyond).

*Jim Ranalli, Assistant Professor*
The question seems a bit odd to me because I honestly don't see how you can teach academic writing if you're not addressing writing processes. My own research, and the research I cite in my work, suggests strong connections between the ways students go about writing and the qualities of the texts that they produce. If students are producing poor-quality texts, and you're only working with them on those written products and not the processes that went into them, it's like a doctor who deals only with symptoms and not actual diseases.

*Joan Chamberlin, Associate Teaching Professor*
When the process is broken down into smaller tasks, students are more likely to be successful. Students receive feedback at each step and are able to redo parts of the process, from research to final editing. I hope students learn to see the process not as linear, but as a cycle. At any point in the process students should be able to loop back to add to their information gathering, or to reorganize paragraphs, or to add more examples.

And now, question 2: **What stages of the process do students neglect most often and need the most help developing?**

*Brenna Dixon, Associate Teaching Professor*
Revision! Students often come into composition classes with a one and done mentality.

*Jim Ranalli, Assistant Professor*
In a multiple-case study I published with two co-authors in 2018, we found that our participants seemed to struggle most with evaluating their own work on a global level. They didn't reread the completed drafts of their assignments to see if they were doing all the big-picture checks: Had they followed the assignment? Had they organized the essay as logically as possibly? Had they provided enough evidence or detail? Had they taken the readers' pre-existing knowledge and information needs into account? We found, in fact, that they actively avoided this type of evaluation because they feared finding out how much more work they would have to do to improve what they had written. They were overwhelmed. And this is important to note because global evaluation and revision may often make the difference between poor writing and good writing.

*Joan Chamberlin, Associate Teaching Professor*

The feedback I most often give to student writers is that they need to provide more specific support for their general conclusions. The support might be an anecdote, specific statistics, a description, an example, or an illustration. The lack of support for their ideas sometimes has to do with a lack of research and gathering information at the initial stage of the process. Or, students may need more guidance on how to develop their general ideas. Looking at examples of good writing is helpful for that.

**Transcript: Integrating Process Writing into My Course - Guest Speakers, Part 2**

For Part 2, we asked the same expert instructors two more questions. Let's hear again from Associate Teaching Professors Brenna Dixon and Joan Chamberlin, and Assistant Professor, Dr. Jim Ranalli.

The first question is: **How do you create assignments and structure your syllabus to ensure your students are applying the writing process?**

*Brenna Dixon, Associate Teaching Professor*
Major assignments are scaffolded so that students are building their first drafts piece by piece. From there, I give them formative feedback on their first draft, and their peers review it, as well. After that, students apply the feedback in revising for a second/final draft. They also complete an editing piece using Grammarly.

*Jim Ranalli, Assistant Professor*
I actually assign students to do all of their writing (including brainstorming and planning/outlining) in Google Docs so that there's a sort of process record. We use the version-history feature of Google Docs to help us measure how much—and what types of—planning, drafting, and revising they're doing while completing a major writing assignment. This information about process provides a valuable basis for my feedback and their reflection.

*Joan Chamberlin, Associate Teaching Professor*
In a recent syllabus I created in Ukraine, I used a standard module that we followed, with different content themes, a few times during the academic year. The writing process was built into the module with small assignments along the way. Students became used to this pattern. There was a clear benefit to starting out with input about the topic – readings, audio broadcasts, films. This allowed students time to discover their own narrow focus on the larger theme that we were all exploring.

The next question is: **Can you describe an example of a lesson/activity/assignment that applies the writing process?**

*Brenna Dixon, Associate Teaching Professor*
In preparation for writing a research essays, students practice developing research questions, using them, and formulating a rough thesis based on the initial perspectives they find through research. I provide a structure that they fill in for this activity. Sometimes, if we do this over the course of more than one class day, students will put their rough theses in a class-wide shared Google Doc and will workshop each other's' thesis statements.

*Jim Ranalli, Assistant Professor*
I have my students write reflections at the beginning, middle, and end of their engagement with a major writing assignment, and in these reflections, they're prompted to discuss, among other things, their plans for engaging in the major processes—again, planning, drafting, evaluating, revising—and then, later, their self-evaluations of whether they followed their plans or not and how they think the ways they engaged in these processes influenced their final submitted text. Then, in the next major assignment that follows, they're asked to review their reflections on the previous assignment in relation to the feedback they get from me regarding both their written product and their process engagement, and these reflections are incorporated into their planning for the new assignment.

*Joan Chamberlin, Associate Teaching Professor*
An example reading I used with my syllabus was a text by Sherry Turkle called “Alone Together”. The first time we worked through the module, the theme was technology. I used the Turkle text (and other texts) a few different ways while working through the writing process. Here are some examples:

- For one task I would have students reflect on the content of the text through journal free writing, and they would use a prompt like this: “I was particularly interested in Turkle’s ideas about X, because of Y”

The purpose of this activity was to spur students to think about their reactions to the author’s ideas about technology and to start exploring how they might approach this theme in their own essay.

- Another task was for students to read a particular paragraph again, and then turn the text over on their desks, and then tell their partners about the details that they could remember from the paragraph.

The purpose of this activity was for students to pay attention to how writers develop and support their ideas with details.

- A third task was, after briefly looking at a list of techniques for creating clear transitions between paragraphs, I would have pairs of students analyze Turkle’s transitions and identify the techniques she uses.

The purpose of this activity is to make students aware of ways to build a thread of meaning through a piece of text and to notice how other writers do this. They will later do a similar analysis of each other’s work during peer reviews.

---

**Self-Assessment Checklist**

- ☐ My response is between 300 and 500 words.
- ☐ I considered which stages of the writing process I have used the most in my own writing.
- ☐ I considered which stages of the writing process I have used the most in my own teaching.
- ☐ I considered which aspects of the process-based approach may be the most challenging for me to do
- ☐ and/or to teach.
- ☐ I considered the benefits of using the writing process in an academic writing course.

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REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an additional challenge for those of you who want to express your ideas and share them with others.

"You Decide - This Task Is Optional", "Discussion", "Video", and "Self-Assessment Checklist by Iowa State University is licensed under CC BY 4.0.

