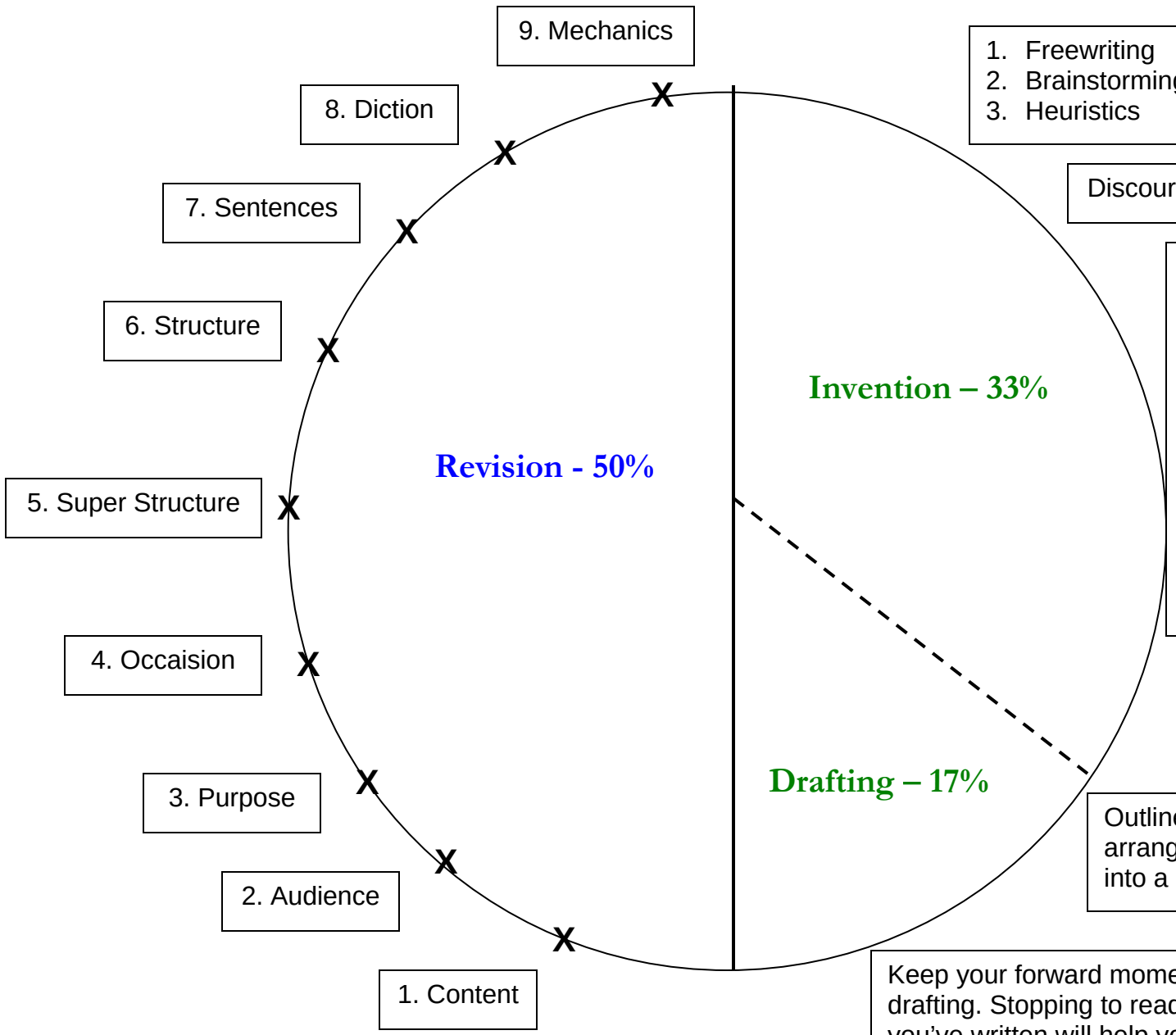
Writing Process Model

Evaluating

Generating



1. Freewriting
2. Brainstorming
3. Heuristics

Research

Discourse Community

Rhetorical Situation
- Exigence
- Audience
- Purpose
- Genre

Use this to analyze your Freewriting
- Identify
- Analyze
- Problem Solve

Outline – fine tuning of arranging content; organizing into a patern (categorizing)

Keep your forward momentum while drafting. Stopping to read what you've written will help you with where you are going – as long as you don't revise!

