

Strategic Instruction in Writing Intensive Course: A Rough Example

- Initial Assignment: Write a column on some current event in which you employ a theory we've studied in class.
- Writing-to-learn Assignment: Identify the current event
(WTL) Examine its exigence
In what context is this event occurring?
What compels you to respond to this event?
What perspective do you bring to the event?
Who do you imagine as your audience?
- Out of class: Read Pierre Atlas's "Trump's decision on Jerusalem was reckless"

Read Kathleen Parker's opinion piece: "In Jerusalem, It's the Trump's team vs. reality"

Reading Completion Check
- In-class: On the index card I've provided, work as a group to identify and list the traits that distinguish Atlas's column from Parker's opinion piece. Consider: How is each writer establishing trust with the reader? What kind of influence is each trying to have? How is evidence used? What is the role of the writer's perspective in each piece?

Fill in expectations and requirements of column assignment.
- WTL Assignment: Return to your writing assignment about exigency and explain how your ideas have developed to this point. What is clearer to you? Where can you elaborate not? What are you modifying, if anything?
- In-class/Discussion Board: Students draft peer responding questions to prompt responses with the appropriate focus and expectations for supporting the writer to a next draft.
- Peer Workshop of full draft

Revision of Column

Submission of Column

Reflective Writing

Read Ahmad Jamil Azem's "Moving the U.S. Embassy to Jerusalem: A Chronic Unfulfilled Promise "

Based on your analysis of the traits of this scholarly article, how do you understand your job as a writer if you were to transform your column into a scholarly article? What would you do differently to establish trust and influence the reader? How would you think of your reader differently in an article?

What skills and knowledge you have that prepare you to do article writing? What skills and knowledge do you need to build.

What have you learned from writing a column that you can apply to other writing situations?

Session Discussion Prompts

What value, if any, would this approach have in your course or program?

How do you imagine gleaning the needs of student writers using this model? What interventions do you anticipate needing to create?

How would you build on the learning of student writer in the column assignment?