Writing to Learn, Learning to Write

Tennyson O’Donnell
Director of the Allan K. Smith Center for Writing and Rhetoric
Trinity College

Writing to Learn: (Writing about Content)

• When and how will writing be utilized as a learning tool?
• Will the assignments be graded or responded to in any way?
• What is the purpose of the writing to learn assignments?

Learning to Write (Process Approach: Drafting and Revising)

• How and when will students be given opportunities to learn and practice the process of writing? 
  *Determine when drafts are due, how students will receive feedback, and what kind of revising is desired.*
• What writing assignments will be assigned?
• When will they be assigned?
• How will they be assessed?
• Why are they assigned? To assess students’:
  o knowledge of content
  o ability to synthesize material
  o ability to analyze the content
  o ability to relate course content to outside sources
  o ability to construct an argument on an issue found in the course content
• Will students be taught what plagiarism is and is not? (practice summarizing one page article?)
• Which writing assignments will have typed explanations and directions available to students?
• When are drafts of writing assignments due?
• At what points will feedback on written work be given? How often and by who?
• Will consultation with a Writing Associate be required, given extra credit, simply encouraged?

Foremost in teaching writing as a process is drafting and revising. The degree to which students learn to seek out and value feedback on writing is directly related to the degree to which students achieve success in writing.

**Feedback on writing commonly occurs between:**

• A student and a professor (written feedback on drafts or during individual conferences)
• A student and a peer (structured, in-class writing workshops)
• A student and a mentor (conversations to reinforce goals and requirements of the assignment)
• A student and a Writing Associate (at the beginning, middle and end of the writing process)
In the context of each feedback scenario, guided questions can be used to help writers make progress.

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<thead>
<tr>
<th>Questions asking students to consider focus, organization, and discovery</th>
<th>Questions to reconsider organization:</th>
<th>Questions aimed at specificity:</th>
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<tbody>
<tr>
<td>-- What are you mainly trying to say here?</td>
<td>-- Reverse engineer the paper (create an outline of the paper) and ask questions about the chronology of paragraphs.</td>
<td>-- Can you explain this to me further?</td>
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<td>-- What is the most important part of the paper? Why?</td>
<td>-- Why did you choose this particular order?</td>
<td>-- Tell me more about why you believe this is true. What evidence do you see for this?</td>
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<td>-- Why did you choose this topic?</td>
<td>-- What effect would a different order have?</td>
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