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# Module 2: Cascading Knowledge

## MODULE 2: INTRODUCTION TO CASCADING NEW KNOWLEDGE

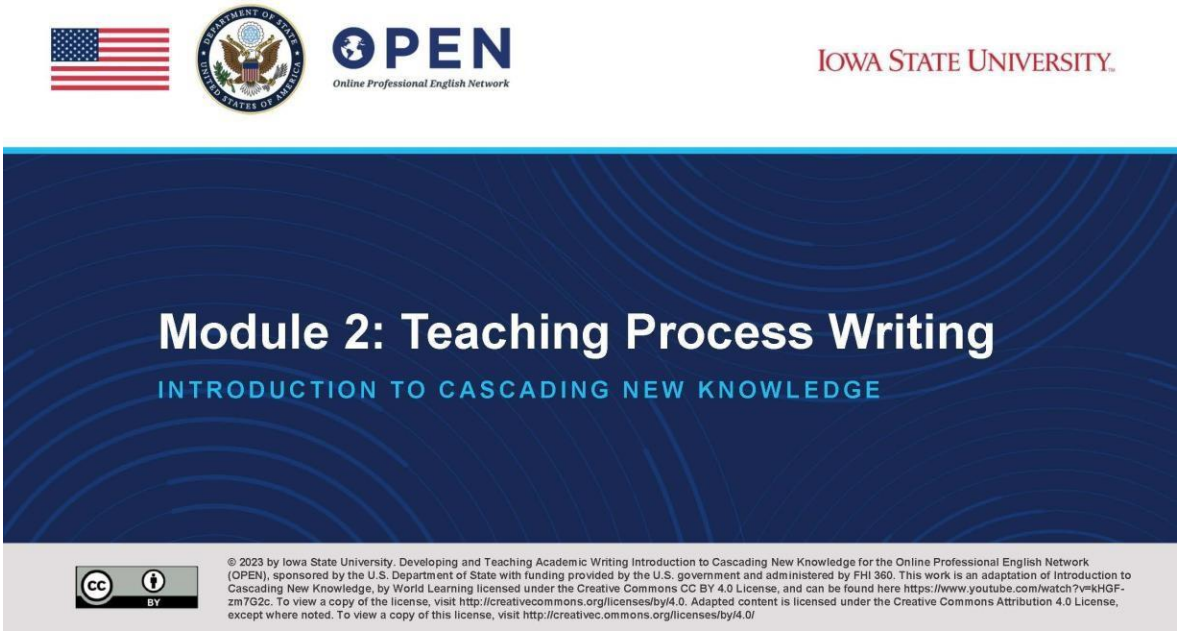
**Video: Cascading New Knowledge**

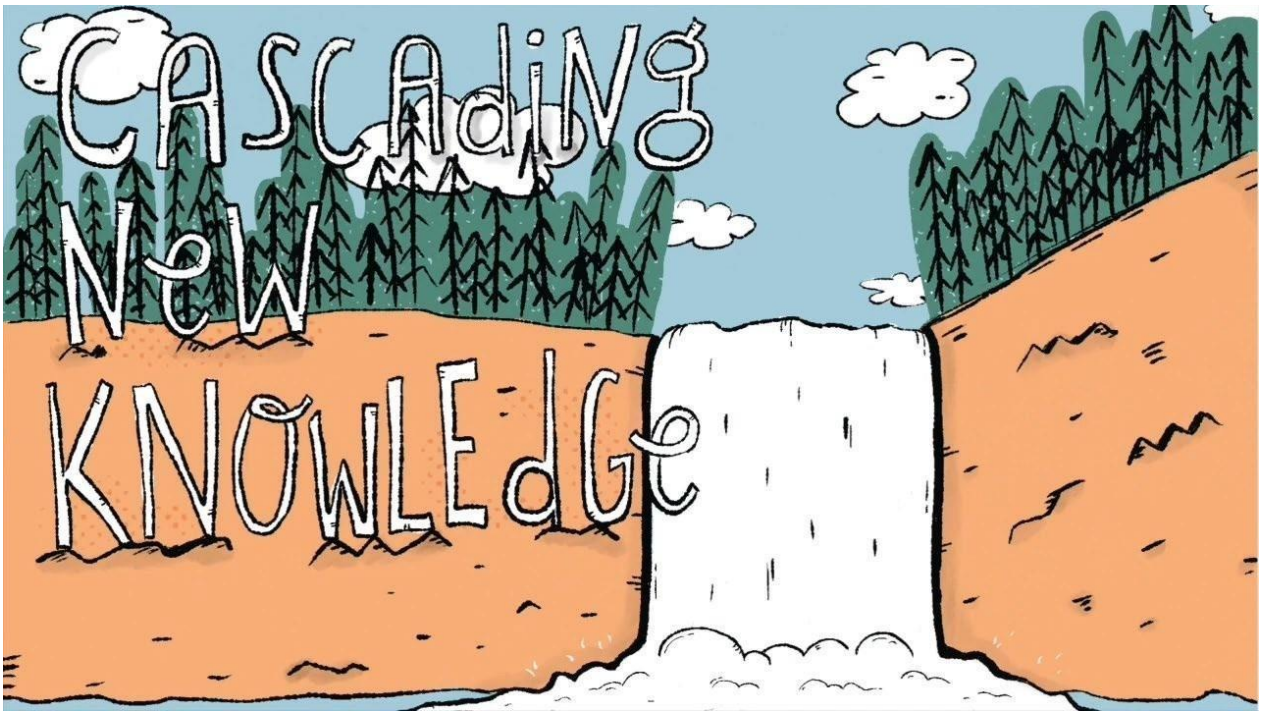
Just like students learn in both formal and informal settings, teachers continue to develop professionally in many ways. This course, for example, is a great professional development opportunity for you. By training you how to teach academic writing, we are in fact 'Training-the-Trainers' - in other words, we are using a Cascading New Knowledge approach. Watch a short video explaining this important concept.

