

Writing Lesson/Unit Blueprint

(1) WRITING PURPOSE

- *the writing purpose may arise from a reading passage, a listening unit, (or a speaking activity)*
- students need to be given a realistic reason for the writing task:
this can be a realistic everyday writing task
(e.g. writing a complaint letter, writing a notice about lease termination, writing a letter to the editor, writing a movie review, filling out forms),
or it can be a realistic, but more academic writing task (writing a research paper, writing an abstract/ summary, writing a report, writing a short-answer essay)
- an appropriate audience for the writing task needs to be considered (plausible for the purpose, but other than the "instructor as evaluator")

(2) PRE-WRITING ACTIVITIES

- students engage in activities that help them get started with the writing task:
 - brainstorming
 - discussion (whole class, groups, pairs)
 - invention techniques (making a list of ideas; free-writing; clustering ideas; webbing)
- have students determine the specific organizational pattern of the targeted discourse by examining samples / models

(3) OUTLINING

- have students develop a preliminary organizational "plan" for the writing task:
 - what are the major elements to be included in roughly which order?
 - don't have students sweat out details

(4) FIRST DRAFT

- students write a first draft (this can be done entirely in class)
- teacher is available for consultation
- you may provide a self-assessment checklist, specifically designed for that writing task, which helps students examine their own writing with respect to certain points

(5) PEER REVIEW/FEEDBACK

- students read each other's drafts in class
- provide an evaluation sheet, giving specific guidelines as to what you want students to look at in the drafts based on the specific writing task (this may be quite similar to the self-assessment checklist)
- focus on organizational aspects only at this point !!

Note: The teacher will at this point also collect drafts for review and/or hold individual conferences with students

(6) SECOND DRAFT

- students write another draft, incorporating comments/suggestions made during peer evaluation (and BY instructor)
- teacher is available for consultation

(7) PEER EDITING

- students read each other's drafts with focus on specific mechanical aspects of the paper that the teacher asks them to look for (grammar, spelling, punctuation)

Note: The teacher will at this point also collect drafts for editing and/or hold individual conferences

(8) FINAL DRAFT

- students produce a final version of the writing task, incorporating editing suggestions into their drafts

(9) CLOSURE ACTIVITY

(10) EVALUATION

How can you determine whether or not your lesson objectives have been accomplished?