Tips and Techniques for Writing

Learning Artifact

April 14, 2017

**Learning Objectives**

By the end of this lesson, students should be able to. . .

* Recognize and use new techniques in their writing, incorporating more variety in their writing.
* Expand their writing repertoire and feel more confident in their abilities.
* Have a stronger skillset for revising their own writing and their peers’ writing.
* Communicate with peers about deliberate choices made in writing–which will help them develop their own style.

**Materials**

* PowerPoint
* Computer and projector
* Group work materials
* Pens/Pencils/Paper (student responsibility)
* Homework: Students will have read George Orwell’s *Politics and the English Language*

**Outline (40 minutes)**

1. Discussion about the homework reading *Politics and the English Language* (5 min)
	1. Did you like the essay?
	2. What were your biggest takeaways?
2. Review PowerPoint on writing skills ( 8 min)
	1. Em Dash
	2. Passive vs active voice
	3. Clarity/concision
	4. Avoiding Nominalizations
	5. Avoiding Unnecessary Adverbs
3. Split students into 4 groups (2 min)
	1. Separate into groups around the room
	2. Pass out materials for group activities (Em dash, concision/style, passive v active voice, avoiding nominalizations and adverbs, **included in separate file**)
		1. Each group will get the same activity
4. Group Activities (20 min)
	1. After 5 minutes, hand out the next worksheet
	2. Continue handing out the worksheets in 5 minute increments–stress not to rush and the goal is discussion– they don’t have to finish all of the sentences
5. Bring class back together as a group (5 min)
	1. Easiest task? Hardest task?
	2. Did anyone learn–or improve–any skills they will use in their own writing?
	3. How does today’s class relate to the reading *Politics and the English Language* by George Orwell?
6. If there is time left over, students will have the rest of the class to work on their final position papers

**Assessment**

Immediately, we will evaluate them based on participation in the discussions and group work. The discussion at the end of class will also help us evaluate their understanding and engagement with the material. For assessing students long-term, we hope to recognize these techniques in their final position papers or at least stronger, more deliberate writing. This can be done by evaluating how their writing developed over the semester. In the long-term, however, I hope that these activities reach beyond ENGL101 and help students in all of their writing.