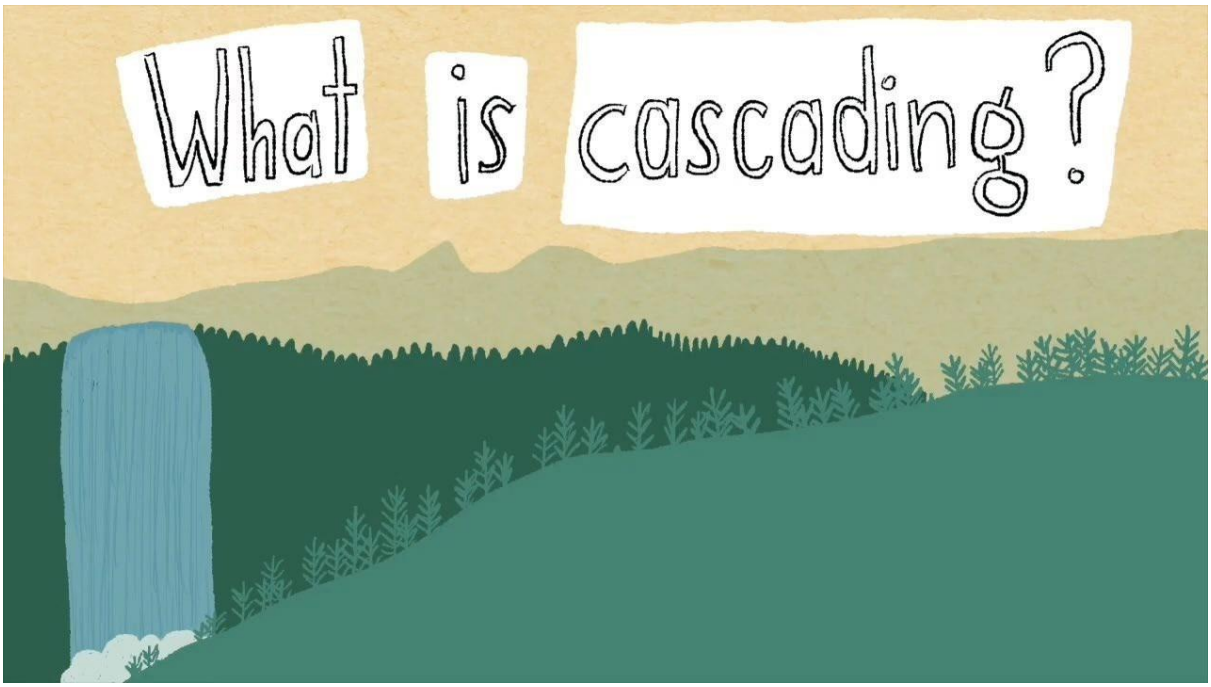
>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

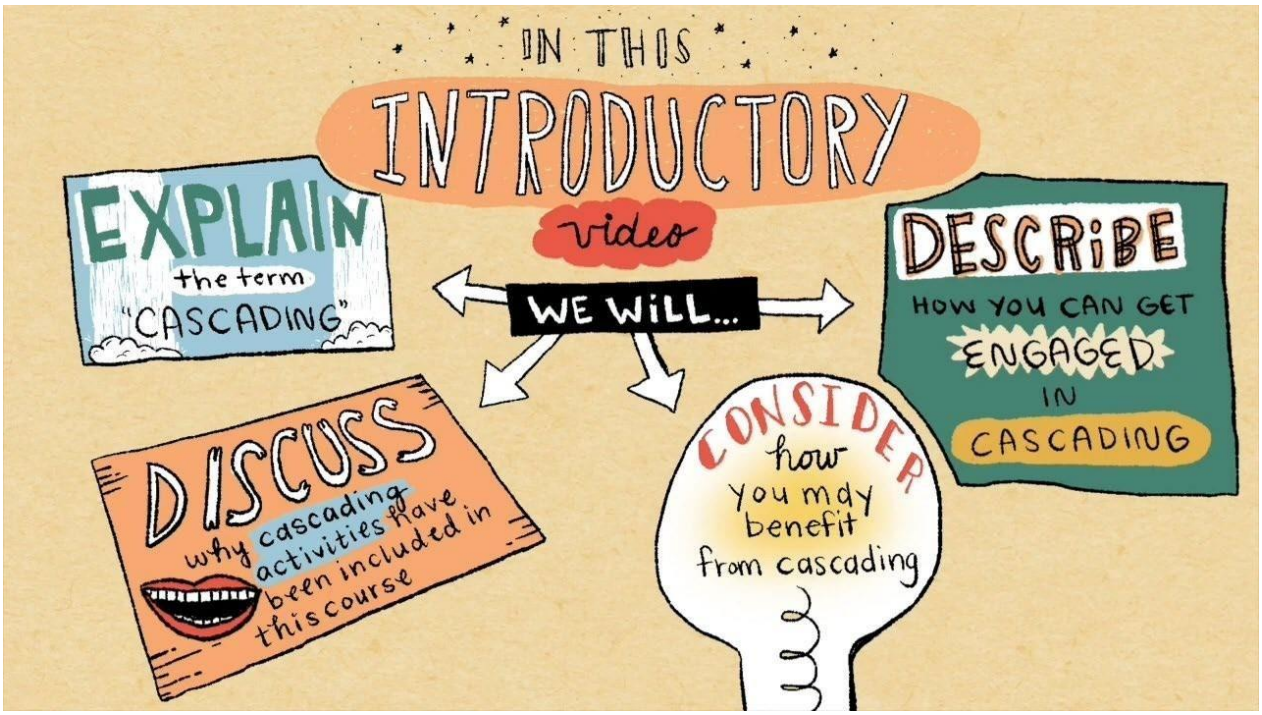
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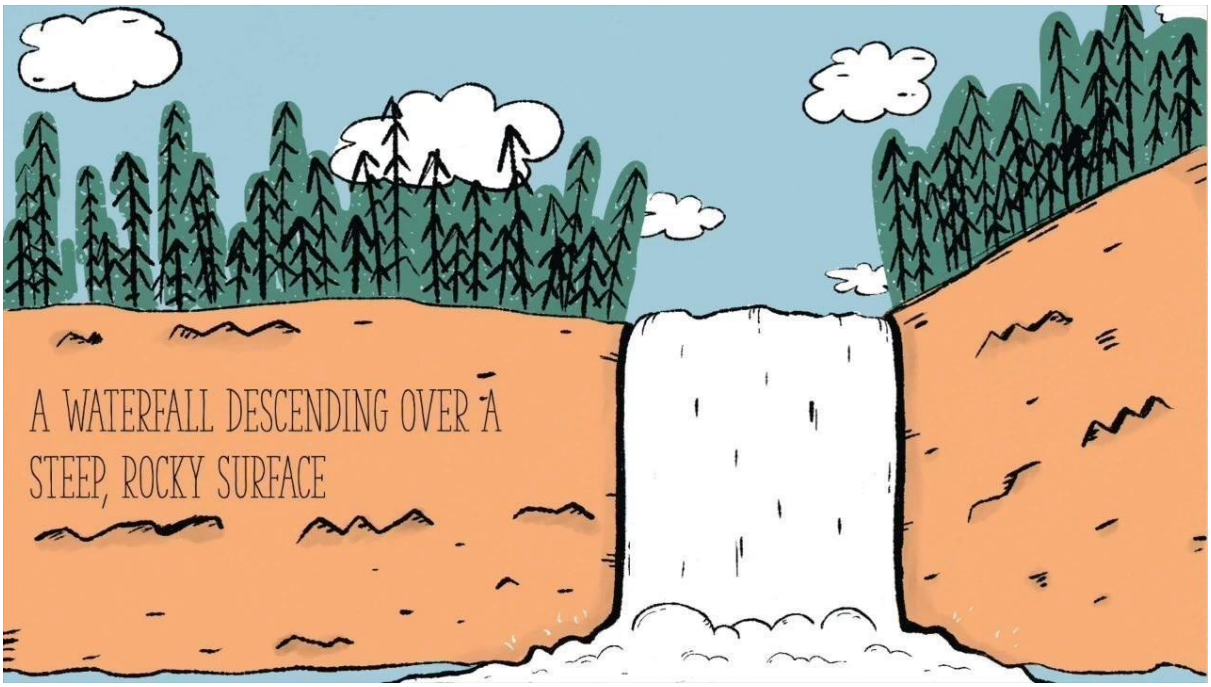
**Presentation Slides: Cascading New Knowledge**

