



Unit 1

The Writing Process



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Task 1

The Writing Process

Language Objectives:
✍ to **review** an overview of the writing process

Essential Skills Objectives:
✍ *Writing*

Approx Time: 30 minutes

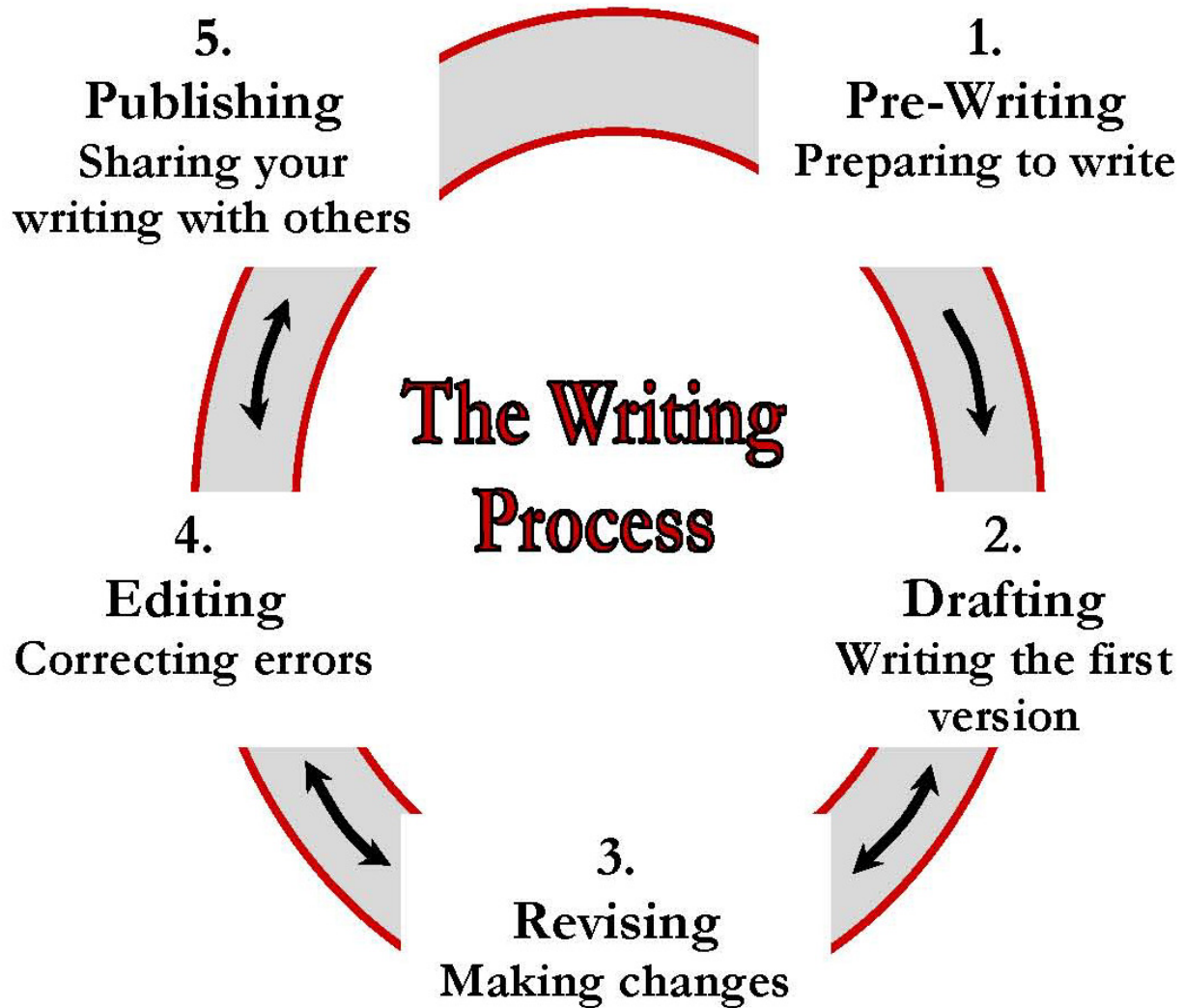
Materials:
✍ **Writing Process SLIDE**

Example's Reference:
Acts 1:1-14

Overview of the Writing Process

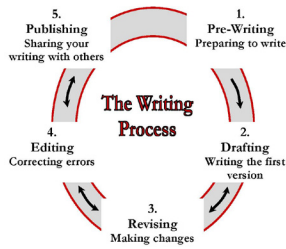
Instructions:

1. Introduce this task by explaining that we will be focusing on the academic writing process throughout this course.
2. Remind the learners that writing is a skill that requires a lot of practice. No one expects a soccer player to come onto the field for the first time and be a star player. Learning how to play soccer takes a lot of practice. Writing is the same way.
3. Present to the learners that the writing process has five stages. Put up the **Writing Process SLIDE**.
4. Explain each stage as outlined on the SLIDE.
5. Explain that even though the stages are numbered, it is a cyclical process. Writers move back and forth between the five stages.



