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# Implementing Process Pedagogy in the High School Classroom: How to Improve Student Writing While Helping Students Enjoy Writing

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IMPLEMENTING PROCESS PEDAGOGY IN THE  
HIGH SCHOOL CLASSROOM:  
HOW TO IMPROVE STUDENT WRITING  
WHILE HELPING STUDENTS ENJOY WRITING

Laura Mahaney

A Thesis

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in partial fulfillment

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## Chapter 1: The Current Need for Process Pedagogy

Process Pedagogy focuses on writing as a process instead of the final product. When this theory is transferred into the classroom setting, students are given the power and freedom to choose, revise, edit, and explore their own writing craft as they become “active participant[s] in the creation of knowledge” (Anson 218). Process Pedagogy implemented in the classroom can transform and liberate teachers and students (214).

Process Pedagogy is “associated with the development of composition studies as a discipline” (219). With the expansion of composition studies, teachers and professors began to research how writers write which led to the creation of this “highly influential cognitive-process model of writing” (220). Composition theorists relate that “writing is usefully described as a process, something which shows continuous change in time like growth in organic nature” (Rohman 106). As the study of composition grew in the 1960s, scholars became interested in how people write and how their brains process while writing even claiming that there were “twenty-seven important writing issues about which there was little or no research,” and literary experts came together during that decade to ask questions about the development of writing abilities (Anson 219-220). This all led to a process movement that initiated intense interest into the investigation of writing itself with even a cognitive psychologist, along with Linda Flower, creating a highly influencing cognitive-process model of writing by looking at the revision strategies of students (220).

When literacy experts started asking serious questions “about the development of writing abilities” and with the interest of investigating writing itself, Linda Flower along with John Hayes created the “cognitive-process model of writing” (Anson 220). With

this, other inquiries were established: assessment, audience awareness, peer response, teacher responses to student writing (220). Eventually, the Council of Writing Program Administrators “influenced the spread of process pedagogy and its implementation in institutions across the country” (221).

During her research of the composing process of twelfth graders in 1971, Janet Emig acknowledges how authors do not want to discuss their own methods of writing which may be where a stigma of the process comes from. Writers “fear any conscious, explicit probing into their methods of work” thinking that affects their method of work. However, even with a probe into a writer’s writing, the focus is more on the difficulty of writing than the examination of the act itself (Emig 10). As readers and audiences to famous writers like Hemingway, Woolf, and Poe, we may be aware of their famous works, but not aware of their constant revisions even after publication. These writers are able to verbalize the difficulty of writing but still did not discuss the process of writing meaning that “the act itself remains undescribed” (11). Every writer, no matter who or what they are writing for, has a process they use. No one sits down and writes the perfect product on the first try. This is why composition theorists like Emig, Donald M. Murray, and Peter Elbow were interested in the process of writing instead of just the finished product.

When researching these Process Pedagogy scholars, Chris M. Anson writes about the pre-process movement versus the early process pedagogy movement. The pre-process movement has an emphasis on the product, improvement of text, writing as the sum of parts, teacher-centered, think then write, and an individual effort (Anson 216). These distinctions led to “dull, uninspired academic writing” with a former English teacher, Lad

Tobin, describing pre-process as having miserably failed and “how desperately the times cried out for change - and for heroes” (Anson 217, Tobin 3). With these descriptions, one can surmise that writing itself and the improvement of writing is not the focus of the pre-process movement and is the opposite of what Emig, Murray, and Elbow advocate. Pre-process is all about learning through “trial and error; marginal and end comments, accompanied by a grade” (215). Opposingly, the early process movement focuses on the process, the improvement of the learner, the writing as more than just the sum of parts, the class being student-centered, the process of writing to think, and the socially dynamic effort (216). Anson found that students and teachers who participated in the process movement found it to be “liberating, even *revolutionary*” (214).

The major researchers in Process Pedagogy are known as “scholar-practitioners” meaning they not only were interested in how they wrote and their own experiences “as well as what they observed in others, particularly their students” (Anson 221). Peter Elbow states that the writing process is writing with power; it is about “knowing what you are doing as you write; being in charge, having control; not feeling stuck or helpless or intimidated” (Elbow viii). Giving people power and control over their writing, especially students who have been told how and what to write for so long, is the purpose of teaching the process. Along with Elbow, Donald M. Murray contends that the writing process works in the classroom. Though the process will take time to teach to students, “the process can be put to work to produce a product which may be worth your reading” through the process of discovery through language (Murray 4).

With this need of analyzing the process and not the product, writing, instead of being viewed as a sum of linguistics parts to be evaluated, becomes the “manifestation of

complex and interpenetrating cognitive, social, and cultural processes reflection the literate meaning making of writers” (Sperling 243). In the classroom setting, the students become writers and teachers the facilitator so much so that this causes the process movement in the classroom. Students were able to write and discover while teachers invented strategies to help students explore and develop their ideas like “trees, bubble maps, cluster diagrams, spider webs, sets of questions, and freewriting” (Anson 219). This expanded into peer review, writing workshops, and revision.

Writing teachers started to forgo their usual practices of grammar lessons, lessons on usage, prose models, grades, rules, and prescriptions and “began experimenting with new techniques [like] freewriting, mapping, peer editing groups, one-to-one conferences, writing workshops, and portfolios” (Tobin 4). Teachers began to realize that writing assignments were not a burden, but a real field in which others might want to read student work.

Traditionally and currently, teachers also focus on the product and not the process in their own classroom. They will assign a paper with a final due date, students turn in their papers without having anyone else look at it beforehand, and students will get a final grade on what is their first draft. This way of teaching writing does not show students how to improve their writing. In his article “Teach Writing as a Process Not Product,” Donald M. Murray states the teachers focus on the product: they assign it, grade it, almost destroy it, and pass the student along to the next teacher with no improvement in their writing because “no matter how careful our criticisms, they do not help the student since when we teach composition we are not teaching a product, we are teaching a process;” however, this statement needs to be realized by the teacher (3). With this type of

assessment, the natural processes of a person's mind while writing is ignored; students are expected to have everything in their paper in the first draft and without support.

Through research and implementation, different forms of the process have arisen. Elbow describes his version of Process Pedagogy as a cookbook where he gives a choice of 'recipes' to choose from in the writing process (*Writing with Power* 8). He gives the writer a personal choice in "various recipes for getting words down on paper, for revising, for dealing with your audience, for getting feedback on your writing, and still other recipes for approaching the mystery of power in writing" (8). Elbow sees the writing process as "the interaction of contrasting or conflicting material" with one piece of material being seen through another lens, being reorganized, and eventually, being transformed (*Writing Without Teachers* 49).

Elbow's first step in the writing process is freewriting also known as brainstorming. During this step of the process, "no one is allowed to criticize any idea or suggestion that is offered— no matter how stupid, impractical, or useless it seems," because the goal of the first step is to get words down on the paper (9). There is no right or wrong in the step. The writer should not be trying to write well since "to write well for most people means constantly stopping, pondering, and searching for better words;" they just need words and ideas down on paper (25). Elbow states that there are stages to the writing process that need to be separate, and freewriting is the creative stage: "first be loose and accepting as you do fast early writing" then move to the critical stage to revise what is produced in the freewriting stage (10). He even states in *Writing Without Teachers* that writing should be treated as an "organic, developmental process" where a writer will free themselves from what they "presently think, feel, and perceive" (15).



Elbow also offers a variety of beginning processes with an Open-ended writing process and a Loop writing process. This creative stage is where the writer starts without knowing where they are going and ends up with meaning instead of starting with meaning.

These two stages, creative and critical, enhance each other when done separately (*Writing with Power* 7, 10). With words down on paper without a sense of a final, clear vision of a paper, Elbow's next stage in the process is the critical stage where the writer revises the work as well as uses others' feedback to improve their writing (54). This is when, Elbow suggests, that the writer themselves must take on a different role: "a critical frame of mind [to] thoroughly revise what you have written" (7). For revising, he first suggests finding a meaning in the freewriting especially if there is an intended audience, reading through the prewriting to find the important and relevant bits, find the main point, and organizing the information (121-122). These are important steps to revising, but Elbow states that revising with feedback is the most powerful way to revise (139). Let someone who is not involved in the process read the draft and give their overall thoughts and perspectives: "The conversation with them helps you see the whole thing in better perspective, gives you new ideas, and helps you make up your own mind what you think" (140).

After revising ideas and putting together the almost final draft, Elbow offers the last step of the process which is getting rid of mistakes in grammar. He saves this step for last, because a writer should focus on all the other types of writing and revising before looking at mistakes as it can be a distraction from the real meaning of the writing. However, Elbow does admit that "the physical appearance of your writing has a big

effect on how people experience your words,” so this is an important last step before the final draft (170).

Elbow’s writing process is a conglomerate of steps that Elbow himself states can be put together as the writer wishes. A writer can start with his processes and change it to fit their own needs in the writing process, but Elbow does put much stock in the first step of freewriting.