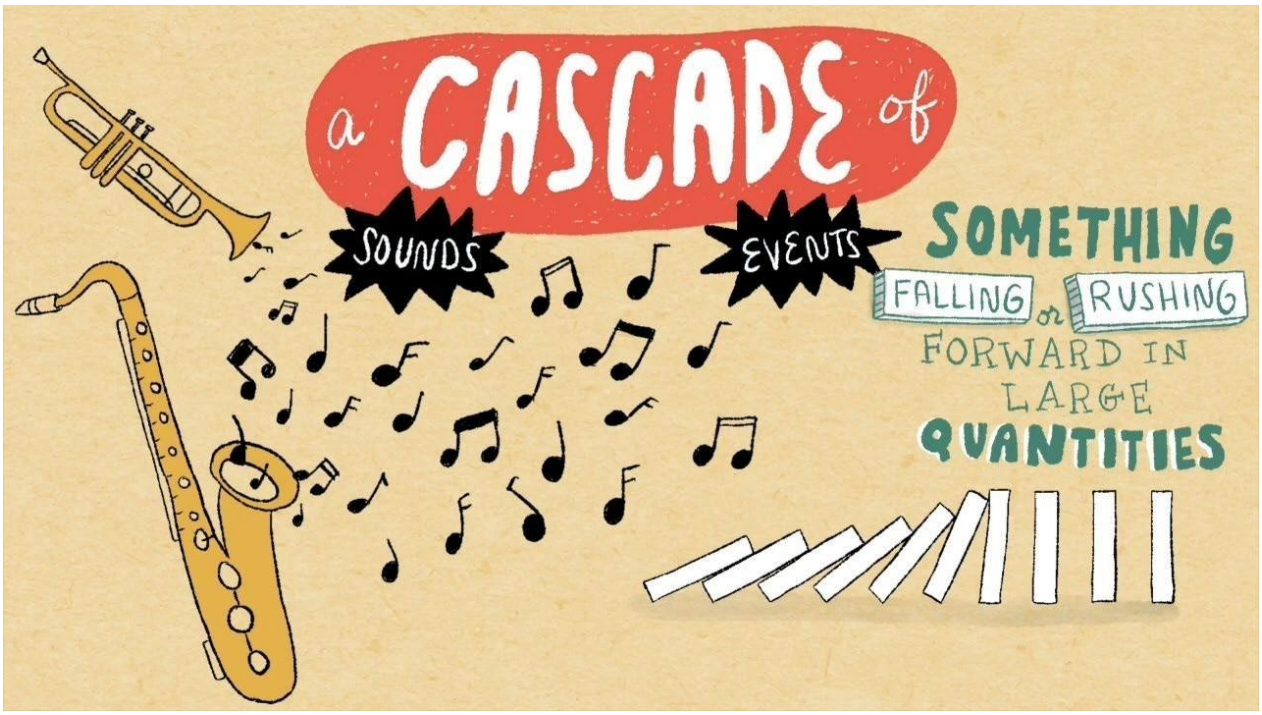


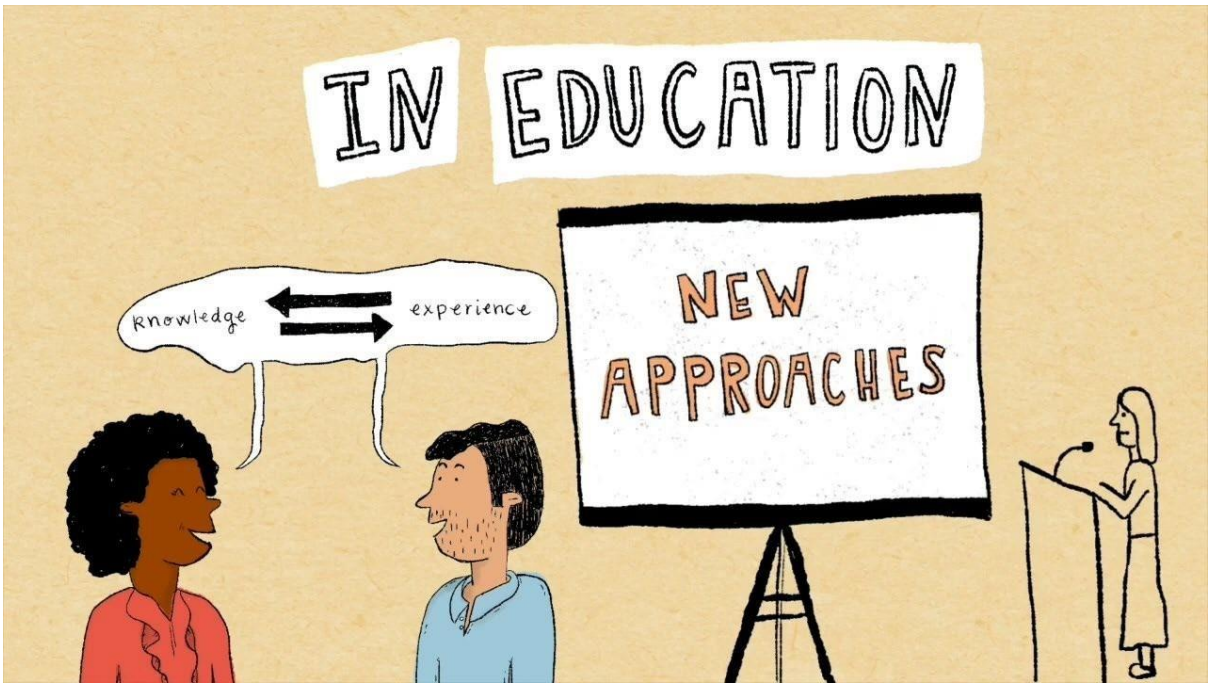

