**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
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| 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.
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| 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
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| 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. |