The Writing Process – Speech Notes

History

Science influenced writing

Mid 19th Century writing changed – used to include audience, invention and persuasion

- Audience – scientists don't adjust text to readers - objective
- Invention – based on facts/results, not ideas
- Persuasion – data speaks for itself, scientists don't persuade

Current Traditional Rhetoric – fancy words for what a lot of us learned in school

- Form is important – intro, body, conclusion
- Correctness – grammar; with literacy becoming universal it was not enough to be able to read & write, stature was based on how correct you are

Mid 60's – Dartmouth conference because teachers were concerned that students were unable to write

- discussed how writing is taught – had a literature basis – if we give good examples of writing students will learn from that how to write
- Decided – Instead of asking "What is Good Writing" should ask "How do good writers write – what is their process?" – this was researched

We all learned to obey standards and rules – correctness

> This was reinforced over and over, every time we received a paper back, all the way through school; every time someone revises our writing we incorporate these new 'rules'

Now when we write we read it over immediately evaluating it for correctness

The Writing Process – Speech Notes

Generating vs Evaluating

These are not compatible but are often the main reason for procrastination – when we get close to a deadline we will often let the evaluating go because we need to get it done

Invention

Freewriting

- highest level of generation
- a great way to access creativity and original thinking
- Don't show it to anyone
- Good problem solving technique – can be used to analyze/solve problems in RS; during revision to generate strategies; problem solve while drafting (cure writers block)

Brainstorming

- Good for groups; room for inner critic if individual

Heuristics

- Series of questions to help you answer a problem
  → Routine task (email) Who is the audience? What do they need to know?

Discourse Community

- What do they want – what are their conventions
- Need to study new community to understand how to write for them – look at how things are currently written

Rhetorical Situation

- Exigence – primary motivation for writing, the need or demand
- Audience – who are your readers (Specific)
- Purpose – your readers purpose in reading/your purpose in writing

- Occasion – genre, set by discourse community

→ Use the Components of the RS to evaluate freewriting

→ Identify RS

→ Analyze RS

→ Problem Solve – if you have an unsolved problem in RS you will likely procrastinate

Outline – Done only after Invention – how can you put your thoughts in a pattern if you don't know what that pattern is?

Drafting

The actual process of sitting at a keyboard and typing sentences and paragraphs is often thought to be the main part of writing but is should only comprise **17%**

Sentences flow from each other – I you stop and search for the perfect word or phrase you lose your momentum.

If you Invent and Draft together the content can be compromised – you will have good sentences and words, but the audience may be missed and you may not fulfill the purpose.

Revision

- Good writers don't get it right the first time
- Revision does not equal failure
- It is the opportunity to exercise knowledge about writing and to work with it
- Dylan Thomas revised his poems 50x – "What if I tried this, or that?" Exploring and growth process

1. Content – lots of flexibility over what is included, you haven't yet struggled over paragraphs, sentences or words
2. Audience – helps to see what's not there or what needs to be added (easier to delete than to add)

3. Purpose (related to Audience) – Your purpose and the readers purpose
    a. Persuasive
    b. Informative
4. Genre/Occasion
5. Super Structure – crucial if purpose is informative; sytactical (The pattern of formation of sentences or phrases in a language; a systematic orderly arrangement)
6. Structure – crucial if informative; sub-sections; bullet lists – do points work together?
7. Sentences – read sentence by sentene; this is left late so you don't work hard on something that might be deleted – helps to avoid the attachment
8. Diction – word choice; only when you know what sentences are staying do you start choosing the correct words in the sentences; can sometimes happen around audience revisions (style & tone issues)
9. Mechanics – spelling, punctuation, grammar

Parts of the revision process will overlap – the type of document will dtermine how long you need to spend in each area.
We tend to focus on the sentences instead of all the parts – so these 9 steps are good to practice so you can learn the proper way to do it – don't cut corners before you know what you're cutting!
If your work will be reviewed/revised by others, give them a list of what you want them to look for – a list of questions often works

No control over the Writing Process leads to Procrastination!