Similar to Elbow but in a more simplified manner, Murray has a three step process: prewriting, revising, and rewriting as he stresses teaching writing as a process and not a product (Murray 4). He describes this process as the “process of discovery through language” meaning that students use the knowledge of the language they know and communicate what they know about our world (4). In Murray’s prewriting step, he suggests that it should take up 85% of the writer’s time, and instead of focusing on the correct and incorrect, prewriting is all about discovery and ethical decisions (4).

Prewriting can include research, daydreaming, note making, outlining, and freewriting.

During the writing portions of this process, the writer must produce a first draft. Murray calls this the commitment stage of the process where the writer finds out what they know and what they don’t know (4). This may be the fastest step and can take up as little as one percent of the writer’s time since the writer is using most of the prewriting to piece together a first draft.

Rewriting is the last stage in Murray’s process. As described, this step can be the most grueling for the writer, because it involves reconsidering the subject, form, and audience while also rethinking, redesigning, and editing line by line and word by word

(4). This will take hours of the writer's time and the remaining fourteen percent of the process.

In his article "Teach Writing as a Process Not Product," Murray also gives advice to teachers as they teach writing as a process. His first piece of advice to teachers who want to motivate their students is to shut up (5). Students will learn by doing, not by the teacher talking; thus, "when you (the teacher) are talking he (the student) isn't writing," and the students need to be given the time to write or they are going to be cheated out of the process of discovery (5). Though this may be difficult for some teachers, they need to become the reader and recipient of the writing instead of the initiator or motivator by being quiet, listening, and responding to the writing by looking for the potential truth and voice of the student (5). Teachers should not be looking for certain aspects of 'good' writing but just responding to what the student has given. The student should be in full control of their writing and what they are writing about by searching for their own truth while the mechanics of the paper come last (6-7).

Murray focuses on how to teach the writing process to students whereas Elbow speaks on the writing process as adult writers outside the classroom, but both are similar and can be implemented in the classroom. Both scholars push the fact that the process is different for everyone and the prewriting/freewriting stages as the most important stages in the process. Elbow calls his process a cookbook where a writer can pick and choose their process while Murray states that a writer will spend a different amount of time in each step based on what they are writing about, their personality, and/or their craftsmanship (5). Both also emphasize that in the process there are no rules; writing is experimental.

The impact of writing being experimental in the classroom is as revolutionary today as it was when Elbow and Murray were designing their writing processes. Classroom teachers such as Janet Emig and Lad Tobin were so inspired by Process Pedagogy that they have published works on its behalf with Emig publishing a case study on the composing process.

In her case study of twelfth graders' writing processes, Emig found two modes of composing: reflexive, which is self-sponsored writing with the self or peer as the audience, and extensive, which is school-sponsored writing with the teacher as the audience (Emig 91). Self-sponsored writing has a wider range of subject matter mostly to do with self or human relations while students also spent more time pre-writing, pausing to contemplate, and revising (93). School-sponsored writing has little pre-writing, is five hundred or few words, is matter-of-fact, and with hesitation in critical comments (92-93). Emig states that school-sponsored writing is "a limited, and limiting, experience" for both teacher and student with the teacher "interested chiefly in a product he can criticize rather than in a process he can help initiate through imagination and sustain through empathy and support" (97). Such implications show the need for a composing process with secondary students as Process Pedagogy aims to implement.

While Process Pedagogy was implemented in classrooms during the 1990s, many teachers moved away from the process model when state testing scores became part of the teacher's efficacy score (Anson 224). However, it is imperative that teachers use the classroom to shift the emphasis from state testing to students and their writing. Process Pedagogy puts students at the center of the writing instead of putting their academic standing first.

During my six years of teaching high school English, I've revamped my method of teaching writing for every new year, but I've never felt as if my students have connected with their writing assignments. There have been few student writings that were memorable mainly because students find my assignment prompts and requirements constricting. Knowing this, I feel like my students' love for writing is diminishing by the standards-based limitations forced on them and on me. Since discovering the need for personal writing and process pedagogy in the classroom setting, I want to completely rethink my methods of teaching writing so that students will be able to benefit and care about their writing without seeing it as a chore. I want to cultivate interest in writing, not kill it (Anson 213).

Teaching has significantly changed over the years with 52 percent of the American teaching force having 10 or fewer years of teaching experience and 50 percent of teachers leaving the profession within the first five years of teaching (NCES). There are many things that can cause a teacher to have the dreaded "teacher burnout," and one of those things is grading. Not only is it difficult to grade a stack of fifty essays (even if it is a metaphorical stack since most essays are turned in online), it's time consuming and has little to no impact on students' writing, because they get the feedback after the grade posts. I always try to provide a paragraph of overall positive feedback with two or three things to work on next time; however, my students' writing does not improve simply because they do not read or see the point in the feedback since the assignment is over; most will only look at their grade and discard the rest. I distinctly remember grading essays after the semester was over and wanting to give feedback to students but not having that chance since what I was grading was their final product. I remember thinking:

*“How can I improve their writing at this point? It’s too late.”* I never want to view my students’ writing like this ever again; I want their final project to be their best work based on my and others’ feedback.

There is always room for improvement. If I’m asking my students to develop their writing, I can update my teaching methods. There are multiple benefits in Process Pedagogy and personal writing and how both improve student writing and teaching methods from the current methods being taught. When a student feels connected with an assignment, they write more and their writing skills grow. With that similar thought, students who focus on and continue to work with a draft will feel more connected with their own draft even if the assignment is not something they personally connect with.

Today’s teaching climate is a competition and not a competition between students, but one where the successor teacher needs to ‘teach’ better than her predecessor. Because of state testing, a teacher does not get a positive score for each student if that student scores less than they did on the test the year before. The writing sections of these End of Course (EOC) tests are scored using a state made and given rubric. Thus, a teacher will want to grade her students’ writing with this same rubric to help her testing scores; however, like Elbow states in his article “Ranking, Evaluation, Liking: Sorting Out Three Forms of Judgement,” this holistic grade is “inaccurate or unreliable” because “English teachers [give] different grades to the same paper” (2). This shows that even a rubric that is supposed to keep scoring papers on an even level is still not unbiased which teachers even say, “Of course my grades are biased” (Elbow 3). There is absolutely no agreement on how to judge or a non-judgmental grading system that teachers can implement with this type of rubric, because every teacher’s grading is influenced by their

own opinions and approaches. This is the method of writing that looks only at the final and finished product by the students instead of helping them improve their writing with drafts with teacher and peer feedback.

This narrative rubric on the TN state website has not been updated since May 2017, and teachers, along with End of Course test graders, use this as the standard for grading writing. Teachers are encouraged to use this rubric especially since students' EOC writing scores are graded with this exact rubric. With this type of grading system rubric, students who don't make the perfect or satisfactory score will come "to doubt their intelligence," because they are unable to make the scores even with effort (Elbow 3). On the other side of this grading system, teachers want to justify their grades to show the students why they received the grade they did instead of a higher score. Students are set up to fail with this type of grading system. Some teachers may see this type of system as a way to motivate students to improve their writing; however, if they are just starting over with a new paper, they are not evaluating their own writing and are not improving their writing. This type of process encourages the "hunger to have a number so that everyone can have a rank" when student writing should be about improving oneself individually as a writer (4).

While teachers are not required to use this state rubric in the classroom with their assigned essays, many teachers feel the pressure to use these to grade essays since student growth from the EOC is measured through the use of this rubric in the writing field of the EOC which affects not only 20% of the students' final grade in the class but also affects a teacher's Department of Education Level of Overall Effectiveness score for the year. A teacher's licensure as well as their employment status depends on this score. This is the

type of pressure and stress for students and teachers that relies on one person's interpretation of a rubric.

Within the Teacher-Student relationship, this process hinders the "relationship that empowers our students" (Tobin 19). When a teacher has "rules and model of good writing" and grades "according to how closely the results approximated those rules and models," this stunts the students "intelligence, creativity, and interests" along with the failing to acknowledge the same in the teacher (19). This shows that the traditional process of just looking at the product and scoring that product takes control away from the student and the teacher and restricts their writing and growth in writing.

With traditional writing methods and scoring/ranking diminishing student improvement, the "most important skill for a teacher is his or her ability to build trust with a student, which develops when students can sense that the educator is willing to hear their ideas, thoughts, and musings despite their challenges with grammar, low grades, or test scores in previous classes" which will hopefully improve their enjoyment in writing and being proud of their final product though our writing is never really finished (Rizga). Instead of narrowing a student's control over their own writing and paper, they need to be given the power to decide so that their potential is not limited (Tobin 20).

In a classroom where students who only write essays based on topics given by the teacher and evaluated once by the teacher, their "learning [takes] place mostly by trial and error; marginal and end comment, accompanied by a grade" (Anson 215). Integrating personal writing and process pedagogy in the classroom and letting students have control can be intimidating to teachers in a world where our Teacher Value-Added Summary is



based partially on how students write on a state test; however, teaching is more than just a score or a test for the student and the teacher.

I will use process pedagogy to implement both methods of writing (critical and personal/expressive) and help improve my methods on teaching writing. Instead of having the five paragraph essay, having students write with “an introduction that funnel[s] into a thesis statement, three paragraphs supporting the thesis, each with a topic sentence, and a conclusion,” and grading, I am moving beyond the “assign and collect” method (Anson 212). Just like Anson, I now feel guilty about “ruining generations of previous students” (214). I don’t want my students to walk away from my classroom hating their own writing and hating the act of writing. I want to combine expressivism with critical writing in a Process Pedagogy method of teaching.

