

### Apogee Program Session 2

#### Course Title: Writer's Workshop

#### Course Description:

“The difference between the right word and the almost right word is the difference between lightning and lightning bug,” wrote Mark Twain. Students develop their communication skills as they learn to write various types of essays ranging from expository to persuasive. Through a variety of interactive class and small group activities, students discover how to incorporate feedback from peers and instructors into their writing. They move through drafting and revising stages to produce polished compositions. Students prepare a portfolio of writing samples that they can take home. This course is ideal for students who are ready to assume the challenge and rigor of perfecting their writing.

#### Essential Questions:

- How do we become better writers (and readers) of literature?
- How can a changed perspective affect the narrative arc of an essay?
- How do all types of writing use the same essential framework for different purposes?

#### Outcomes:

##### Upon successful completion of this course, students will:

- Effectively use the traits of organization, ideas, voice, sentence fluency, and word choice to strengthen their writing
- Analyze and evaluate a variety of narrative, expository, and persuasive writing pieces and the techniques used to create them
- Write cohesive, clear narrative, expository, and persuasive pieces
- Develop skills to take a written piece from rough draft to polished manuscript
- Refine their ability to revise and edit written pieces
- Think reflectively and develop their own personal voice
- Develop confidence and proficiency in their writing

#### Instructional Strategies

The Writer's Workshop course will use a variety of instructional strategies in an effort to assure that each student receives the instruction and information they require to advance their understanding of essay writing. The course will utilize both direct instructional techniques (mini-lessons, guided writing, modeling) and different modes of critical feedback. Students will receive critiques from both the instructor and their peers, utilizing the writer's workshop format. Students will be presented with workshop guidelines which will guide them in critiquing their peer's submissions. The goal of workshop is to provide students with a craft-specific vocabulary which they will then use to respond to the work of their peers and in turn revise and write more sophisticated essays.

Evaluation and synthesis is at the core of all writing—to be better writers, we must view writing as an evolving product, not a finished one. The course will also utilize flexible groupings, open-ended tasks, whole / small group discussion and tiered assignments to differentiate instruction.

## Resources and Materials

### Books

- a. Ehrlich, Amy. (Ed.) *When I Was Your Age (Volume Two): Original Stories About Growing Up*. Cambridge: Candlewick Press, 2002. ISBN-13: 978-0763617349
- b. Strunk, William, and White, E.B. *The Elements of Style, Fourth Edition, 1999*. New York: Longman Publishing, 1999. ISBN-13: 978-0205309023
- c. Zinsser, William. *On Writing Well, 30<sup>th</sup> Anniversary Edition*. New York: Collins Press, 2006. ISBN-13: 978-0060891541
- d. Various handouts and reading selections

### Materials

- Students should bring a three-ring binder with paper, writing utensils, and a dictionary.
- Students will be provided with a flash drive to store their work.
- Students should bring a book, poem, photograph, piece of art or song they would like to critique for the assignment "Writing About the Arts."

### Student Assessment

#### • Pre-Assessment

On the first day of class, students will take a writing pre-assessment test, which will include short identification and short essay questions.

#### • Documentation of Learning

Students will learn to use all the steps of the writing process: prewriting, drafting, revision and editing. Students will learn to critique and write different types of essays, ranging from narrative to persuasive essays. Students will demonstrate their knowledge through short writing activities, three completed essays, and peer critiques.

#### • Post-Assessment

On the final day of class, students will read a short piece of their writing during *Expo!* Students will receive a narrative evaluation at the end of this session, based on their writing as well as their participation in class activities and discussions. Students will maintain a portfolio of their writing that they will take with them on the last day of class.

### Schedule

Date	Topic(s)	In-class Activities	Assignments/Assessments
Mon., 7/18	Memoirs Generating Ideas The Writing Process  Outcome: Students will define the characteristics of successful memoirs , brainstorm their own topics and work on pre-writing and outlining	Introductions / Overview  Writing Pre-assessment  Writing Territories  Selected Readings  Small group discussion  In-class writing	Read selected memoirs from <i>When I Was Your Age</i>  Add to your writing territories  Read <i>On Writing Well</i> , Ch. 1-3, 14

