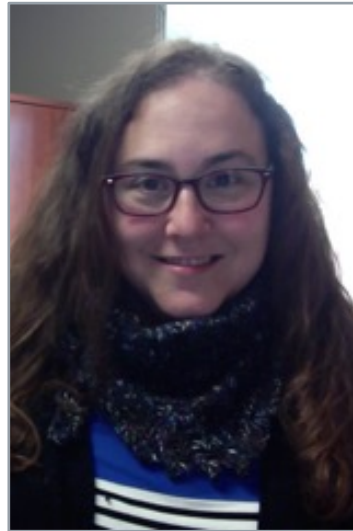**FRESH APPROACHES TO WRITING FLUENCY**

WRITING WITH EASE

Drs. Bryna Siegel Finer, Ben Rafoth, Dan Weinstein

Ben Rafoth
Director: Kathleen Jones White
Writing Center

Bryna Siegel Finer
Director: IUP Writing Across
the Curriculum

Dan Weinstein
Co-Director: Center for Digital
Humanities and Culture

WRITING

- What brings you here today?

OVERVIEW OF THE DAY

- The purpose of today's workshop: help you discover and experience ways to enhance writing fluency
  - Beat writer's block
- Review Agenda

THE CHALLENGES OF WRITING

- What aspects of writing do you find most challenging?

A FOUNDATION FOR WRITING

- Motivating dissatisfaction
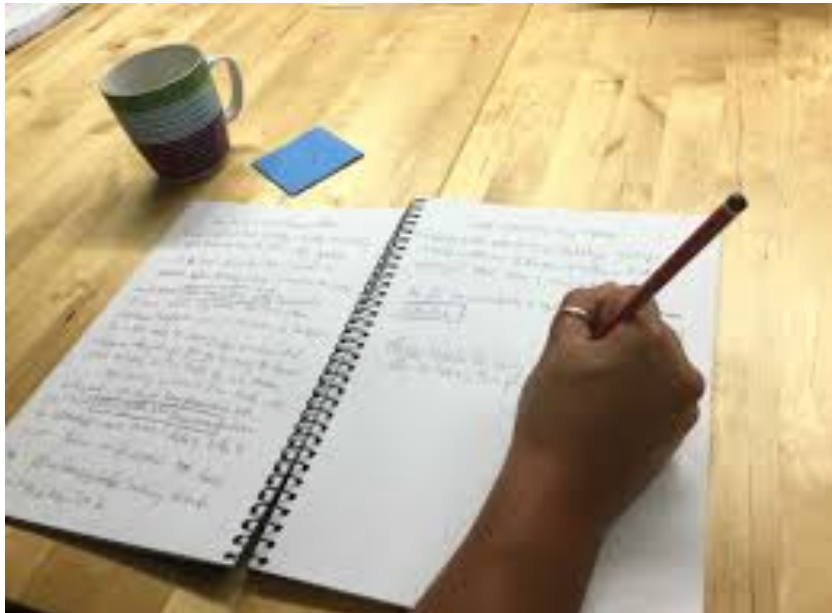
- Commitment

- Collaboration

- Craft

ABUNDANCE

- From Latin *abundare* 'overflow,' from *ab*- 'from' + *undare* 'surge' (from *unda* 'a wave')

ABUNDANCE

- Abundant, copious, or plentiful
- Tastes?   Sights?   Sounds?   Touches?   Smells?

GENERATIVE INTERLUDE I

- Freewrite & Share
  - What do you want to say?
  - What shape will it take?
  - What's the next step?

Break 10:15-10:30

FREEWRITING: THEORY AND PRACTICE

- <u>Write every day</u>
- What is freewriting?
  - Free
  - Focused
- The shitty first draft
- Ten minutes freewriting
- Looping strategy (with a partner)
- Focused freewriting

MAKING IT HAPPEN

- Write daily

MAKING IT HAPPEN

- Collect Ideas

MAKING IT HAPPEN

- Organize and re-organize them

MAKING IT HAPPEN

- Tell the story of your motivating dissatisfaction(s); keeping in mind you'll eventually cut out most of it

MAKING IT HAPPEN

- Rewrite and incubate

MAKING IT HAPPEN

- Get Feedback

■Edit

MAKING IT HAPPEN

- Submit

MAKING IT HAPPEN

- Reward

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- Rewrite and incubate
- Get feedback
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- Submit
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GENERATIVE INTERLUDE 2

- Random Input
  - Challenge yourself to incorporate some of the following words into one or two paragraphs that could appear in the writing project you envision:
  - problem, wonder, investigate, challenging, conclusion, possible objections

Lunch 12:00-12:30pm

INDIVIDUALIZED GOALS

- What are the features of your aspirational piece?

