

Identify Ways That You Approach Writing

Reflect on your personal approach of how you adapt the common process to do your own writing by sharing your writing process and listen to other people describe their writing process.

Activity: Writing Process

What is your *personal* writing process for an academic essay? Consider the following:

- Do you:
 - Spend days worrying about it?
 - Immediately jot down ideas and then start playing with them?
 - Think for a long time and then produce a first draft at one sitting?
- How do you go about actually producing a draft? Do you:
 - Carefully assemble specific materials – like pencils and pad of paper?
 - Get into comfortable clothes?
 - Sit at the computer?
 - Create an introduction that “will suffice” and then rework the introduction later?
 - Write, pace the floor a bit, then write again, pace again etc.?
- Do you write with the advice of a particular person – maybe a former teacher – echoing in your head as you compose?
- When do you begin to consciously consider your audience?
 - From the outset?
 - When you outline?
 - As you revise your draft?
- Do you seek the advice of others as you write? Do you read or show people drafts or parts of drafts? What kinds of feedback do you look for? When others give suggestions, how do you factor them in?
- How do you feel when you have completed a paper? Are you simply glad it is done? Are you convinced that one more pass would produce a better paper?

Capture your process on sticky notes and cluster them into your perceived steps of the writing process. Share this with the other participants on a large board.

In what ways do these fit with the other writing processes that you have looked at?

Summary of Writing Approaches

You can see that there is no single way to write but there are steps and an observable flow to the process. Shifting the focus to the writing process has been one of two major changes in composition in the last quarter century. If we compare sports training and writing you can see a clear importance of process. As Tutors, we intercede in this process. We focus on a model of adult learning that is facilitated and constructed. We understand the writing process as a method of thinking, of cognitive problem-solving occurring in recursive phases. We guide tutees with strategies that they can use for each phase. This promotes better learning for the tutee.