CASCADING
NEW
KNOWLEDGE

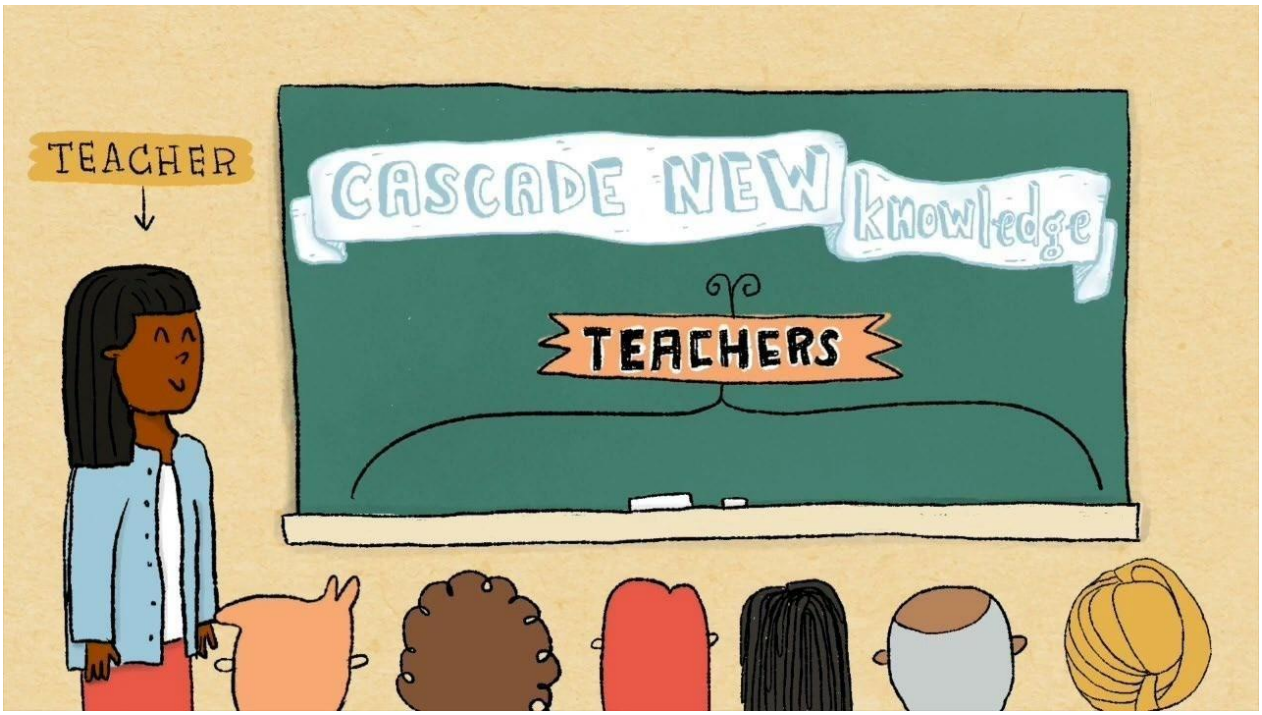

What is cascading?

