

User's Guide

Writing Strategies *A Student-Centered Approach*

Book Two

Introduction

The purpose of this book and its companion volume, Book One, is to help ESL students at the pre-college, community college, and college level meet the requirements of academic and professional writing. There is sufficient material in the two books for two semesters of work.

There are several unique features about these materials:

- Students learn the writing strategies through an **inductive approach**. Instead of long explanations by either the instructor or this textbook, the students internalize the strategies by working individually through a set of exercises, thus, the term “student-centered” in the sub-title.
- Because students do not need lectures by the instructor, the instructor is free to spend more time working **individually** with students during the class.
- In accordance with the **process approach**, students work with samples of a first draft (provided in the text) and then write their own. After that, they practice specific strategies that they can use to add to, and improve, the content in their second drafts.
- New to this second edition is the fifth essay unit. As with the first edition, students study modes of essays in the first four units. In this new, fifth unit, students are introduced to using some **information from a source** in an expository essay.

There are three sections in each of the two books. Each section features a different aspect of writing skills development. The sections are Essays, Fluency Writing, and Grammar.

SECTION 1: ESSAYS

Essays are the focus of the first and basic section of each book. Most writing skills texts focus on these modes. Those covered in the two books are:

Book One

Description

Narration

Exposition

Comparison and Contrast

Expository Essay with a Source

Book Two

Process

Cause and Effect

Extended Definition

Argumentation

Essay with a Source and Mixed-Mode Essay

SECTION 2: FLUENCY WRITING

The **Fluency Writing** section engages the students in a structured alternative to free writing or journal writing. Each activity involves pairs or triads of students in cooperative speaking, listening, and reading work with an article about real-world topics. In the final step of each activity, the students write paragraphs with the details of the article without looking at it. This requires them to make active use of the new vocabulary and sentence styles they have just worked with.

SECTION 3: GRAMMAR

The **Grammar** section is a series of activities that focus on grammatical terminology and grammatical problems typically encountered by intermediate and advanced-level students as they develop their skill in accurate and proficient composition. There are two types of activities — one type involves the students working individually on a grammar problem. The other involves groups of three students working together on problems.

The three sections can be used in a variety of ways, but a recommended procedure is to use the Essay section as the basis, proceeding step-by-step through the five units. The Fluency Writing is done at any time during the course when there is a natural break during the work on the Essays. The Grammar activities can also be done at any time when it is apparent that they are needed although there are suggestions throughout the Essay units for using these activities. Used together, the three sections of the book provide challenge and variety to the students while allowing the teacher time to work one-on-one with the students.

WRITING STRATEGIES

Each “Essay Unit” is composed of strategies that students can use when writing their essays. Some strategies are specific for a particular type of essay, but others are more generic, which means that they can be used for almost any type of essay. Thus, if an instructor decides to skip an Essay Unit, these generic strategies from that unit could still be assigned for students to practice and apply to future essays in general.

Generic strategies from Essay Unit 1: Process, that could be used with other essays:

- p. 13 Make your thesis statement sound more advanced.
- p. 16 Write a dramatic introduction.
- p. 20 Make your ideas clearer by giving examples.
- p. 22 Write a clear introduction to your paragraph with a topic sentence.
- p. 26 Get a reaction from a classmate, first and second draft (peer editing).
- p. 28 Get a reaction from a classmate, final draft (peer editing).
- p. 29 Improve your sentence style using more advanced vocabulary, combining sentences and changing the beginnings of sentences.

Generic strategies from Essay Unit 2: Cause and Effect, that could be used with other essays:

- p. 39 Add details to make your ideas clearer and more interesting.
- p. 43 Write an advanced-style thesis statement.
- p. 46 Make your ideas clearer with summary statements.
- p. 48 Make your style more advanced by avoiding overgeneralizations.
- p. 50 Write an interesting introduction (seven techniques).
- p. 53 Write an interesting conclusion (five techniques).
- p. 57 Make your ideas clearer with hypothetical situations.
- p. 61 Listen to your partner read your essay to you (peer editing).

Generic strategies from Essay Unit 3: Extended Definition, that could be used with other essays:

- p. 80 Use a variety of sentence styles.

Generic strategies from Essay Unit 4: Argumentation, that could be used with other essays:

- p. 106 Use an academic style.

Generic strategies from Essay Unit 5: Essay with a Source and Mixed-Mode Essay, that could be used with other essays:

- p. 109 Use sources or mixed modes.