Writing Process SLIDE

Task 2



Language Objectives:

✍ to mind map

Essential Skills Objectives:

✍ Writing

Approx Time: 45 minutes

Materials:

- ✍ Writing Process SLIDE
- ✍ First Stage Pre-Writing Process Worksheet/SLIDE for each learner
- ✍ Mind Map Sample SLIDE

Example's Reference:

Acts 1:1-14

Pre-writing

Instructions:

1. Explain to the learners that before they start to write on a specific topic, it is important to gather ideas.
2. Hand out the **First Stages Pre- Writing Worksheet**.
3. Elicit from the learners suggestions of how to get ideas of what to write. Write their suggestions onto the SLIDE. Add additional sources they have not mentioned (see suggested answer key below)

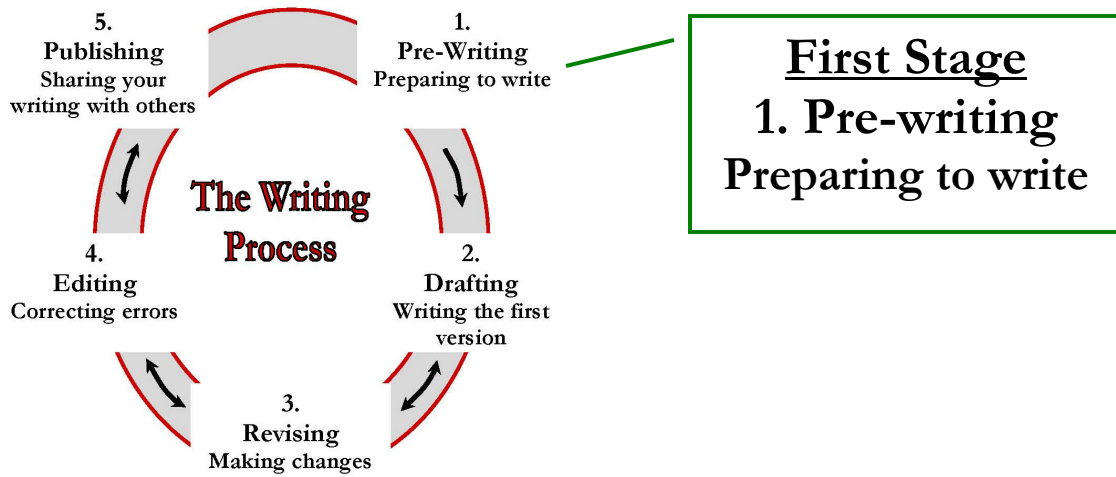
Note to teacher: Just fill out the first column at this time. The second column will be filled out in Task 3.

Answer Key:

First Stage: Pre-writing

Question: How do I get ideas of what to write about in the first place?

- Personal experiences
- Media – magazines, books, TV, radio, Internet, newspaper, etc.
- Music
- Dreams
- Responding to literature
- Research
- Your imagination
- Many others!



First Stage: Pre-writing	
<p>Question: How do I get ideas of what to write about in the first place?</p>	<p>Question: What ways can I pre-write?</p>