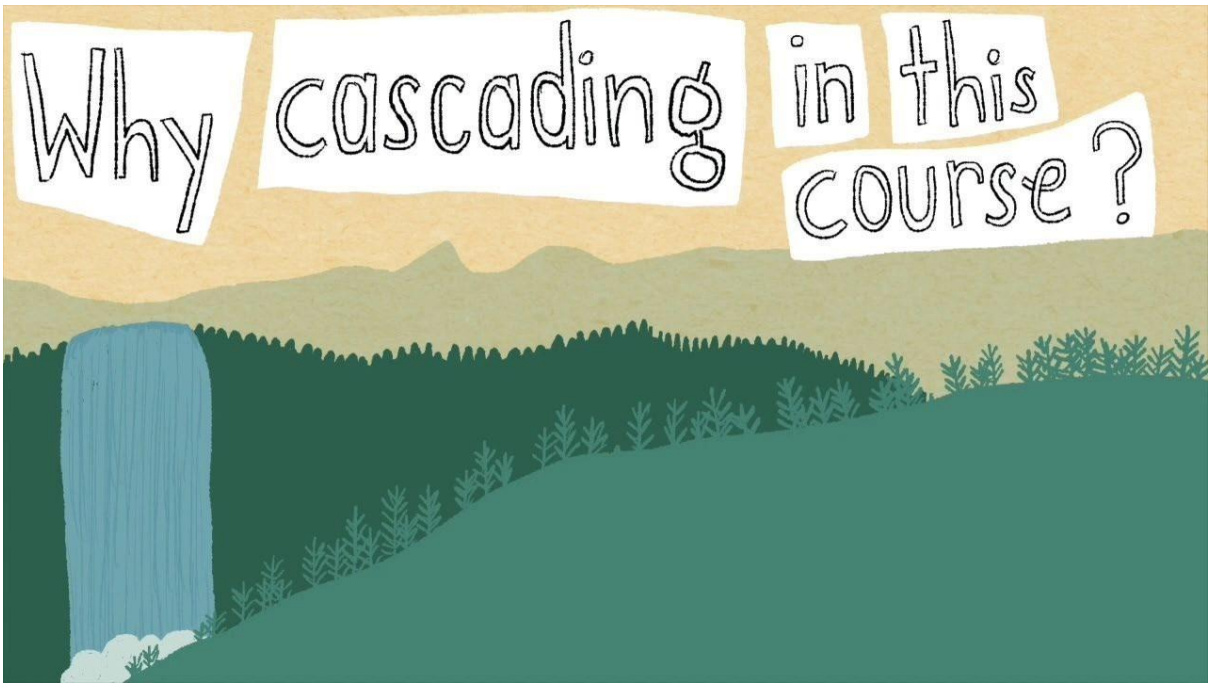

IN THIS
INTRODUCTORY
video
WE WILL...
EXPLAIN
the term
"CASCADING"
DESCRIBE
HOW YOU CAN GET
ENGAGED
IN
CASCADING
DISCUSS
why cascading
activities have
been included in
this course
CONSIDER
how
you may
benefit
from cascading


A WATERFALL DESCENDING OVER A
STEEP, ROCKY SURFACE

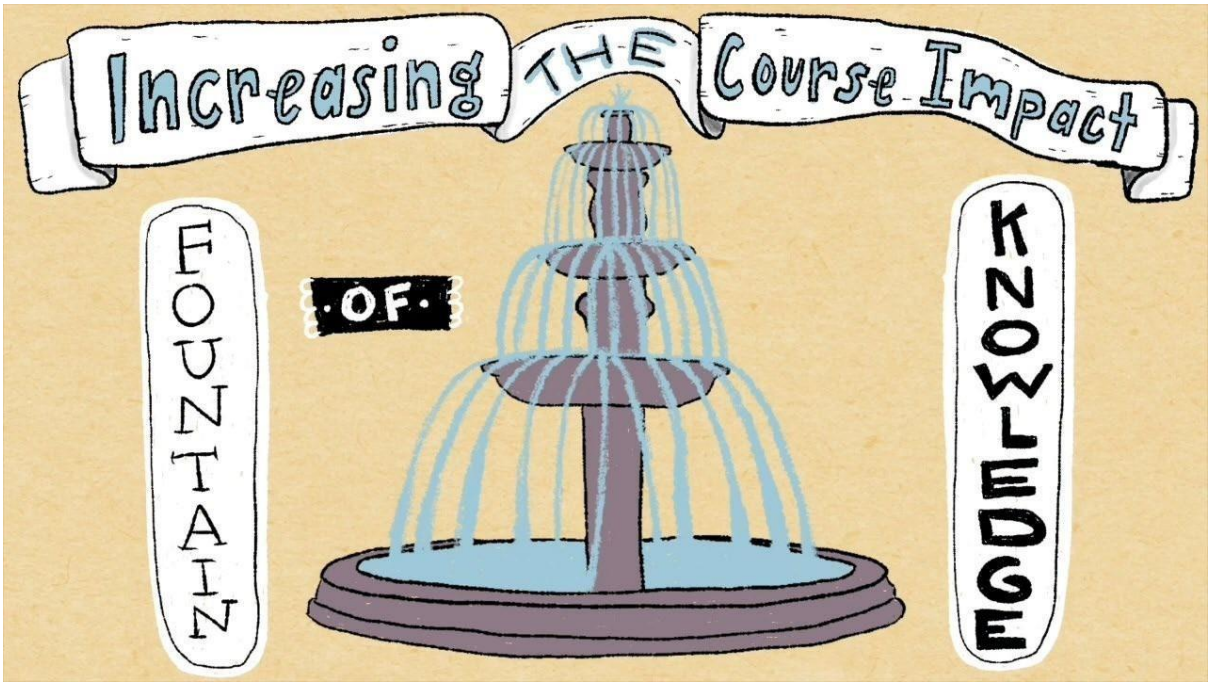

a CASCADE of
SOUNDS
EVENTS
SOMETHING
FALLING or RUSHING
FORWARD IN
LARGE
QUANTITIES


IN EDUCATION
knowledge
experience
NEW
APPROACHES


TEACHER
CASCADE NEW knowledge
TEACHERS


Why cascading in this course?


Increasing THE Course Impact
YOU'VE BEEN ACCEPTED!
You have been given a fantastic opportunity to learn and grow professionally with peers from all over the world...


Increasing THE Course Impact
FOUNTAIN
OF
KNOWLEDGE

# DOUBLE YOUR LEARNING

DOUBLE YOUR LEARNING

"WHEN WE TEACH, WE LEARN"

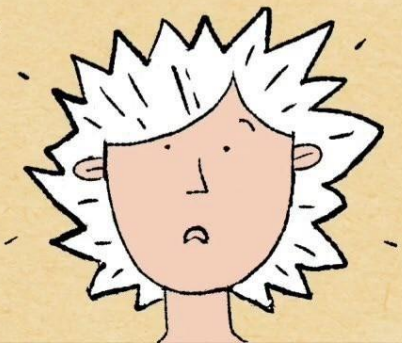
EXPLANING SOMETHING NEW

- pushes you to think deeper and harder about that concept and to reorganize your knowledge
- helps you identify ideas you need to clarify, or things you need to improve