- What are your goals to be like the aspirational piece?

- Share goals with a partner

- Write and reflect

Features of your aspirational piece (the genre) might include:

- Tone
- Word choice
- Use of images
- Layout/ Design
- Stance
- Point of view

- Style/ documentation
- Attention to audience
- Kinds of evidence
- Use of other voices (quotes, paraphrase, etc)
- Purpose
- Grammatical/ syntactical choices

THREE IDEAS: SUCCESSFUL WRITING | SUCCESSFUL WRITERS

Three ideas from research on the writing process:

1) Writing is recursive, not linear. What do writers go back to? (Sondra Perl)
   - The most visible feature of writing's backward movement is rereading little bits of previous writing.
   - A second feature of recursiveness is a key word or item called up by the topic.
   - A third is *felt sense* – the feelings or perceptions that surround the words or what they evoke in the writer. The term was coined by University of Chicago philosopher, who described it as follows: "the soft underbelly of thought . . . a kind of bodily awareness that . . . can be used as a tool. It is body *and* mind before they split apart." (Eugene Gendlin, *Focusing*, Everest House, 1978, pp. 35, 165. Cited in Sondra Perl, "Understanding Composing," *College Composition and Communication 31* (Dec. 1980).

THREE IDEAS: SUCCESSFUL WRITING | SUCCESSFUL WRITERS

2) Writer-based prose → Reader-based prose (Linda Flower)

SUCCESSFUL WRITING | SUCCESSFUL WRITERS

3) Thinking about one's audience
is a question of when,
not whether. (Peter Elbow)

SUCCESSFUL WRITING | SUCCESSFUL WRITERS

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GENERATIVE INTERLUDE 3

- In the spirit of "vocalese," use the paragraph in the handout as a guide and a goad to grow your writing.

ASPIRATIONS: CHALLENGES AND ACCEPTANCE

- What would be most **_challenging_** for you about producing your piece of
- Writing toward the aspirational piece?
- How do we accept what we've written and become comfortable with our writing when it's in the messy/abundant state?

ASPIRATIONS: SEQUENCE OF IDEAS

- Rhetorical Situations
  - Purpose
  - Audience

ASPIRATIONS: SEQUENCING

- Channels, modes, and media
  - Visual
  - Aural
  - Multimodal

THE BROAD-BASED GENRE OF ACADEMIC WRITING

1. Clear evidence that the writer has been persistent, open-minded, and disciplined in study.

2. The dominance of reason over emotion or sensual perception.

3. An imagined reader who is coolly rational, reading for information, and intending to formulate a reasoned response.

   - Source: Thaiss, Chris, & Terry Myers Zawacki. (2006). *Engaged writers and dynamic disciplines.Portsmouth, NH: Heinemann.*

DISCIPLINARY GENRES OF ACADEMIC WRITING

Experiment or Empirical Investigation

Book Review

Response to a reading

Researched Argument

Critical Analysis

Semi-formal e-mail message in business

Casual e-mail message of thanks

Others . . . .

ASPIRATIONS: SEQUENCE

- Visualize your sequence (write it, draw it, map it, organize it with index cards, etc)

ASPIRATIONS: REVISING

- Writing is REVISING
- Working from an abundance of text
- Finding meaning from the "mess"
- Using feedback
- Putting it all together

- Looping method
  - Color coding
- Revision planning

Siegel Finer, B, Shelly, L, Gatta, O, Warmington, R, & Alawdat, M. (2016). "Lo-Tech Tools as Episteme: Rethinking Student Engagement in the Writing Process and Beyond." *Journal of Pedagogic Development.* 6.1.

MOVING FORWARD

- 20 minutes meditative writing

TIES TO TEACHING

- How might we tie this together to support students as writers?

- At your tables, develop a list of ideas from today that you will take to your classroom, and write on easel. How will you adapt them from your own writing to your classroom?

MOVING FORWARD

- Questions?
- Concerns?

Questions?

THANK YOU!!

Debrief | Evaluations