Process Pedagogy shifts this traditional thinking to the writing process. In this pedagogy, there is a process of discovery with prewriting, writing, and rewriting as stages in the process with principles such as “the text of the course should be the student’s own text; the student finds his or her own subject...multiple drafts are allowed to encourage the act of discovery; mechanics...[are at] the end of the process,” and students also need time to refine their papers (Anson 216, 217). The final principle is that there are no rules or absolutes. This is a shift from what the normal classroom writing task looks like.

Process Pedagogy is student-centered and uses the “process of discovery” to develop their writing which pairs well with expressivist writing which is “freeing oneself from the constraints that lead to lifeless, voiceless prose” (217). With the idea of Process Pedagogy, I am going to implement a new type of writing system in my classroom and use this system with every essay my students write.

I will be implementing four writing assignments using Process Pedagogy to see how it improves their writing in personal and academic writing. Academic writing is necessary in my classroom because of the standards, but there is also room to add in personal writing for the students to enjoy. I would like to do an anonymous survey asking them how they enjoyed each writing task.

Using a case study that includes high school students with all different types of abilities will help bring Process Pedagogy to life in my classroom to see if it improves the classroom environment. With the case study, I will be looking at student writing development and their attitude toward writing in general.

## Chapter 2: The Process of Personal Writing

When being interviewed by Kristina Rizga, Pirette McKamey, a veteran English teacher who spent 30 years investigating what helps young people to view themselves as writers, found with traditional writing methods and scoring/ranking diminishing student improvement that the “most important skill for a teacher is his or her ability to build trust with a student, which develops when students can sense that the educator is willing to hear their ideas, thoughts, and musings despite their challenges with grammar, low grades, or test scores in previous classes” which will hopefully improve their enjoyment in writing and being proud of their final product though our writing is never really finished (Rizga). Instead of narrowing a student’s control over their own writing and paper, they need to be given the power to decide so that their potential is not limited (Tobin 20).

With secondary schools, all underage children are required to go, and thus, they do not always see the value in education either from personal experience or from what is valued at home. Jennifer Fredricks found in her educational research that students who actually value education and want to go to college see high school and grades as a game: “students view schooling as boring or as a mere grade game, in which they try to get by with as little effort as possible” with a “steep decline in motivation across the grade levels” (Fredricks 60).

I believe that students can use Process Pedagogy with any type of writing. Process Pedagogy relies on the ‘process’ and focuses on the writing and not the product; however, this might be seem difficult in the high school classroom, but teenagers like to talk about themselves which is why I want to start with the process of personal writing

with my students to start the shift from the “giver of knowledge to the student as active participant in the creation of knowledge (and writing)” (218). There needs to be a student-centered writing project with writing to think as the process, because writers “don’t figure out what they want to say and then write it; they write in order to figure out what they want to say” (219).

For the first Process Pedagogy assignment, students had guided choices for a personal narrative which motivated them to write more since it is about them. I also wanted students to feel like their voice and their story matters. Elbow and Murray speak on letting students have the freedom of just writing about anything, but with my experience with 14 to 16 year olds, they need more guidance in the beginning of this since they have most likely never had this type of freedom with their writing. I will slowly let students have more freedom in their writing as they become accustomed to the process.

Like the processes that Murray and Elbow implemented, my students spent most of their time freewriting. The most difficult part of this for my students is the writing endurance. As stated previously, most students want to do the bare minimum required; however, the directions given were to ‘write continually’ like Elbow states to “simply force yourself to write without stopping for ten minutes” (*Writing with Power* 13). Students were then given three more days of freewriting on their topic of choice before getting feedback from the teacher two days after turning the assignment in. With this feedback, I only give advice on the subject matter and organization of the paper, and obviously, start with something positive to give students a sense of what they are writing matters.

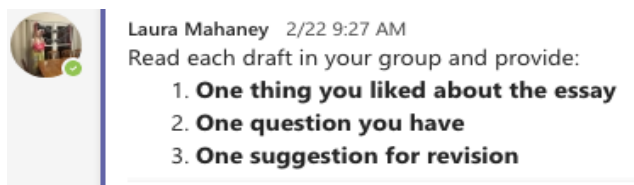
## Feedback

This is great [redacted] I'm so glad you have something that you can lean on during hard times and have this support system behind you! I would like for you to talk about how this helps you during your regular life like during school or while

you are out. You could also add something about a moment when you realized that your faith was so important to you.

[Example of feedback]

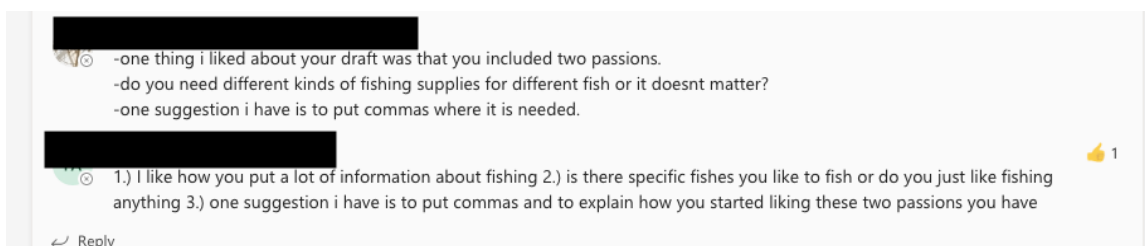
After this initial teacher feedback, students will revise for two to three days then move on to the next step of the process. They will do peer feedback because “the experience of just sharing what they have written is rare” (22). After their revision from peer feedback, we will have a writer’s workshop in class where they will look at specific skills they need to revise in their papers which is just another form of feedback as they will also be able to meet with me for one-to-one revision.



Laura Mahaney 2/22 9:27 AM  
Read each draft in your group and provide:

1. **One thing you liked about the essay**
2. **One question you have**
3. **One suggestion for revision**

[Example of instruction given to students for peer feedback]



-one thing i liked about your draft was that you included two passions.  
-do you need different kinds of fishing supplies for different fish or it doesnt matter?  
-one suggestion i have is to put commas where it is needed.

1.) I like how you put a lot of information about fishing 2.) is there specific fishes you like to fish or do you just like fishing anything 3.) one suggestion i have is to put commas and to explain how you started liking these two passions you have

1

Reply

[Example of peer feedback]

## Standards

The state standards can be implemented however the teacher decides, and with so many standards (currently 62 pages of standards for English), multiple standards can be

applied to the same assignment, because English standards are mostly about learning skills. My particular school lets me teach the standards in the way that I want, so I have full creative control in my classroom.

The standards that go along with this unit are simple. They are about usage, sentence variety, and writing. This is the least constrictive way to have students write about themselves while also having a base that the lessons can grow from. The first standard is the basic level of grammar understanding and usage of sentence variety. While grammar is important to the writing, students may focus too much on correcting and less on writing. This is not the most important standard as grammar and conventions are the last stage of the process they will revise within their paper, because this is a needed standard but not the most important standard in this unit.

The next standard states that they must have clear and coherent writing that is appropriate to the task given. This is also a basic standard that was used to help go along with personal writing as students worked on their writing, organization, and style as they revised their drafts.

The third standard is specific to Process Pedagogy as it states a student will develop and strengthen writing by planning, revising, and editing. This is the main standard for my unit, since my unit is about the process and improving while trying a new approach. Students focused more on this standard at the beginning of the unit as they focused more on the content of their writing more than anything else.

The fourth standard relates directly to the assignment itself. The students wrote nonfiction for this assignment, making it a personal narrative.

## Lesson Plan

Assignment #1	Process Pedagogy: Personal Narrative
Standards Addressed in Unit	<p>9-10.L.CSE.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>9-10.W.PDW.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.W.PDW.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p>
Assessment (Formative/Summative)	Drafts will be counted for a completion grade. The final draft will be graded with the state rubric for narrative writing.
Processes/Procedures	<p>(These days are not consecutive. Students will be given time to prewrite, plan, write, revise, and edit. All of this will take place in the time span of three weeks.)</p> <p><b>Day 1:</b></p> <p><b>15min:</b> Teacher presentation on personal narrative (literary non-fiction)</p> <p><b>50min:</b> Prewriting for each prompt:</p> <ol style="list-style-type: none"> <li>1. Write about a time you learned a difficult lesson.</li> <li>2. Write about a lost friendship.</li> <li>3. Write about a new friendship.</li> <li>4. Write about loss.</li> <li>5. Write about someone who inspires you.</li> <li>6. Write about a time in your life when you succeeded.</li> <li>7. Write about something that changed your life.</li> <li>8. Write about a place that is special to you.</li> <li>9. Write about the most beautiful thing you've seen.</li> <li>10. Write about a difficult choice you had to make.</li> </ol>

**Day 2:**

**20min:** Students will read through their prewriting from the day before and choose one prompt for their assignment. They will start a new document and paste their prewriting from the day before.