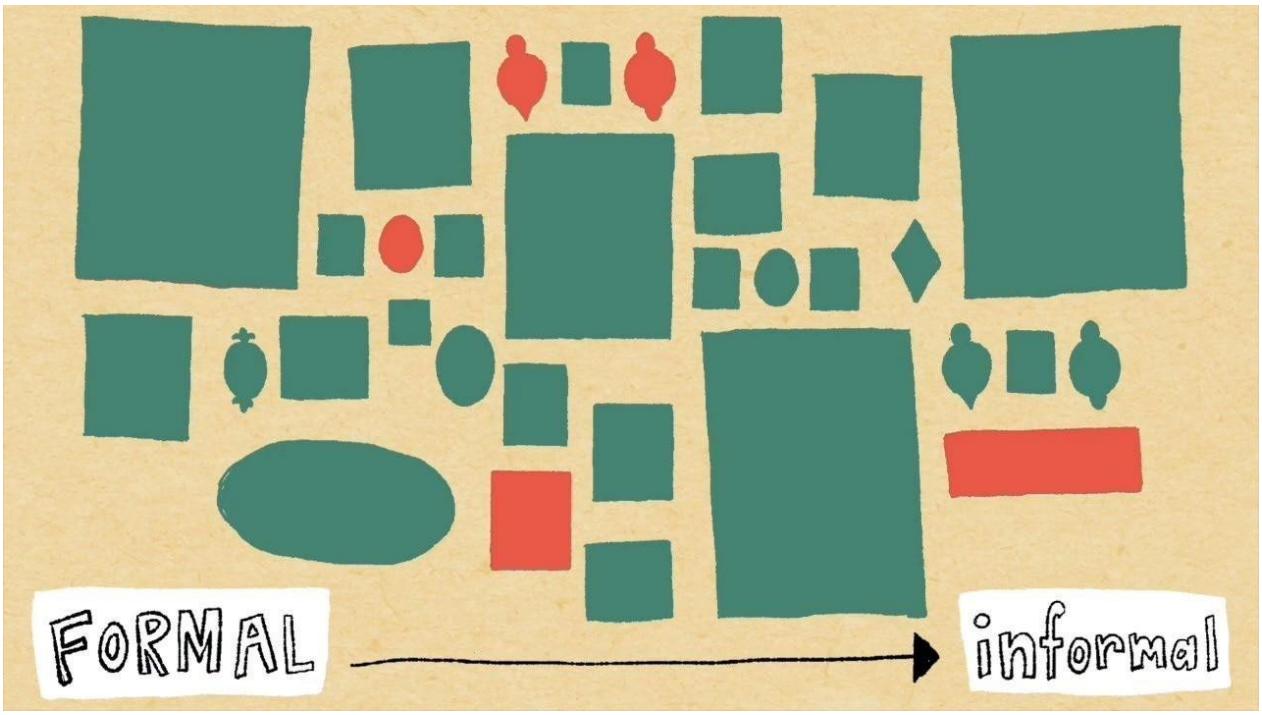
# WE'RE SURE YOU HAVE QUESTIONS

I don't have time for this!

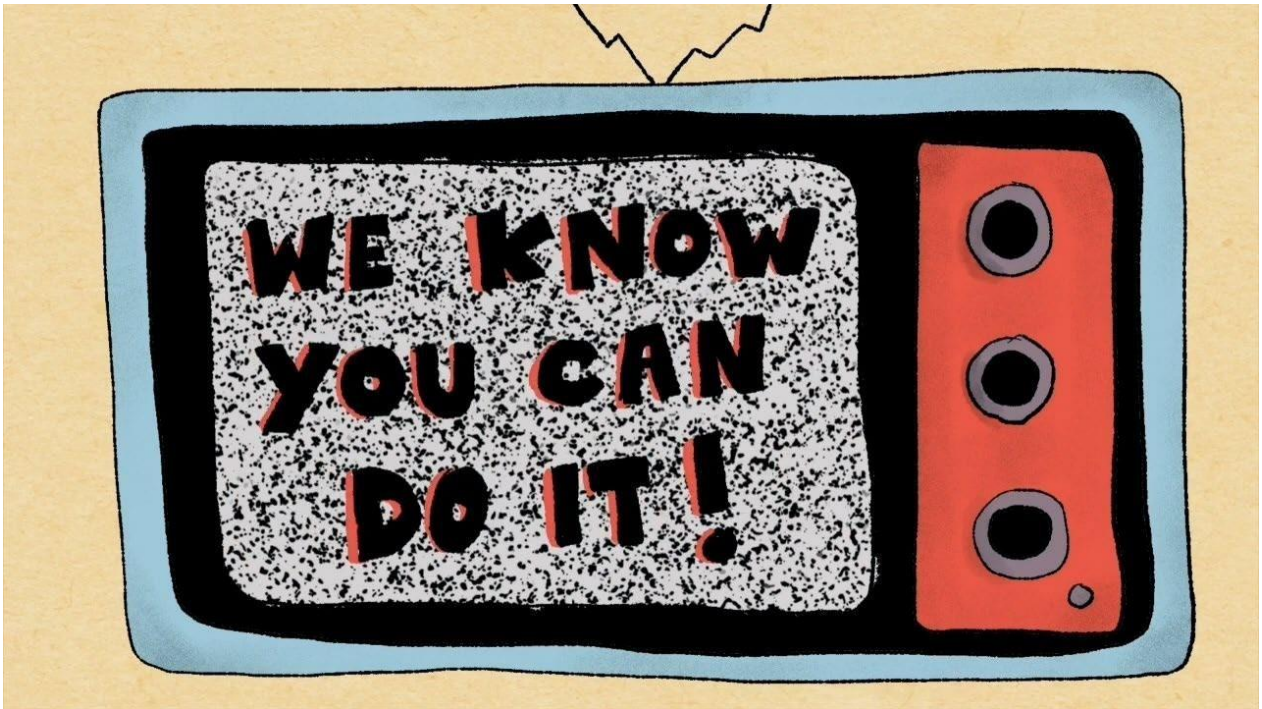
What does cascading look like in practice?



Will I have to organize lectures or classes for my colleagues?


FORMAL
informal


WE HOPE
THIS VIDEO
HAS HELPED


WE KNOW
YOU CAN
DO IT!

**Transcript: Cascading New Knowledge**

In this introductory video, we will:

- Explain the term “cascading”
- Discuss why cascading activities have been included in the course
- Consider how you may benefit from cascading
- Describe how you can get engaged in cascading.

Let’s start!

What is ‘cascading’?