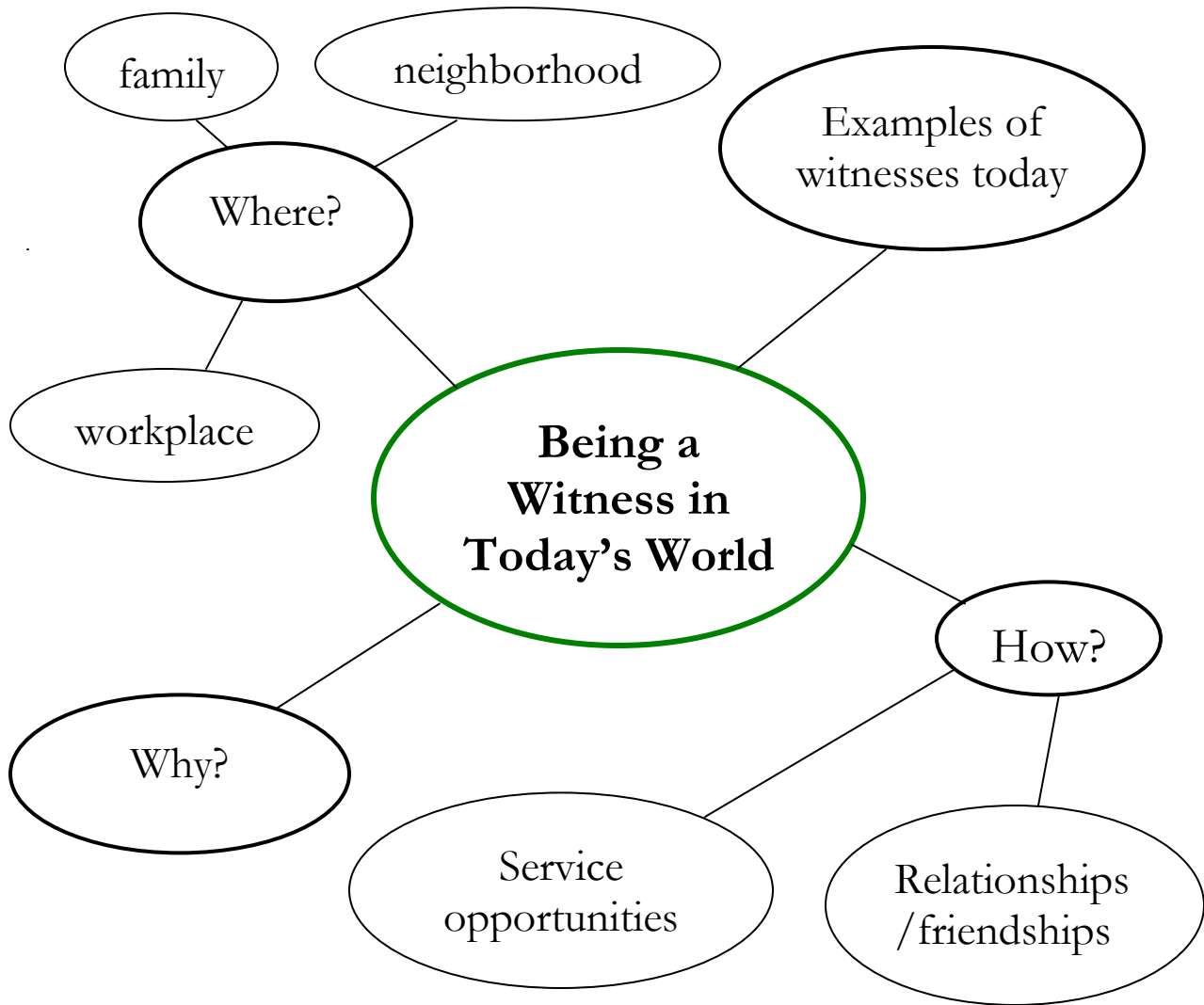
First Stage Pre-Writing Process Worksheet/SLIDE

4. Point out that it is important to learn some strategies for generating ideas. These techniques are useful when one first starts to think of ideas.

Writing Strategy: Mind mapping

Making a mind map can help you collect ideas before you start to write. It can help you see connections between big ideas and details.

5. Present the writing strategy of Mind mapping.
 - Explain to the learners that mind mapping is a way of generating ideas.
 - You make a visual plan of the connections among your ideas.
 - Put up the **Mind Map Sample SLIDE** as an example.
6. Instruct them to observe the following guidelines for mind mapping using the **Mind Map Sample SLIDE**:
 - a. Write your topic in the center of your paper and circle it.
 - b. Write an idea related to the topic, circle that idea and draw a line back to the topic. Keep writing ideas, making circles around them and drawing them back to the ideas they came from.
 - c. When you run out of ideas, look at your circles and decide which ideas seem most important.



Mind Map Sample SLIDE

7. Have the learners form pairs and choose a topic from the **Ideas Bank SLIDE**.

Note to teacher: The first three ideas on the Sample SLIDE are suited to a particular focus. *Please insert appropriate suggestions for your particular class.*

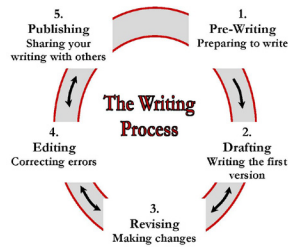
8. Explain that these are questions that emerge from the topics in this unit or deal with an introduction to writing. Give each pair a static sheet or poster paper and markers. Instruct them to create a mind map.
9. When learners have finished their mind maps, have them present them to the entire class.