**Day 3:**

**30min:** Freewriting: Students will be given time in class to work on their papers.

**Day 4:**

**45min:** Freewriting: Students will have time to work on their papers in class.

**Day 5:**

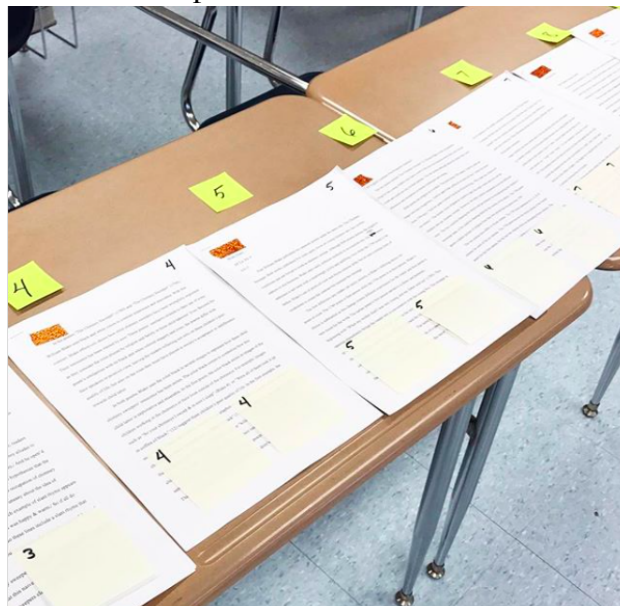
**45min:** Freewriting: Students will finish their papers and turn in for teacher feedback.

**Day 6:**

**45min:** After getting teacher feedback, students will turn in a second draft for their peer reviews.

Writer's workshop: Students will work in groups of three to review and assess each other's paper. The process:

- Each paper will be printed out, the name taped off (covered up), and numbered. Each paper will have two post-it notes on it with the assigned paper number. Example:





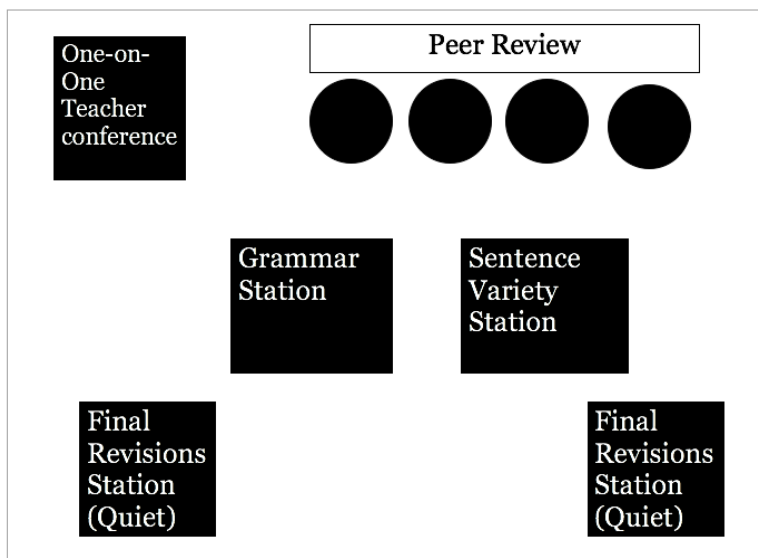
- Each student will be given an essay to review. They must provide at least one thing they liked about the essay, one question they have, and one suggestion for revision on the post-it while they can also write on the paper itself.
- The paper will be looked at by another student who will provide feedback in the same manner.

\*Covid restrictions: Students will be put into groups in their Teams classroom, read each group members' piece, and respond with the same three types of feedback as above.

#### Day 7:

**90 minutes:** Students will have a full day of a writer's workshop. They will have stations with options for what they want to improve on in their writing.

Example of stations: (\*If Covid rules remain in place, all of this will be done by sharing documents through Teams classroom.)



#### Day 8:

**45 minutes:** As students work, the teacher will have individual conferences with each student with one to two final comments on what to improve. These comments could be grammar or content related.

#### Day 9:

**45 minutes:** As students work, the teacher will have individual conferences with each student with one to two

	<p>final comments on what to improve. These comments could be grammar or content related.</p> <p>Day 10: Students will turn in their final drafts.</p>
Remediation/ Enrichment:	For both remediation and enrichment, students will meet with the teacher at least twice before the final draft for revision purposes and will have peer review once.

### Reflection of the Process

For their freewriting, I asked students to write continuously for five minutes which is difficult not just for these students but many students I have had over the years. There were times I had to remind students individually to keep writing since time was not up yet. I think it would be helpful to talk about freewriting beforehand and use some of the same language that Elbow uses when talking of freewriting. Elbow states that the point of freewriting is just to write; students can produce good or bad writing, but the point is to keep writing (*Writing with Power* 13). I think that students focus on the ‘correct’ way of writing and getting it ‘right’ that they do not focus on the act of writing. Students asked me to read their writing in the freewriting stage, but they do not realize that the purpose of this step is just to write. I also had many students comparing how much they wrote with others, or they would turn their computer around and show me how much they had written which encouraged me; however, they need to be on their own process journey and not just writing for me. The next day of prewriting was more successful, because they were able to choose which topic they wanted to write about and were able to write more on that one topic. By the fifth day of freewriting, many of my students claimed they had ‘finished,’ but that is exactly the culture that is placed in

school. Students think, “I’ve written a page, so I’m done,” but they do not understand the process at all as Murray states that prewriting should take “85% of the writer’s time” (4).

It took me about two days to respond to all the student writing. They were given completion grades for the assignment while I gave them a paragraph or more of feedback. Like Elbow and many of the other scholars state, this part of the process is rewarding for me. Elbow mentions that adolescent students need praise, because they “lack confidence in themselves” and that a “good teacher’s caring takes the form of fierce rigor, but he manages it so we still want to write for him” (*Writing with Power* 216). While it is difficult for me to meet with them in-person, individually since there are other standards and subjects to cover in class, I am not critiquing them or their writing as Murray states that “mechanics come last”; I am giving validity to their writing which caused some students to want to talk to me about their subject even more outside of class (6).

Peer review was included, because Elbow states that “using the most powerful tool of all: the eyes of others” will help with revision more so than proofreading your own work (*Writing with Power* 139). With the Covid-19 restrictions, students were able to see whose paper they were reading which is not unheard of, but I know some students would have rather remained anonymous. I put the students in groups of three to four on their Teams classroom page where they had to read each other’s drafts and give feedback. They were able to upload their revised drafts and respond to their peers online without moving around. I asked them to provide something they liked about the paper, one question, and one suggestion, and most students were able to provide helpful feedback by providing their “thoughts on the whole matter [rather] than their criticisms” of the writing (*Writing with Power* 140). Students were engaged and talking to each other during the

peer review, and as a teacher, I was able to monitor who gave feedback and who still needed to give feedback. I think the way we did peer review worked. I did assign the students to groups and did not let them choose, but Elbow suggests having trusted friends read drafts which I think will be helpful as we keep doing peer review (140).

Elbow and Murray both state that grammar and mechanics should be the last revision made because a “premature emphasis on correctness can be counterproductive,” but that does not mean this step isn’t important (Tobin 7). Elbow states that, as the writer, you cannot see your own mistakes, but “if you want your words to be taken seriously, you have to find some other way to remove the mistakes from your final draft” (168). Since we were on a hybrid schedule (student with last names A-L attended in-person class on Monday/Tuesday while everyone else attended class online, Wednesday was a fully virtual class, and M-Z attended in-person on Thursday/Friday with the others online) and had Covid-19 restrictions, I was not able to set up the stations in the lesson plan. With this last step of the process, many students felt like their draft was finished beforehand. They had already gotten two types of feedback and wanted to turn in their paper. I know this step is helpful, but again, I think students need to be introduced to each step and have the step explained to them so that they know the importance of this step.

### **Student Work**

A time that changed my life was when I went to Honduras to the Good Shepherd Children Home on a mission trip. I went the first time with just my mom and dad, and some other members of the church. The second time I went my brothers went with me. We go to an orphanage in the valley of Honduras that takes kids off the streets and gives them food, shelter, school, and loving. They are though the BMDMI, they are a Christian organization that has stuff like the good shepherd children home. Some of the kids are brought their because their parents beat them are mistreat them in that type of way, but some of the kids are their because their parents love them so much that they are willing to give up their kid to go to a better place because they are so poor.

The reason all this inspires me is how good we have it in America, down there most people don't know where their next meals is coming from. It is hard to get your head around it because people here are poor people, but it is nothing compared to what is in other places. Like for an example the kids in the home have never seen a washing machine, they wash all their clothes by hand. You very rarely see house in the hole country, most of the people live in shakes that they make. They are nothing more than a roof and sides, most of them don't even have any doors or anything like that. It really made me think about the quote "poor people", and how lucky I am to live in America, and everything God has blessed me with. I try to think when I am in a bad place that it could always be worst in so many levels, that most of us have never seen or heard of. We are so blessed to live it America, we all take advantage of it sometimes. We all can go to school for free get a free breakfast and lunch. Going to a third world country just really opened my eyes.