Date	Topic(s)	In-class Activities	Assignments/Assessments
Tu., 7/19	<p>Memoirs Ideas Drafting</p> <p>Outcome: Students will brainstorm for memoir topics and begin brainstorming</p>	<p>Topic selection and purpose in memoir</p> <p>Shared reading of memoirs and group discussion</p> <p>Outlining narrative in memoir</p> <p>Writing workshop</p>	<p>Read selected essays from <i>When I Was Your Age</i></p> <p>Define the purpose in your memoir</p> <p>Read Sherman Alexie handout</p> <p>Work on memoir</p> <p>Read <i>On Writing Well</i>, Ch. 4-7</p>
Wed., 7/20	<p>Memoirs Language, Voice, “Hooks” and Closings, Revision</p> <p>Outcome: Students will experiment with voice and dialogue; students will revise their pieces for concision and strong word choice.</p>	<p>Discussion of readings</p> <p>Editing skills</p> <p>Peer revision and editing</p> <p>Dialogue writing activity (“Fly on the Wall”)</p> <p>Adding figurative language</p> <p>Writing workshop</p>	<p>Read <i>On Writing Well</i>, Ch. 9</p> <p>Complete first draft of memoir</p>
Th., 7/21	<p>Memoir conventions, Point of View, Organization, Revision</p> <p>Outcome: Students will revise and edit their pieces and move to the final draft of their memoir piece.</p>	<p>Discussion of readings</p> <p>Partner writing exercise: one place, two perspectives</p> <p>How to revise / applying feedback</p> <p>Teacher, peer, and independent revising and editing</p> <p>Time in LAB</p>	<p>Memoir and short reflection due Friday</p>
Fri., 7/22	<p>Memoirs Expository writing Sensory details Writing about place</p> <p>Outcome: Students will reflect on their experience in memoir and examine the purpose and types of expository writing.</p>	<p>Group sharing</p> <p>Goal setting / progress reflection</p> <p>Purpose and types of expository writing</p> <p>Discussion / selected readings</p> <p>Nature walk around the Northwestern campus</p>	<p>Read selected travel / place essays</p> <p>Read <i>On Writing Well</i>, Ch. 13</p>
Mon., 7/25	<p>Writing about place Reportage (journalism and writing)</p> <p>Outcome: Students will learn to integrate sensory details into their essays and use authentic experiences to create more imagistic writing.</p>	<p>“Postcard” writing exercise</p> <p>Discussion of selected readings</p> <p>Brainstorming session</p> <p>Drafting ideas</p>	<p>Read <i>On Writing Well</i>, Ch. 8</p> <p>Expand “postcard” exercise; save on flash drive for workshop in LAB</p>

Date	Topic(s)	In-class Activities	Assignments/Assessments
Tu., 7/26	<p>Writing to persuade</p> <p>Outcome: Students will analyze various types of persuasive writing and use persuasive techniques in their own writing.</p>	<p>Discuss different types of persuasive writing (editorials, letters, speeches, advertisements)</p> <p>Small group activity with persuasive writing</p> <p>Selected readings</p> <p>Writing Workshop in LAB</p> <p>Writing in LAB</p>	<p>Read <i>On Writing Well</i>, Ch. 10 and handout on persuasive writing (with outline activity)</p>
Wed., 7/27	<p>Supporting your argument</p> <p>Outcome: Students will show an awareness of rhetoric in writing through author analysis and use of rhetoric in their own essays.</p>	<p>Discussion of readings</p> <p>Group sharing</p> <p>Rhetorical techniques</p> <p>Film excerpts</p>	<p>Read selected topics from <i>The Elements of Style</i> and take notes</p> <p>Write short critical piece on one of the film excerpts watched in class using the rhetorical triangle technique</p>
Th., 7/28	<p>Expanding ideas</p> <p>Outcome: Students will work on how to expand an essay concept while maintaining focus in a piece.</p>	<p>Peer discussion of readings</p> <p>Small group activity on idea expansion (“Think Like an Editor”)</p> <p>Writing Workshop</p> <p>Introduction to writing about the arts and location (handout and discussion)</p> <p>Writing in LAB</p>	<p>Persuasive essay due Friday</p>
Fri., 7/29	<p>Writing about the arts and location</p> <p>Outcome: Students will demonstrate an awareness of art criticism and apply their findings to their own critical analysis.</p>	<p>Field Trip to Field Museum</p> <p>Reflection on Field Museum “findings”</p>	<p>Read <i>On Writing Well</i>, Ch. 18</p> <p>Expand on museum reflection</p> <p>Bring in the book, poem, piece of art, song, etc. for critiquing tomorrow</p>
Mon., 8/1	<p>Writing about the arts and location</p> <p>Outcome: Students will write and revise their critical essays and begin to analyze how critics discuss art and literature.</p>	<p>Begin talking about critiques on art and literature</p> <p>Discussion of reading</p> <p>Model sample</p> <p>Drafting</p>	<p>Read and evaluate selected essays, newspaper commentaries</p>

Date	Topic(s)	In-class Activities	Assignments/Assessments
Tu., 8/2	<p>Writing about People</p> <p>Outcome: Students will conduct an interview and work on creating a “profile” to share with the class.</p>	<p>Interview process</p> <p>Brainstorm interview questions</p> <p>“Dinner Party” Group Exercise</p> <p>Watch clips from interviews</p> <p>Writing in LAB</p>	<p>Read <i>On Writing Well</i>, Ch. 12, 19-20</p> <p>Complete list of interview questions</p>
Wed., 8/3	<p>Writing about people—character profiles and the unfamiliar</p> <p>Outcome: Students will write and revise their interviews.</p>	<p>Mirror activity: The self as interviewer</p> <p>Select readings</p> <p>Group discussion on interview structure and the difference between the implicit and explicit in expository essays</p> <p>Writer’s Workshop</p>	<p>Read selections from <i>The Elements of Style</i></p> <p>Expository essay due by the end of Thursday</p>
Th., 8/4	<p>Editing, Revising, Publishing</p> <p>Outcome: Students will synthesize peer and instructor critiques and revise with an awareness of form, structure and genre.</p>	<p>Peer revision and editing</p> <p>Publishing pieces</p> <p>Group sharing</p> <p>Writing in LAB</p> <p>Workshop in lab (continued from Wednesday if needed)</p>	<p>Work on final portfolio</p> <p>Write reflections</p>
Fri., 8/5	Final Sharing, Portfolio Evaluations	EXPO Day	

*Class work will be divided between lecture, discussion, individual writing and workshop. Readings and schedule may change based on the needs of the class and the sole discretion of the instructor.*

**CTD Statement on Third-Party Web Sites**

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.