**Process Approaches to Writing: Not Just for English Class**

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| **Assignment** | **Pre-writing** | **Drafting** | **Revising and/or Editing** |
| Foundations of Education: Philosophy of education essay  *Assignment sheet introduces 3 traits expected in a philosophy of education: that it’s personal, informed, and thoughtful* | Guided brainstorming   * Outside of class: generating ideas keyed to the 3 traits * In class: selecting best ideas and doing “big-picture” organization | Written outside class | Peer-response in class   * Descriptive not evaluative responses * Response tool addresses the 3 traits * Writer selects useful feedback and writes down a plan to use it |
| Advocacy for Exceptional Learners: Essay  *Discuss at least two connections you made between principles of Catholic Social Teaching and the field of special education. Illustrate your connections with your field experiences.* | Written and oral activities   * Concept/Essay Mapping * Inside/Outside Discussion Circles | Written outside class | Organization   * Highlight the main idea in each paragraph. Do the remaining sentences support it? * Read your partner’s paper and highlight statements that guide the reader.   Clarity:   * Read and summarize a partner’s paper.   Editing:   * Before submitting papers, students visit the writing center for additional support. |
| Integrated Language Arts: Revision of a lesson plan  *Write an essay analyzing a lesson plan: How does it support English Language Learners (ELLs)? How is it unnecessarily difficult for ELLs? In what specific ways could it be changed to meet the needs of ELLs?* | In-class simulation of a 2nd graders working through a lesson followed by a discussion about pros and cons for ELLs.   * Link lesson plan to second language acquisition * Identify what would be accessible and what might prove difficult * Discuss scholarly literature about second language acquisition | Written outside class | Peer review in class   * Read paper aloud * Identify thesis * Note use of second language acquisition terminology * Suggest revising and editing requirements   Reflection   * Complete “wrapper” before submitting final paper for grading |
| Culturally Responsive Teaching: Reflective essay  *Reflect on your engagement with class using the professional dispositions discussed earlier. Discuss how you fulfilled each disposition and set a goal for the remainder of the semester and/or student teaching.* | * Discussion of Professional Dispositions though the lens of Culturally Responsive Teaching. * Writing-to-think in class prompted by the professor; * Writing notes in centers; and * Writing short responses to children’s literature. | Written outside of class during week 7 of the course. | Final reflective essay due the day of the final exam that specifically addresses growth from midterm and a goal for student teaching. |