[Excerpts of writing from student, William.]

William is a student in my Advanced English class. He's a very interactive student and participates while online as well as in person. He's not afraid to ask questions relating to class or questions that do not relate to class. One of his downfalls in writing, which he has stated several times over the course of the class, is his grammar and spelling

which prevents him from using higher level words since he doesn't know how to spell them. Overall, he's a hardworking student athlete who does his work on time, and at times, turns in work early.

For draft 1, William wrote a lot about the conditions of Honduras where he went on a mission trip. This was a good start, but the writing needed to be more personal. During the conference, teacher feedback was to talk about *how* this experience changed his life and what he did on the trip itself that impacted him personally. There are some grammar mistakes, but those will be addressed at the end of the process. William added a lot of personal information after the feedback he received from his peers. His last paragraph is especially insightful about how this experience affected him for someone who is so young. The paragraphs added description and life to his writing.

For this assignment, William was able to get his ideas and words out on paper during the first draft. After feedback, he was able to add to his draft and make his writing more meaningful and make a personal connection with his experiences. He had trouble in some places with his grammar, but that was addressed at the end of the assignment. William is already a good writer in the sense that he is able to connect his thoughts and positively react to feedback. He was able to become invested in the assignment drawing on his cognitive engagement which is the "idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills" (Fredricks 60).

was nervous because I never wore pads and hit someone. I wasn't that good at hitting people, so I basically was a tackling dummy. Weeks has passed and I began getting a little better on tackling and getting to know what football all is about. There was a scrimmage game coming up and the worst, and first, injury happened to me, I got a concussion a week before our first scrimmage. I had to go to the doctors and see how my head is. It was pretty bad, so I had to sit out for a month to heal; a long boring time. After my injury, I came back and started to get back to work; I started slow though. Time has gone by and games came. I started in special teams and I was not good at it; I couldn't even catch the ball. One game the starting running back, which it was  got hurt in a game, so I had to step in. Turns out, I was better than I expected; but made a few mistakes. I got my first touchdown that game and I was really happy and confident that I can play football.

attention to me because I've been improving a lot. So, I have a good feeling that this year is going to be my best year for me because I've learned from my mistakes and I improving a lot, not only my footwork but I am getting a lot stronger. So, football impacted my life so much because without it, my life would be so boring and lame. I have no clue what I could be doing without it, maybe be skinny like a twig.

[Excerpts from student, Miguel]

Miguel is a well-liked student by teachers and peers. He participates regularly in class, is respectful, and talks to me outside of class also. He is motivated by grades and has stated that he does not like writing; however, he does (what he sees as) the competitive process of prewriting. He will brag about how much he has written to his fellow peers meaning that he has more of a behavioral engagement which is “involvement in academic and social or extracurricular activities and is considered crucial for achieving positive academic outcomes and preventing dropping out” (Fredricks 60).

For his first draft, Miguel chose to write about his journey on the middle school and high school football teams and how they changed his life. Many of my students write

about their sports experiences or why they love the sport they play so much that it becomes redundant; however, Miguel took a different and more personal approach which I enjoyed reading. My feedback to him was to be more specific in the steps of his journey of change. Miguel was able to add to his draft and submit a longer draft to his peers and received positive feedback.

With this assignment, Miguel used another type of student engagement which is emotional engagement. Emotional engagement “encompasses positive and negative reactions to teachers, classmates, academics, and school and is presumed to create ties to an institution and influence willingness to do the work” (60). He was able to emotionally connect with this assignment as well as being proud of his work, not because of his grade, but because he knew he had invested in this assignment. He created something that was personal to him and had his personality attached to it. Throughout the semester, he would mention this particular paper to me and talk about how great it was.

### **Overall Assessment of Assignment**

I found that this assignment was an overall success especially among my students. They enjoyed writing about themselves, and I also enjoyed reading about them and getting to know them at the beginning of the semester. I do want to introduce the writing process and personal writing this early in the semester to take away the stress of school assigned writing since most of them are accustomed to writing for a test which Graham states, “the time spent in preparing for high-stakes writing tests was excessive” (281).

As far as revamping this assignment, I do not think it needs an overhaul but just a few tweaks. I do want to have more time for freewriting, feedback, and revision. I also want students to be able to share their writing with a friend in the classroom without the



fear of being judged or ranked by a grade. Writing should not be about the grade even if it is school assigned writing. Students need to learn to take pride in their writing without needing the validation of a grade from the teacher, because it makes them question if their writing is good enough. Graham also states that there are “concerns that the primary audience for students’ writing was the teacher [and] writing involved little collaboration among students,” so sharing with peers with no judgement but also with the peer review itself will eliminate some of that pressure and concern (281).

With such an emphasis on freewriting and revision with feedback, there will be more time spend on these steps to give students a sense of what real writing should look like and that their words matter, and as Fredricks states what she found through her study: “Cognitive engagement is enhanced when class members actively discuss ideas, debate points of view, and critique each other's work” (Fredricks 77).

### Chapter 3: The Process of Expressing Personal Passion

With traditional writing methods and scoring/ranking diminishing student improvement, teachers need to revamp how they are teaching writing in their classrooms. Some are just teaching to a test while others are not teaching enough writing for students to improve. With this second assignment, I wanted to give the students more freedom to take their writing wherever it will go. With this process, I wanted to have student-centered writing projects with writing as the process, because writers write to learn.

The next writing assignment was also personal but with the prompt being more abstract. The students wrote about their passion in life which can be anything, and when writing about their passion, they can go anywhere with that subject. Again, this pre-writing was still guided but more open to student interpretation since they wrote about anything in their lives, but they were being asked direct questions about the subject to guide them in their writing. This is just to help them with freewriting since some students have trouble writing continually, but I still focused on having “no rules, no absolutes, just alternatives” for this assignment (6). Instead of narrowing a student’s control over their own writing and paper, they need to be given the power to decide so that their potential is not limited (Tobin 20).

With my writing assignments for my 9th grade students, I want to remove as much of that judgement and ranking as I can so that students have a sense of engagement, freedom, and personal connection. This assignment isn’t just about improving my students’ writing or their assessments; they are being implemented to change students’ perspective on writing and schooling itself which is why I chose personal writing again

for the second assignment. I wanted students to get the sense that writing is not just about academics; it is a skill they need for the rest of their lives.

Students went through the same basic process that was carried out during assignment one. They had five days of freewriting since students are still writing when I am conferencing with all students to give them feedback. I want students to become accustomed to this process of writing, so it will be implemented in three out of the four assignments.

### **Standards**

The standards for this assignment are three of the same on the last assignment. This is not a narrative, but it is personal and nonfiction writing; however, I felt like it did not apply well to the certain and specific writing standards which only includes narrative, explanatory, and argument types of writing. However, there is an overall writing standard that blankets the rest of the writing which is the standard I chose for this assignment.

The grammar and usage standards will always be included when doing a writing task. This is something we revise for in the last step of the process, and students will look for during the process as a proofread. By proofreading and correcting mistakes, students will be able to improve their overall performance in this area.

The second standard is to produce clear and coherent writing which students have improved on since the last assignment. The process of rewriting and revising helped them in the development and organization of their writing which is the third standard listed in the lesson plan.

The last standard added is the 'overall' writing standard that covers anything not mentioned in the other writing standards with the working being more ambiguous than

the specifics seen in the other standards. Since the narrative standard was removed for this assignment because it does not apply, the final drafts will be graded based on their revisions, improvements, and standards instead of a state mandated rubric.

### Lesson Plan

Assignment #2	Process Pedagogy: Expressivism
Standards Addressed in Unit	<p>9-10.L.CSE.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>9-10.W.PDW.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.W.PDW.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>
Assessment (Formative/Summative )	Drafts will be counted for a completion grade. The final draft will be graded with a rubric of my design.
Processes/Procedures	<p>(These days are not consecutive. Students will be given time to prewrite, plan, write, revise, and edit. All of this will take place in the time span of three weeks.)</p> <p>Day 1:  <b>20min:</b> Students will do pre-writing about themselves. They will choose what they are passionate about and write on two of the passions. They will do this on a document that will automatically save.</p> <p>Prewriting Activity-</p> <ul style="list-style-type: none"> <li>• List activities, sports, games, goals that you are passionate about.</li> </ul>

- Choose one from the list that you are most passionate about.
- Write on that subject for five minutes. Why are you passionate about it? What do you love most about it? How do you want to grow in this passion?
- Choose a second passion from the list.
- Write on that subject for five minutes. Why are you passionate about it? What do you love most about it? How do you want to grow in this passion?

#### Day 2:

**20min:** Choose ONE of the passions you wrote about yesterday.

Write about this passion.

- Why did you choose this passion as what you are most passionate about?
- Explain this activity. What is it? What are the steps in achieving it?
- Why is this passion important to you?
- How does this passion improve you as a person?

#### Day 3:

**20min:** Students will take the writing from the past two days and combine them. The assignment will be given to write about your passion: what is it, why are you passionate about it, how does it improve you as a person? They will be given 20 minutes to combine their prewriting to be turned in and reviewed by the teacher for the next two days.

