The Writing Process

Original Lesson (Face to Face)	Revised EASyR Lesson (Online)
Lesson is intended for community college writing students. **Outcomes/Objectives**: • Students will practice the writing process, from pre-writing to thesis generation.	**Lesson is intended for community college writing students.** **Outcomes/Objectives**: • Students will practice the writing process, from pre-writing to thesis generation. • Students will be able to choose and use a relevant pre-writing strategy that will help them to prepare for the assignment. • Students will reflect on how the use of the writing process functioned within their overall essay writing experience and consider what meaningful changes they can make for the next essay assignment.
Students are given prompts for their essay the prior class period, and they also will have read about various methods of pre-writing prior to coming to class.	**EVALUATE** Begin module by having students respond to a **two-question, ungraded survey**: 1) Yes or No—Have you used the writing process and/or pre-writing strategies for writing you have done in the past? 2) If yes, what were your feelings about using the process—was your quality of work different? If no, why haven't you used the writing process? Are you unfamiliar with it, haven't made time for it? Please be honest in your responses—there are no right or wrong answers here.
We will then talk about (define, give examples of, and discuss prior use) each of the pre-writing strategies (freewriting, brainstorming, clustering, listing, and outlining) and discuss and practice them using the prompts	After reading about pre-writing and the various techniques, we will define and talk about each strategy. Then, students try to practice them. Using the essay prompt that they have selected (or at least the general topic they're considering writing on), use the following online resources to help prewrite.

Created by Lisa Fitzgerald for English 1: Reading and Composition. Feb. 2016.

for the essay they are currently working on.	• CalmlyWriter for an uninterrupted freewriting, brainstorming, and listing experience—("remember to give yourself about 10 minutes of *non-stop* writing time—do not censor yourselves"). • bubbl.us and/or text2mindmap for ways to implement the clustering/mapping strategies.
Pair up with a fellow student to discuss ideas brought up after trying several of the techniques and then respond to one another, trying to conclude by focusing on a narrowed-down topic and working towards a dominant purpose/working thesis for the essay.	**ANALYZE AND REFLECT** After having tried the various web resources, post on your journal/blog (Edublogs, Blogger, or WordPress all offer good options) about the process. • What was especially satisfying to you about using the process to generate ideas? • What, if anything, did you find frustrating about it? • What questions do you have about how to proceed from here? **SYNTHESIZE** Using the pre-writing work students have completed thus far, they will craft three working thesis statements that they will post in the online discussion forum for students to comment on. Student will use the thesis statement criteria that I will use in the grading rubric: 1. The thesis statement needs to be in the form of a **declarative sentence**—not a question. The thesis should also clearly and concisely (approximately 1-2 sentences) state the main point and purpose of the essay. 2. The thesis statement is arguable (not a fact) and thoughtful (not simplistic). Remember that you need to have something to discuss in the body of the essay. 3. The thesis statement should be narrow and focused. Avoid making broad generalizations that cannot be dealt with in the scope of the assignment.

	4. When you have completed the module, take the quiz titled "What did I Learn?" You will be asked to write a short paragraph reflecting on how using the various pre-writing strategies affected you as a writer.