

Supporting Strategic Writers Project

Writing Strategy: Plan, Draft, Revise

PLAN

Rhetorical analysis: Analyze the task using Topic, Audience, Purpose, Form, Organizational Elements, and Requirements (TAPFOR).

Writers analyze the writing task and set goals for what they need to do. Organizational Elements refer to the writing elements specific to a genre. Requirements refer to specific assignment details from the instructor, (e.g., length, MLA).

Brainstorm: Generate ideas.

The key to brainstorming is to generate as many ideas as possible without evaluating them. Even wild ideas are valuable because they help writers think of other ideas. For argumentative writing, students use a T-Chart to prompt them to record ideas on both sides of an issue. Students are also prompted to think about causes and effects, problems and solutions, and principles as ways to generate ideas.

Organize: Organize information using a Graphic Organizer (GO).

The GO is designed to include the organizational elements of the genre. Writers select ideas from their brainstorm and add more ideas, putting their notes on the GO. The result is an organized plan for writing a draft.

DRAFT

Use your plan

The writer writes his first draft using the information from the GO. The content and organization have already been worked out in the plan, so the writer can focus on finding the language to express ideas clearly and generating additional ideas to support the main ideas.

Write clear main ideas

One major focus during writing is crafting sentences that clearly express the main ideas. In addition, students learn techniques for maintaining coherence across paragraphs. Transition words and sentence frames are helpful to writers and readers in expressing main ideas and connecting them.

Provide supporting details

A completed paper will include more supportive detail than the plan. Each main idea needs adequate support. Students are expected to elaborate on the evidence and explanations as they write, using examples drawn from personal experience or from readings.

REVISE

Evaluate and Revise

Students learn to use a rubric with evaluation criteria based on the organizational elements for the genre, plus additional general writing criteria. Students learn to self-evaluate their writing. Students learn how to evaluate and revise their writing, by practicing giving and receiving feedback through peer review. Of course, instructor feedback is also critical.

Edit for Errors

The instructor provides editing instruction based on students' needs. Students then edit for mechanics, usage, and grammar errors. Editing is delayed until after substantive revisions are made.

Elements of Argumentative Writing (IROC)

I Introduction

- Issue: What is the issue? Why is it important?
- Position/Thesis: What is your position?

R Reasons and Evidence

- Clear reasons: Give reasons for your position
- Supporting Evidence: Support your reasons with facts, examples, and explanations.

O Opposing Position

- Opposing reason(s): What does the other side have to say?
- Evidence for opposing reason: Give facts, examples, or explanations.
- Rebuttal: Say why you disagree. Give your reasons.

C Conclusion

- Re-state position: Tell what your position is again.
- Finish with a strong point: Leave the reader with something to think about.

Remember: transition words guide the reader through the essay

Setting Goals Using TAPFOR

T
Topic
A
Audience
P
Purpose
F
Form
O
Organization (Elements)
R
Requirements

Brainstorm	
For:	Against:

Graphic Organizer for Argumentative Writing (IROC)

Issue:				
Position [I say]:		Opposing Position [What others say]:		
Reasons [Why I say what I say]	Evidence	Reasons [Why they say what they say]	Evidence	Rebuttal [Why they are wrong]

Evaluation Rubric: Argumentative Writing (IROC)

Writer's Name: _____ Peer-Reviewer's Name: _____ Date: _____ Rubric Score: 0 = missing 1 = needs work 2 = good				
INTRODUCTION	Score			
<i>Issue:</i> Does the writer say why the issue is important?				
<i>Position:</i> Is the writer's position on the issue clear?				
REASONS and EVIDENCE (Paragraphs 2-4)	R1	R2	R3	R4
<i>Clear REASON:</i> Does each topic sentence provide a clear/accurate reason?				
<i>Supporting EVIDENCE:</i> Is each reason supported with facts, examples, or explanations?				
OPPOSING POSITION				
<i>Opposing Reason(s):</i> Did writer state the opposing position and provide reason(s)?				
<i>Evidence for opposing reason:</i> Is each opposing reason(s) supported with facts, examples, or explanations?				
<i>Rebuttal:</i> Does it argue against the specific reasons/evidence in the opposing position?				
CONCLUSION				
<i>Restate position:</i> Is the position stated in new words?				
<i>Strong point:</i> Does it leave the reader something to think about?				
Other				
Are transition words used effectively?				
Were all assignment requirements met?				
PEER FEEDBACK:				
What was done well?	Suggestions for improvement:			
Writer's Goal: What will I change?				