#### Day 4:

**45min:** As students work, the teacher will have individual conferences with each student with one to two comments about content on what to improve on as related to the content of the paper. Students will be given a tentative grade on their final assignment that will improve with each draft.

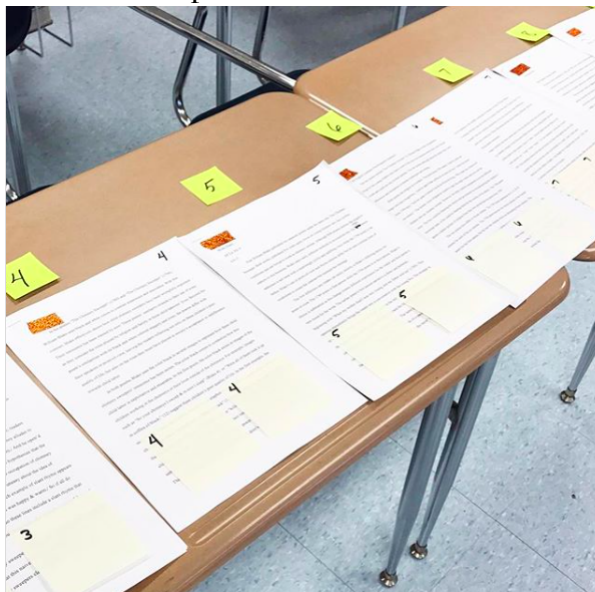
#### Day 5:

**45min:** As students work, the teacher will have individual conferences with each student with one to two comments about content on what to improve on as related to the content of the paper. Students will be given a tentative grade on their final assignment that will improve with each draft.

**Day 6:**

**45min:** Students will work in groups of three to review and assess each other's paper. The process:

- Each paper will be printed out, the name taped off (covered up), and numbered. Each paper will have two post-it notes on it with the assigned paper number. Example:



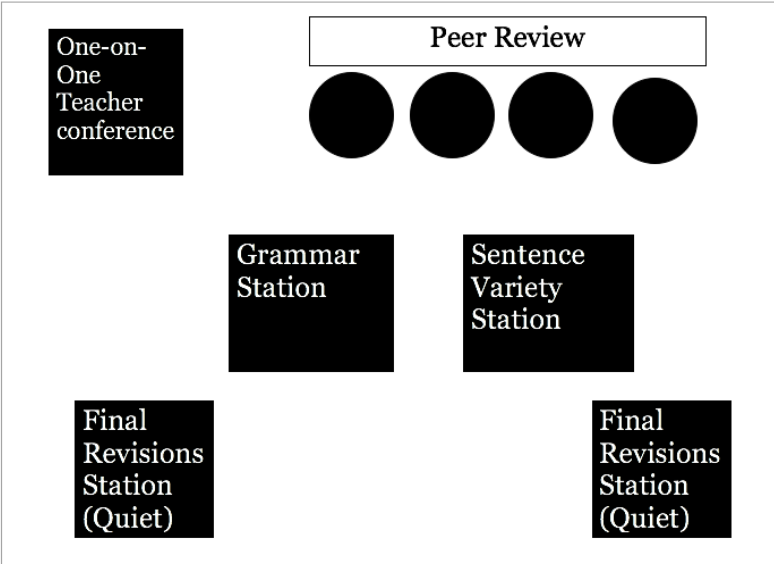
- Each student will be given an essay to review. They must provide at least one thing they liked about the essay, one question they have, and one suggestion for revision on the post-it while they can also write on the paper itself.
- The paper will be looked at by another student who will provide feedback in the same manner.

\*Covid restrictions: Students will be put into groups in their Teams classroom, read each group members' piece, and respond with the same three types of feedback as above.

**Day 7:**

**90 minutes:** Students will have a full day of writer's workshop. They will have stations with options for what they want to improve on in their writing.

Example of stations: (\*If Covid rules remain in place, all of this will be done by sharing documents through Teams classroom.)

	 <p><b>Day 8:</b>  <b>45 minutes:</b> As students work, the teacher will have individual conferences with each student with one to two final comments on what to improve. These comments could be grammar or content related.</p> <p><b>Day 9:</b>  <b>45 minutes:</b> As students work, the teacher will have individual conferences with each student with one to two final comments on what to improve. These comments could be grammar or content related.</p> <p><b>Day 10:</b>  Students will turn in their final drafts and will give feedback on the assignment.</p>
Remediation/ Enrichment:	For both remediation and enrichment, students will meet with the teacher at least twice before the final draft for revision purposes and will have peer review once.

### Reflection of the Process

This freewriting was the most successful I had during this case study. Students were able to focus on their personal passion and answer questions in more depth than they were able to during Assignment one. I do think the questions helped fuel their thoughts and even had them take their ideas to different levels. I did have a few students

state that they did not have a passion and claimed they could not think of anything. When this happened (only two times), I gave them examples of passions they might have, and at this point in the semester, I knew the students well enough to even name something I knew they were passionate about. I knew that one student had just gotten his license and started driving to school which gave him that sense of freedom he'd been wanting, so I was able to suggest that passion to him. I know a lot of students are discouraged by writing, but I do not want them to give up, so by knowing them personally, I am able to help them move past their insecurities: "A good teacher seems to understand us. A good teacher can hear beyond our insecure hesitation or faddish slang to the authentic voice inside and reach in and help us use it" (*Writing with Power* 217).

Many of their passions were about sports, but I had all different kinds of passions to respond to and enjoyed reading about them. Just like during the first assignment, I learned more about my students and was able to respond to them genuinely and help them with their drafts, but I was also able to help them to think about the future of their passion and encourage them to keep up with their passion and not give up. Even if some of the subjects are similar, I still found each of them unique in their own way, because my students are unique. After reading their drafts, I think there was some confusion on subject matter. I had a few students write about two things they were passionate about, one student wrote about fishing and football, which I told him was fine as long as the writing was cohesive.

Again, this was a success. We did the same type of peer review online through Teams that we did during the previous assignment due to Covid-19 and the hybrid model schedule. All students were able to participate whether they were online or in the



classroom. The only regression I see in this step is that some students do not want to share their work or claim they do not have a draft, so I would have to upload their unrevised first draft; however, that was few and far between. I also started to notice that some students were not getting quality feedback. All student were again, in their groups, asked to provide one thing they liked about the essay, one question they have, and one suggestion for revision for each paper in their group; however, I did notice that some feedback comments were similar to “I don’t have a suggestion,” or “None,” which is not helpful feedback.

This went smoothly, but just like the last assignment, many students felt like they were done with their papers before we even started this step of the process. I think they are so used to writing a paper and turning it in that the process may be grueling for them which Elbow and Murray mention happening during the revising process, but like scholar and English teacher, James Moffett, wrote for Tobin’s *Taking Stock*, students need these steps to improve: “self-development is central and that the best way to achieve good exposition and essay is to cultivate personal writing first” (Tobin 20).

### **Student Work**

I am passionate about becoming a lawyer because it has really piqued my interest and I feel like I would enjoy it because I am good at collecting facts and making sure people are treated correctly. Many people think I wouldn't be good at it, but I don't really care what they think because their opinion is inadequate and pointless. I think some people don't investigate things enough and that is why they never get the truth, justice, or answers they deserve. I like Atticus' way of defending because he uses facts and emotion together to win his case, but he didn't win because that was a different time without as equal rights that we have now.

I chose becoming a lawyer as what I am most passionate about because it is was, I want to do with the rest of my life. It has really piqued my interest. There's a lot I can do with it and a lot I must do to accomplish it. I realized I wanted to be a lawyer when I saw all the injustice that happened across America last year. I found it awful and disgusting that that was allowed in this country. America has begun to evolve backwards and that just isn't going to work. Becoming a lawyer is only the first step in my list of career goals. After that I hope to be a senator or in the House of Representatives, and then hopefully become president.

[Excerpt of writing from student, Audrey]

Audrey is another student from my Advanced English class. She is a quiet student who rarely participates in class and is also shy amongst peers and adults. She usually emails me with questions instead of asking me in person. Audrey is a dependable student but has missed turning in some assignments on time.

Audrey answered each question during free writing in two or three sentences which is good, but she just needs to elaborate more than she did. For feedback, I asked her to add more to her writing and make it more personal by talking about what she likes about becoming a lawyer. For her second draft, Audrey added more personal information about her goals for the future and why she might like this type of career.

Audrey did not change anything for her final draft. She didn't have any grammar mistakes on this last draft as far as I can tell, but I think she should have taken advice from her peers to improve her writing. Again, I wish she would have added some personal story or information that would have made the writing about her personally.

Throughout her writing, she keeps a formal tone which was not the preference for this assignment implying that she was more worried about being right instead of writing for herself. Like Elbow states, Audrey was more worried about the “question: "Is this ok? I hope I didn't do something wrong?" It's striking how often students actually say those words to you as they give you their papers: "I hope this is what you wanted?"” rather than attaching herself to this assignment and making it her own (*Writing with Power* 220).

