

Presentation Slides

Available at

<https://docs.google.com/presentation/d/17qKOL8lIdROunrlh6hIGT9SV41VxbdiW/edit?usp=sharing&ouid=114715678465865063026&rtpof=true&sd=true>

Presentation Videos

[The Writing Process, Part 1: Broad Overview](#): “Big picture” examination of the process. Presents writing as flexible and context-dependent.

[The Writing Process, Part 2: Invention and Planning](#): Covers common prewriting strategies (e.g. getting started, generating ideas, and making effective plans) with animated and video-based examples. Includes multimodal approaches.

[The Writing Process, Part 3: Drafting, Revision, and Editing](#): Provides principles for best practices through animated and video-based examples. Also considers the limitations of formulaic structures (most notably the 5-paragraph essay).

A Supplemental Guide To *The Writing Process, Parts 1-3*

What should I expect from the three videos?

- They present the writing process as unequivocally rhetorical, such that there is no one “correct” way to write. I acknowledge the messiness of the process, focusing more on *adapting*—to purpose, context, audience, personal preference—than following a series of prescribed steps. I hope this helps students see writing as a way of making meaning in the world, rather than a set of rules to be followed.
- They target resistant students and those who struggle to see “the point” of writing.
- They unpack and refute common myths and misconceptions about writing and writers.
- They explicitly acknowledge linguistic diversity and culturally divergent notions of “good writing” and “correctness.”
- They assume an encouraging tone, reminding students that there are many means to an effective end, with a goal of engendering student agency.

How can I use the videos?

- Include them in your online/hybrid course shells as assigned content. I suggest spreading them out in a few different folders/modules, rather than assigning everything in one week.

- Use them in a live class (play them live) to introduce the process or generate discussion. Encourage students to share personal experiences around the topics in the videos (particularly the challenges).
- Use the videos as “reading” prompts for an online discussion post (e.g. summarize/what did you learn?). Have students connect the video content to their own experiences with writing.

I want to develop my own scripted video lessons. Where should I start?

- Review the slides from Phil Sloan’s GSOLE presentation
- Get a decent microphone
- Write a working script and start editing!
- Learn to make more precise edits of both narration and visuals
- Utilize online tutorials