

Writing Workshop

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The challenge

The process and problem-solving components of writing development can make intense demands on students, particularly when students are reading difficult texts in order to collect or glean new information for their writing. In many reading-writing tasks, students are forced to make a number of complex decisions (Grabe 2001: 245)

Complex decisions.....


Deciding

- what main point is
- what to select
- how to summarise or paraphrase
- how to incorporate
- how to synthesise with other sources
- how to comment – own voice

Brief overview of course

	Monday	Tuesday	Wednesday	Thursday	Friday
9.15 – 10.45	Written Language	Written Language	Lecture Cycle	Written Language	Written Language
11.15 – 12.45	Spoken Language	Spoken Language	Lecture Cycle	Spoken Language	Spoken Language
2.00 – 3.30	Project	Project		Project	Project

Reading

- Knowledge telling  transforming
- Learning as a subconscious aspect of task completion
- Critical thinking
- Reading for a purpose – link between reading and writing, drawing on sources to learn (Grabe 2001, Johns 1997)

Writing

- Utilising strategy and task-based approach – range of reading tasks (global comprehension text analysis/inferences/recognition of structure of texts
- Process approach
- Micro skills

Extended Writing and Research Skills

- Working in own subject area
- Autonomously
- Applying skills and language from other components
- Assumes input on microskills from elsewhere

Issue 1 Plagiarism

Passing off someone else's work

Whether intentionally or unintentionally

As your own

For your own benefit

(Jude Carroll 2002)

Task

This is a list of reasons students have given for plagiarising (from materials)

What advice would you give each of these students? (what are the underlying reasons)

Are there other examples from your own experience, not included here?

10 - 15minutes to discuss – then report back

What kind of plagiarism are we talking about?

ESSAY TITLE:

Nature strongly influences early human development. Discuss.

What does a search reveal?

<http://www.google.co.uk>

Issue 2: Student voice

- Is plagiarism part of the process of an emerging voice? A necessary stage in the development of student writing?

TEXTS

- 1 Interaction between Nature and Nurture
p 62/63
- 2 Capacities of the newborn p 164
- 3 Hearing taste and smell p165

Manipulating texts

For the Nature/Nurture essay, students need to refer to 3 texts.

For these texts – what tasks would you suggest to help student develop their own voice and avoid plagiarism?

Pre-writing

15 minutes discussion – report back

And finally.....

They need to imitate in the early stages of learning a new discourse (Angelis Carter 2000)

*They find it hard to believe that I really what
what I say I want; their own half-formed ideas
expressed in their own limited English
(Sherman 1992: 194)*