My faith has helped me in so many ways in life. Having something to believe in rather than just living through the motions is something life changing. When I was younger, I grew up going to church every Sunday, but I didn't quite understand what it all meant. Of course, there's things even today that I don't understand, but we aren't supposed to know everything. I got baptized at a young age when I truly accepted Christ to be my Lord and Savior, but as I got older, I began to understand more and more things. My faith is so important to me because God's always there and He's always by your side. When you're afraid, sad, or even happy He's right there going through it with you. I can't begin to even say how important just knowing Christ has helped me in my life.

Just going to church doesn't make you a Christian, but it's when you fully accept the Lord to be your savior. I love to help with kids' ministry in my church and be a part of the youth group. Being able to fellowship with others can help you better understand the Word. Showing God's love doesn't just mean what you do or give in the church it's about how you treat others.

[Excerpts of writing from student, Autumn]

Autumn is a student from my standard English class who is talkative and participates in class regularly. She gets along with most of her peers but can be overwhelming to them during class if she talks too much. She does all her work on time and asks genuine questions.

For her first draft, Autumn wrote short responses to each question asked and did not provide much specifics in the way of her personal journey. For feedback, I asked her to provide *how* faith helped you through life and asked about specific incidents that made

her realize how important it was to her while also encouraging her to write more about something she believes in. Autumn revamped her entire writing for her second and peer reviewed draft. She not only added what I asked of her in my feedback, but she added an ending paragraph about how her faith has affected her life and a little about her journey in her faith.

With her particular piece of writing, I feel like, as a teacher, there was a breakthrough. Elbow states that with a “good teacher, whether tender or tough, [the students] feel [they] can go for broke, wrestle full out. [They] can write about truth, about God, about right and wrong, about Being, even about fear” (*Writing with Power* 217). This is where I want to go with this assignment; I want students to be more personal and write about something that really matters to them.

### **Overall Assessment of Assignment**

Like the first personal writing process, I found this assignment to also be successful in my classroom. Again, I was able to get to know students, and they were able to be open and honest with their writing which they felt more comfortable with now that they had written about themselves previously. With its overall success, I do not want to change this assignment too much except in the way I am going to revise the first assignment. I do, however, want to start with some journaling so that students can see that the pressure of writing for a grade can be removed. Many things in the classroom should be evaluated and ranked, like Elbow states, but students should also see the value in their own writing and words. I think they realized this with their first two assignments on personal writing.

While most students have been used to “writing activities applied for this purpose involved writing without composing (e.g., filling in blanks on a worksheet, note taking, and one-sentence responses to questions)” because “writing without composing was also quite common” in the current classroom, my students were able to prewrite, free write, revise, get feedback, and keep revising until they had a draft they were happy with sharing and submitting (Graham 280).

#### Chapter 4: The Process of a Fictional Narrative

In my six years of teaching secondary English education, I have had numerous students state that they can “make just as much money as someone with a college education” which is true, but those same students do not even see the value in a high school diploma. I have had even more students fail my class simply because they do not do the work. During the 2020-2021 school year, I had a total of 21 students fail Freshman English due to missing work (assignments they did not turn in.). Even if these students aren’t planning on going to college, their lack of concern and effort is disturbing because “the importance, versatility, and pervasiveness of writing exacts a toll on those who do not learn to write well, as this can limit academic, occupational, and personal attainments” (Graham 278). In 2012, two-thirds of secondary students scored at or below a basic writing level, and thus, writing is labeled a neglected skill in the United States (278).

There are multiple reasons students do not put forth effort in the high school classroom: lack of self-motivation, lack of support at home, fear of failing, anxiety, stress, indifference, etc. However, not all the blame can be placed on student effort as Steve Graham notes in his study of writing practices in K-12 education: “the writing activities most commonly assigned to students involved very little extended writing, as students were seldom asked to write text that was a paragraph or longer” (280). He also noted that teachers were devoting enough time to writing instruction and/or had insufficient writing instruction (280). With my first two assignments in the implementation of Process Pedagogy, I wanted students to realize that the writing is not just about the grade; their writing matters. Moving on to creative and analytical writing,

students will, hopefully, have a new viewpoint of writing and the writing process itself. Instead of feelings of dismay about the assignment which includes sighing openly, understanding nothing, and starting anxiety, students will want to enjoy the process knowing that they will have a chance to make it their best writing.

Elbow states that he is not arguing against ranking and grading, but there needs to be a balance: “I am arguing for evaluation. Evaluation means looking hard and thoughtfully at a piece of writing in order to make distinctions as to the quality” (“Ranking, Evaluating, and Liking” 4). Students were familiar with their teacher’s principles “to their own writing of essays whose subjects were usually prescribed by the teacher...learning took place mostly by trial and error; marginal and end comment, accompanied by a grade” (Anson 215). There is a place for both ranking and Process Pedagogy. Lad Tobin assesses that “there is not necessarily a connection between process pedagogy and personal writing [and] that a teacher could assign a personal essay but ignore the writing process or assign a critical analysis yet nurture the process,” and with this and state standards in mind, I wanted to move on to what the state considers ‘academic’ writing (6).

After spring break, students were transitioned to a different type of writing while they also adjusted to a different schedule as we were all back in the classroom. For this assignment, they used the writing process to write a fictional narrative which is a state standard requirement. Students were familiar with the writing process itself at this point and were confident enough in their writing that they are able to write a story that is not too personal. Like the previous assignments, they were also given prompts for freewriting, but they can use any idea from their freewriting for the assignment. When

Elbow states that they need to find the purpose, this freewriting will help them do that (*Writing with Power* 16). When writing, students were able to add in some personal experiences if they wanted, but the story itself needed to be mostly fiction.

### **Standards**

The standards are the same as the first assignment, and the freewriting process is the same also. At this point in the semester, I feel like the assignments should be less guided; however, this is a new type of writing (creative), so they still needed the guidance.

We have assessed and revised grammar and language for the past two assignments, and will continue to use this step in the process. This assignment was graded with the narrative state rubric for creative narratives which means I graded them with a more critical eye like any state test grading official . At this point in the semester and with the process of revising and proofreading, students should have already mastered this standard, but it is still relevant.

The second standard has also been included in the past two assignments, but students will have to use this standard in a different way since by writing a fiction narrative, not non-fiction as the first assignment, as the standard states to have the writing appropriate to the task and purpose. The task and the purpose are different from personal writing. Students will have to have more structure, organization, and ideas.

Again, the third standard relates the most to Process Pedagogy, but each time we go through a process, students get different types of feedback for their different assignments since they are different tasks all together and are looking to entertain with a



narrative as it is a full story. They are not making the same mistakes as previous assignments and are also improving the more they use the process.

The last standard is the same standard used for the first assignment for their nonfiction writing. This standard is now being used for non-fiction. Students can be inspired by their own lives, but their writing should be mostly fiction which is a new concept to them since they mostly, from previous years, have written analytically and nothing creative since most teachers teach to the End of Course test which does not involve personal writing.

### Lesson Plan

Assignment #3	Process Pedagogy: Narrative
Standards Addressed in Unit	<p>9-10.L.CSE.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>9-10.W.PDW.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.W.PDW.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p>
Assessment (Formative/Summative )	Drafts will be counted for a completion grade. The final draft will be graded with the state rubric for analysis writing.
Processes/Procedures	(These days are not consecutive. Students will be given time to prewrite, plan, write, revise, and edit. All of this will take place in the time span of three weeks.)

**Day 1:**

**20min:** For each prompt, write small paragraph (like the start of the story) or a list of ideas on how you would write a narrative for that prompt:

1. Write about the contents of a coat pocket that could change someone's life.
2. Describe and write a story about a day of the week as if it is a person. Give it a name, a personality, age, and home.
3. Write about the worst kind of hello OR the best kind of goodbye.
4. Write a story that would make anyone afraid of the dark.
5. Write about a person most people wouldn't notice.
6. Use the lyrics from one of your favorite songs as a basis for a story (school appropriate).
7. Write about a funeral from the dead person's point of view.

**Day 2:**

**20min:** Students will read through their prewriting from the day before and choose one prompt for their assignment. They will start a new document and paste their prewriting from the day before.

**Day 3:**

**45min:** Freewriting: Students will write their introduction in class for teacher approval then move on to their body paragraphs.