You have certainly seen a ‘cascade’ before - “a waterfall descending over a steep, rocky surface” (dictionary.com). You may have also encountered this word in other contexts - “a cascade of sounds” or “a cascade of events” - where this word is used metaphorically to refer to something falling or rushing forward in large quantities. In education, “cascading” is often used to describe a way of sharing knowledge and experience among professionals. For example, after attending a professional development event and learning new approaches, some teachers may teach other teachers what they have learned. In other words, they ‘cascade’ new knowledge.

Why cascading in this course?

There are two main reasons. You may have guessed the first one:

- Increasing the course impact

When you were accepted to this course and the OPEN program, you were given a fantastic opportunity to learn and grow professionally with peers from all over the world. Once you complete the coursework, we are certain you’ll become a fountain of knowledge. It’s only fair that you share some of your knowledge with those who have not had the chance to join the program.

The second reason is perhaps less obvious.

- Double your learning

A Roman proverb says “When we teach, we learn”. You know that from your own experience – explaining something new to students pushes you to think deeper and harder about that concept, you reorganize your knowledge, and that improves your own understanding. Also, it helps you identify ideas you need to clarify, or things you need to improve.

We are sure you have many questions about cascading:

What does cascading look like in practice? Will I have to organize lectures or classes for my colleagues? I don’t have time for this!

‘Cascading’ can take many shapes and forms. In many ways, it mirrors teacher learning, which can take place in formal to informal contexts. In the weeks to come, we’ll take a closer look at various cascading options and help you select the most suitable ones for your teaching environment.

We hope this video has helped you understand why we have included the cascading thread in this course: we want you to become a fountain of knowledge not only for your students, but also for your colleagues. We know you can do it!

**Optional: Additional engagement**

We hope you will continue to share the new knowledge you acquire in this course with others and apply this knowledge for real needs. Please think about some ways in which you could cascade new knowledge that you will obtain in this course.

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## MODULE 2: OPTIONAL DISCUSSION: WAYS OF SHARING KNOWLEDGE AND EXPERIENCE

You Decide This task is OPTIONAL

**Discussion**

In this discussion, please write about times in your life as a teacher and discuss your understanding of the concept of cascading knowledge. Consider the following questions as you prepare your response:

- How did you learn to to teach better and to grow professionally?
- What sources did you learn from? For example:
  - fellow teachers;
  - books, published articles, and literature for teachers;
  - courses about instructional methodologies;
  - workshops, seminars, webinars, conferences, and other professional development opportunities.
- What does cascading knowledge mean to you?

Your post should be between 300 and 500 words. You should give specific examples to support your ideas. See the Self-Assessment Checklist for ideas that you may want to address in this discussion.



"Women having a discussion at work" by Yan Krukov via Pexels is licensed under the Pexels license

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**Self-Assessment Checklist**

- ☐ My response is between 300 and 500 words.
- ☐ I briefly explained how I understand the concept of cascading knowledge.
- ☐ I considered the educational experiences that helped me become the teacher I am today.
- ☐ I considered who shared their knowledge with me and how that helped me grow professionally.
- ☐ I considered the ways in which I have experienced the effect of cascading knowledge.

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REMINDER: This task is OPTIONAL, and it is NOT assessed, which means that it does not count toward your final grade. It is included in all modules as an additional challenge for those of you who want to express your ideas and share them with others.

"You Decide - This Task Is Optional", "Discussion", and "Self-Assessment Checklist" by Iowa State University is licensed under CC BY 4.0.

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# Module 2: Review

## MODULE 2: QUIZ

**Assess your knowledge of Module 2!**

Take the Quiz for Module 2. You can take the quiz as many times as you need. It is set up to keep the highest score. As you take the quiz, you may refer to your notes if necessary. Be sure to read the feedback after you submit your answers. Please note that you must score at least 7 out of 10 points to move on to the next module.
Good Luck!

>>>> Please note that this quiz can only be completed in Canvas. <<<<

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# MODULE 2: SUMMARY

**Video: Module 2 Summary**

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Watch the Module 2 Summary video to review the main ideas. This will remind you of what you have learned in this module.

>>>> Please note that this video is available for online viewing. See the transcript below. <<<<

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**Transcript: Module 2 Summary**

Congratulations, you have completed Module 2 Teaching Process Writing!

In this module, you learned about the stages of the writing process and how to apply the writing process to your course design. Let's review the key ideas!

An academic writing course should feature writing assignments that incorporate the steps of the writing process.

The process writing approach:

- emphasizes how to write, not what to write;
- can be combined with text-based approaches;
- has four main stages – Inventing, Drafting, Revising, and Editing.

The stages do not progress in a straight line but rather repeat - they are recursive:

- Inventing, Revising, and Editing are stages students should spend most of their time on;
- teachers need to plan time for process steps so students will engage in all stages.

Specific writing issues must be dealt with at strategic times in the process:

- global issues are best addressed early to allow students to focus on content;
- local issues are best addressed at the end to help students focus on language correctness;
- invention strategies should be taught as part of any writing assignment;
- brainstorming or pre-writing strategies include clustering, listing, outlining, free writing, looping, and asking questions.

Reviewing and Revising is an essential and ongoing stage.

It is important to separate Revising at global level from Editing at local level.

There are many guidelines that teachers can give their students for both Revising and Editing:

- revising checklists help students ask questions about what they have written;
- editing checklists should reflect specific student learning needs;
- "high-gravity" errors that impact meaning are more important than "low-gravity" errors that do not affect comprehension.

Cascading Knowledge is a way to build greater knowledge in yourself and others. Teachers share what they know about teaching with other teachers and build a knowledge community**.**

We are glad you addressed these content ideas in your:

- Optional Discussion: Experience with Integrating Process Writing;
- Optional Discussion: Ways of Sharing Knowledge and Experience;
- Optional Teaching Journal: Process-Based Assignment Prompt.

Our topic for Module 3 is Teaching the College Application Essay.

We look forward to having you back for the next Module!

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## MODULE 2 CHECK



**Module 2: Check**

*Please answer one question to verify that you have completed all activities in Module 2. You must choose "yes" in order to move on in the course. This quiz will count as 1 point toward your grade.*

>>>> Please note that this module check can only be completed in Canvas. <<<<

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