Ideas Bank

1. Jesus' ascension is important to the Christian church. Why do you think this might be so?
2. If you could choose a place in the world to be a witness, which place would you choose? Why?
3. What kind of work do you think could be involved in being a witness?
4. Write a brief biography of someone you admire.
5. Write about your expectations and hopes for this course.
6. Write about writing:
 - What is good writing?
 - What is hard about writing?
 - What kind of writing do you enjoy?

Ideas Bank SLIDE

Task 3



Language Objectives:

✍ to do free writing

Essential Skills Objectives:

✍ Writing

Approx Time: 45 minutes

Materials:

- ✍ Guidelines SLIDE
- ✍ Free Writing SLIDE

Example's Reference:

Acts 1:1-14

Free Writing

Instructions:

Note to teacher: *Writing Strategy:* Free writing is a technique where you write freely about a topic without stopping.

1. Elicit from the learners suggestions for answering the second question on their worksheet: What ways can I pre-write? Add additional ideas from the suggested answer key.

Suggested Answer Key:

1. Question: What ways can I pre-write?

- Free writing
- Journaling
- Lists
- Brainstorming – individually or with a group
- Webbing/mapping/clustering

2. Explain to the learners that free writing is a technique where you write freely about a topic without stopping.
 - You don't worry about grammar or whether what you write is important.
 - You just write as quickly as you can without stopping. Later you can decide which ideas are important.
3. Using the **Guidelines SLIDE**, instruct the learners to observe the following guidelines for free writing:
 - a. Give yourself a time limit.
 - b. Write the topic on the top of your paper.
 - c. Write as much as you can about the topic. Don't worry about grammar, spelling, and organization.
 - d. Write without stopping until your time is up.
 - e. Read your free writing and underline the main ideas.
 - f. Repeat the process using your main idea as your free writing topic.

Guidelines

Time limit

Topic on the top

Write as much as you can

Write without stopping

Underline the main ideas

Repeat using your main idea

4. Put up the **Free Writing SLIDE** read through the example. Two main ideas are underlined.

Note to teacher: This example is suited to a particular theme. Please prepare a suitable sample for your class.

5. Instruct the learners to choose a topic from the **Ideas Question Bank** or their own topic related to this unit.
6. Give the learners 10 minutes to free write.
7. Have the learners choose one main idea from their free writing.
8. Have them repeat the procedure using this main idea as their free writing topic.

Topic:

Choosing a Place to be a witness

People often think that in order to be a witness for Christ you need to travel to a far away country and preach to people who are of a different language and ethnicity. For some people this may be true but in general_I think we are each called to be a witness in the place where we find ourselves. Our witness is an expression of our relationship and calling in Christ wherever we are. This is not limited to one place. This can be lived out in our families, our workplaces and our neighborhoods. This means we must find ways to live out our faith in everyday situations.

Free Writing SLIDE

Task 4

The Writing Process

Language Objectives:
✍ to **prepare** a writing portfolio

Essential Skills Objectives:
✍ *Writing*

Approx Time: 20 minutes

Materials:
✍ **Writing Portfolio Cover Page** for each learner
✍ **Writing Portfolio Guidelines** for each learner

Example's Reference:
Acts 1:1-14

The Writing Portfolio

Instructions:

1. Throughout the course of this curriculum, the learners will collect their writing in a portfolio. Guide the learners in preparing a **Writing Portfolio**. Have the learners fill in their name, name of the program and date begun on the **Cover Page**.
2. Read the guidelines together with the learners.
3. Have the learners take their mind map and free writing from Task 2 and place them into the **Portfolio**. Make sure the learners date their pages.

(Adapted from *The Multicultural Workshop: A Reading and Writing Program* by Linda Lonon Blanton and Linda Lee Heinle & Heinle 1994)

Writing Portfolio



Name: _____

Name of Program _____

Date begun: _____ Date completed: _____

Writing Portfolio Guidelines

- You will need a section in your binder to serve as a writing portfolio. Part of this portfolio will be a journal.
- As you work through each unit you will be directed to file pieces of writing in your portfolio, though you can also make entries on your own.
- Use your journal to store ideas and information and to experiment with putting them into writing.
- Learner journals will not be corrected or graded.
- Journal entries should be dated.
- At the end of each unit, you will choose a piece of writing to go into the writing portfolio as a first draft.
- You are encouraged to choose among your first drafts to revise them, edit them and publish them in an individual or class booklet.



