

## **Strategies for Writing Instruction: Understanding the Key Components for College Readiness in the 21st Century (Session #75 – R)**

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Simpson, Stahl and Francis (2004) encourage writing practitioners to develop research-based recommendations for composition instruction that will serve as the foundation for the 21<sup>st</sup> century (p. 14).

### **What, then, are the foundations of writing instruction?**

#### **NOMINATED AREAS OF INTEREST**

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##### **1. Audience Awareness**

“Although the teacher is a significant actual reader, college writing assignments require students to ‘pretend’ that they are writing for a more encompassing, general audience and to orient their discourse toward that audience” (Clark, 2003, p. 142).

###### **Inherent ideas:**

- Genre
- Transferability to other contexts
- Elements of effective persuasion
- Understanding of perspective and its influences

##### **2. Process**

Writing illustrates thinking, thinking demonstrates knowledge, and according to Bruner, “knowledge is a process, not a product” (1966, p. 72). Therefore, writing is a process by which to measure student development.

###### **Inherent ideas:**

- The writing stages
- Peer review as a discourse community
- Internalizing the practice of multiple draft production
- Strengthening and utilizing critical thinking

##### **3. Content**

“At present, most students are poor writers, not because they are incapable of learning to write well but because they have never been taught the foundations of substantive writing” (Paul & Elder, 2005, p. 40).

###### **Inherent ideas:**

- Author’s point of view, tone & voice
- Effective use of reasoning and evidence
- Grammar and structural awareness
- Sophisticated, fresh, and interesting final products

#### **4. Strategy Recognition**

“The ultimate goal is for students to evaluate their performance in terms of their strategic actions or lack thereof” (Simpson, Stahl, & Francis, 2004, p. 3).

##### **Inherent ideas:**

- Metacognition and subsequent strategy development
- Affect and its influences
- Motivation and its influences
- Reflection as a tool for metacongition (metawriting)

#### **5. Assessment**

“Assessment has become a complex and often political topic that has been debated at every level from the individual classroom to school boards and state legislators” (Neff Lippman, 2003, p. 200).

##### **Inherent ideas:**

- Scaffolding, mentoring, & modeling
- Modes of assessment, including electronic writing spaces
- Pre-writing activities: feedback opportunities + grading time-savers
- Authentic assignments for greater learning generalization

#### **Implications and Implementation Notes:**

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