College Writing and Research

Chapter 2: Writing Processes

Reading and Discussion Guide

In your own words, explain what it means that “all writing and research has a context” (Miller-Cochran and Rodrigo, 2014, p.17).

*Research in Action (18) – small groups discussion and share out*

The first sentence on page 19 reiterates a concept that has been brought up several times already at the beginning of this course. In your own words, what is the message?

Writing and research processes need to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ enough to \_\_\_\_\_\_\_\_\_\_\_ the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of each \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Let’s get real… ☺

What are the three myths discussed in this chapter and HOW does knowing this affect you as a writer?

Even though the task of writing a research paper is not linear, why might students in younger grades (elementary, middle, high school) learn the linear format? Why is this necessary? Can you think of an analogy that would help explain this concept to someone?

Think of your last formal research paper and make a guess of how much of your concentrated effort was spent on each step. Your end total should equal 100.

Prewriting \_\_\_\_\_\_\_\_\_\_%

Researching \_\_\_\_\_\_\_\_\_\_%

Drafting \_\_\_\_\_\_\_\_\_\_%

Peer Reviewing \_\_\_\_\_\_\_\_\_\_%

Revising \_\_\_\_\_\_\_\_\_\_%

Editing \_\_\_\_\_\_\_\_\_\_%

Proofreading \_\_\_\_\_\_\_\_\_\_%

Publishing \_\_\_\_\_\_\_\_\_\_%

What does this data analysis tell you about your time spent during the research writing process? Is there anything you would change for the next paper? Why or why not?

How did Aristotle define “rhetoric”? What are the “Five Canons of Rhetoric” and why do you think it is important that a researcher is aware of each one of the five?

How are the words “commonplaces,” “topoi,” and “argument” related in the context of research and writing?

Which “invention” techniques are most used by you? Which ones do you find most helpful and why?

During the research process, you will need an organized way of tracking your ideas, your plan, and your research. How do you plan to keep track of all of your sources, preliminary work, and writing while you research this time? BE AS SPECIFIC AS POSSIBLE.

What is the purpose of freewriting and how can it help you as a researcher and a writer?

How does “looping” (or “hotspotting” or [if you were in College Composition I, “Thinking Moves”]) help you as a writer and researcher?

On page 28, read and take down notes on “How Do You Write Best?” You will be using these notes for your next piece of formal writing for this course.

Have you ever used a “dictation” or voice recognition app or program? If so, what was your experience like? Would you recommend it to someone else? How could it be helpful and to whom would it be most helpful? IF NOT, do you see any way these programs could help you? Explain.

What are some ways you can make sure that you explore your topic from different perspectives? What activities can you employ to help with this?

You have been through the peer review process in different ways. How would you explain to another student who has not gone through the process how peer reviews are different from proofreading? What would you tell them are the most important things to remember about being a peer reviewer and about finding a peer reviewer?

Pretend that you are going to give your typed formal analysis on blogs to a peer to review for you. Write an author’s note that lays out three to five specific things you would like him or her to do for you so that you can make sure your writing is the best it can be. Be sure to write your requests in complete, specific sentences.

What are the three types of outline and what is a situation in which you might use each one?

How could a peer reviewer use the concept of outlining to help another writer?

Describe your personal experience with using technology for peer reviews or peer support.

Explain the difference revising a paper and editing a paper. Then, tell why it is important to understand the difference between the two.

What is your experience of using technology to “read” your paper to you? Have you ever tried this? Do you employ the habit of reading your writing aloud? How can this help you as a writer?

How is proofreading different than revising and editing?

On page 34, read and take down notes on “What Are Your Writing Idiosyncrasies?” You will be using these notes for your next piece of formal writing for this course.

What are different ways of “publishing” your writing? Include ideas that are not included in your reading if you think of them.

“The simplest way to understand research is to remember that research \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

Keeping in mind that the research process is dependent on the rhetorical situation, what are the five basic steps of research that you should follow?

What is important to realize about ALL of the steps in this process?

So far, how are you feeling about doing research papers and projects?