

Core Principle: Processes

Abbreviated Course-specific Principle

ENGL 1105: Writing Processes <-----> ENGL 1106: Research Processes

- ENGL 1105 outcome: You will have engaged in invention, drafting, and rewriting, providing explicit evidence of a writing process.
- ENGL 1106 outcome: You will have practiced different research methods, which includes analyzing and using sources and developing primary research.

Process defined: 1) a series of actions directed to some end; 2) a continuous action

Processes, understood in these basic definitional terms, essentially relate to the steps you take in writing or researching a topic and/or assignment. When considering process in 1105, think about the steps students go through when beginning an assignment: brainstorming a topic, writing an outline, developing a thesis statement/overall focus, drafting a few pages, writing a few more pages, and then editing and revising the final document. All of these steps are part of the writing process.

When considering process in 1106, students will still go through a writing process for every assignment in class. However, they will also start thinking about their own *research* processes; often, the hardest part for most students is developing a research topic that has particular and specific parameters. Think here, then, of the steps that can help guide your students in this discovery. Develop activities related to brainstorming for research topics and how to then refine a research topic, how to turn that research topic into a workable thesis statement or argument, and how to develop that statement of purpose into a longer, sustained paper.

Introductory Activity about Processes (Group Discussion)

How do you define processes in your own writing? Take a few minutes to consider the term and how process has its place in your writing. Then, beyond your own writing, think about how you consider process in your teaching: what are some tips you share with your students about writing and/or researching as a process? What has been successful in your teaching of processes? What has not been successful, and what would you do differently in the future?

Processes in Practice: What We Want Students to Learn

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- Consider here the processes that are most helpful in developing a strong writing routine, focusing on the processes that you can emphasize in class to help students develop a writing pattern that works well for them.
- Discuss the role that drafting plays in writing as a process, in addition to the roles that revision and editing play.

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- As mentioned, developing a sustainable research topic is an issue that many students struggle with. One goal, then, as instructors is to help guide the students as best as possible in that journey. Consider activities that help brainstorm topics and then help them narrowly refine/define those topics.
- Students also should learn that researching as a process is not something that has a finite end. Help students to see that their research process doesn't have to end in 1106; the research skills that they learn in 1106 are ones that they can apply to all/most of their work in academia.

Class Activity Ideas

1. Thesis roundtable
2. Source attribution via crayons or highlighters
3. Class blackboard cluster map
4. First page or two workshop
5. Other ideas?

Selected Readings with Practical Advice/Tips

- Anson, Chris. "Process Pedagogy." *A Guide to Composition Pedagogies*, 2nd edition, edited by Gary Tate, et al., Oxford University Press, 2013, pp. 212-230.
- Bamberg, Betty. "Revision." *Concepts in Composition: Theory and Practice in the Teaching of Writing*, 2nd edition, edited by Irene L. Clark, Routledge, 2011, pp. 79-108.
- Clark, Irene L. "Invention." *Concepts in Composition: Theory and Practice in the Teaching of Writing*, 2nd edition, edited by Irene L. Clark, Routledge, 2011, pp. 47-78.
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- Howard, Rebecca Moore, and Sandra Jamieson. "Researched Writing." *A Guide to Composition Pedagogies*, 2nd edition, edited by Gary Tate, et al., Oxford University Press, 2013, pp. 231-247.
- Jacobs, Heidi L. M., and Dale Jacobs. "Transforming the One-shot Library Session into Pedagogical Collaboration: Information Literacy and the English Composition Class." *Reference and User Services Quarterly*, vol. 49, no. 1, 2009, pp. 72-82.
- Olson, Carol Booth, editor. *Practical Ideas for Teaching Writing as a Process*. California Department of Education, 1987.
- Williams, Nancy. "Research as a Process: A Transactional Approach." *Journal of Teaching Writing*, vol. 7, no. 2, 1998, pp. 193-204.