**Day 4:**

**45min:** Freewriting: Students will finish their papers and turn in for teacher feedback.

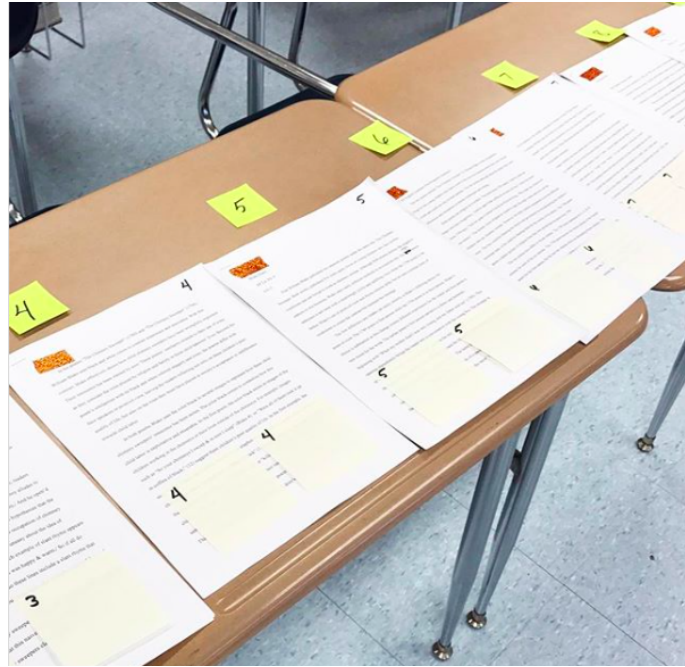
**Day 5:**

**45min:** After getting teacher feedback, students will turn in a second draft for their peer reviews.

Writer's workshop: Students will work in groups of three to review and assess each other's paper. The process:

- Each paper will be printed out, the name taped off (covered up), and numbered. Each paper will have two post-it notes on it with the assigned paper

number. Example:



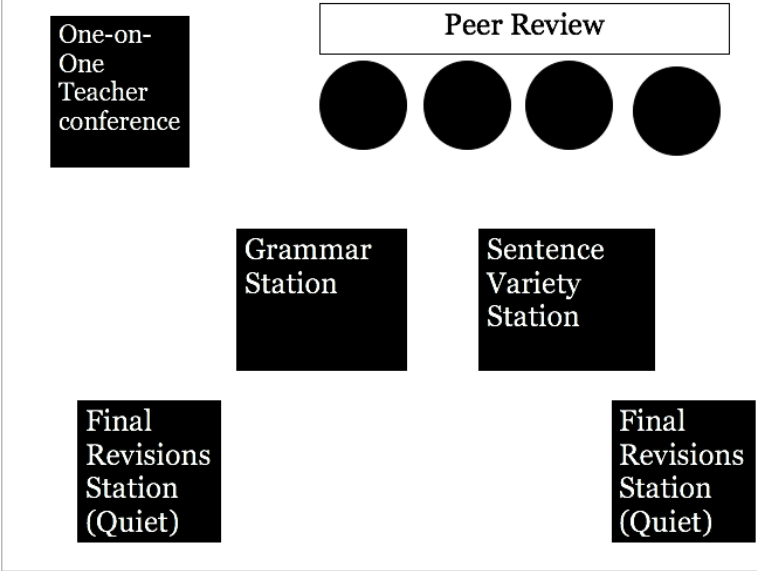
- Each student will be given an essay to review. They must provide at least one thing they liked about the essay, one question they have, and one suggestion for revision on the post-it while they can also write on the paper itself.
- The paper will be looked at by another student who will provide feedback in the same manner.

\*Covid restrictions: Students will be put into groups in their Teams classroom, read each group members' piece, and respond with the same three types of feedback as above.

**Day 6:**

**90 minutes:** Students will have a full day of writer's workshop. They will have stations with options for what they want to improve on in their writing.

Example of stations: (\*If Covid rules remain in place, all of this will be done by sharing documents through Teams classroom.)

	 <p><b>Day 7:</b>  <b>45 minutes:</b> As students work, the teacher will have individual conferences with each student with one to two final comments on what to improve. These comments could be grammar or content related.</p> <p><b>Day 8:</b>  <b>45 minutes:</b> As students work, the teacher will have individual conferences with each student with one to two final comments on what to improve. These comments could be grammar or content related.</p> <p><b>Day 9:</b>  Students will turn in their final drafts.</p>
Remediation/ Enrichment:	For both remediation and enrichment, students will meet with the teacher at least twice before the final draft for revision purposes and will have peer review once.

### Reflection of the Process

Students had a difficult time with this prewriting. They are used to writing literary essays, and since being in my class, personal writing. It seems easy just to tell them to ‘make something up,’ but I think they found it challenging to just come up with

something even with the writing prompt starters. At first, they seemed confused on how to even start with the prompts. I had many questions about prompts like “what could someone find in their pocket that would change their life,” so I did have to give some examples like a lottery ticket, a thumb, or a key. This happened with several of the prompts, because students are so used to having to write what the teacher wants them to write and not using their creativity. However, I do think the personal writing from the first two process assignments helped them on this assignment. In Murray’s article “All Writing is Autobiography,” he states that everyone has their own way of writing because of their experiences, and he uses himself as an example: “I have my own peculiar way of looking at the world and my own way of using language to communicate what I see” (67). When my students were writing about themselves, they were able to use their voice and their way of looking at things, and with this assignment, they can also use their own experiences to add their own language and ideas.

In the next few days of freewriting, students were able to choose the prompt they wanted, combine prompts, or use their own fiction writing ideas. Students were still having trouble writing creatively. They did not know where to take their stories, and they really had not practiced enough of this type of writing to know what a story should look like.

For teacher feedback, I did not enjoy reading these drafts as much as I did their personal writing. Many of my students are talented writers, but like I stated in the prewriting section, they had a hard time writing creatively. With the feedback, they were given lots to improve on since so much was missing from most drafts. Most have a difficult time adding in details and descriptions. Lack of practice can be to blame for this,

but Emig also mentions that students' attitudes towards writing is different in school-sponsored writing so that it may feel "detached and reportorial," and the personal writing probably felt more self-sponsored (91).

With spring break being later in the semester, testing for three weeks, and sports absences, we were not able to have peer feedback or a writer's workshop with this assignment. Students were able to read my feedback and make changes while also proofreading, but we were not able to complete the entire process.

### **Student Work**

The sun glistened through the window and my eyes squinched as things blurred around the room. The overpowering sunlight shined through onto me; on my back, waking up from my deep slumber. The air was crisp and clean, and the sound of music broke through by door and into my ears. The classical radio played, and the image cleared in my mind, and everything became a clear picture. Sitting up that early made me yawn and want to go back to sleep but at the same time it felt good to be up this early. The old, carpeted floors creaked as my foot touched and the ground from my bed. I whined getting out of bed with an exited but tired feeling.

I got up and I kept my pajamas on and brushed my long wavy brown hair and teeth and picked up my dirty boots. As I walked down the wooden stairs, the dogs greeted me at the gate at the base of the stairs. I heard the radio playing still playing and the sizzling of breakfast on the stove. Our dogs, a border collie named Ellie and an Australian shepherd named Daisy; jumped and whined in my absence of affection. My mom had still been in bed drinking her coffee and my dad was cooking breakfast for themselves, for my chores needed to be done and I hated eating breakfast this early. The Horses, cows, and chickens needed to be watered and fed, and all the stalls needed cleaning.

[Excerpt of writing from student, Kerry]

Kerry is a new student to our school previously living in California. She is school-oriented with structured goals and is a good writer from what I've read of her work. She is friendly to me and her classmates, helps her classmates out, and regularly participates

in class. As far as her engagement and investment in learning, I would describe her as having all three types of engagement: behavioral, emotional, and cognitive engagement (Fredricks 65).

Kerry wrote big paragraphs for each writing prompt and did well. She mentioned that she loves writing stories, and it looked like these prompts gave her some creative freedom and let her ideas flow. Kerry's second draft was full of details and specific descriptions. This was a good start and really painted a picture in the reader's mind about the setting. Like Murray states, "papers are always unfinished, evolving until the end," and if she had had more time, Kerry's writing would have been more meaningful ("Teach Writing as a Process not Product" 6).

At the end of her second draft, Kerry seemed to be going somewhere with the story; however, she deleted some of that and just wrote about 'a day in the life.' She's still descriptive, but her story does not have a point or purpose. She could have improved her story if there were no time constraints, more freewriting, and more feedback with this particular assignment. She would have benefited from peer feedback since students would have been asking questions about her story and suggesting where she could have improved. Elbow talks about many forms of revising but states that revising with a form of feedback encompasses the qualities of all forms of revising, and "in addition you are using the most powerful tool of all: the eyes of others" (*Writing with Power* 139).

He woke up seeing himself, he was confused unknowing of what was going on. It looked like he was looking into a mirror. Saw his body it looked lifeless not able to know what to think about. He just sat there staring at himself, but he finally came to a realization that he might be dead. He finally accepted the fact that he was in another life. Seeing what was happening he could see his family crowded around his body at the hospital table. He saw them talking about how it happened. Vin himself didn't even know how he died. His family planned a funeral and he accepted that and thought it was alright to be dead since he can watch over his family. Enjoying the fact, he could see his family he kept trying to talk to them, until he started to miss them.

He passed out. Now its just very bright and not able to notice anything, too bright but fading. The light started to fade but the feeling started to stay the same. Vin now becoming used to the sensation he wasn't bothered by it anymore, but he still couldn't see. He was waiting for his eyes to adjust to the very bright area until he heard a voice. A voice quite unbecoming sounded very powerful unsure of how someone could sound with so much power his eyes adjusted. Vin now being able to see he was in a bright area of nothingness. Nothingness was very confusing to him until he saw a man who was dressed fancy. Dressed up as if he was going to a dinner with only millionaires. Vin asked the man what was becoming of him in this abnormal area. The man responded, "Welcome, newcomer very nice to meet you my name is Mike, yes I know very basic name but my name isn't of importance." Vin confused he said back to Mike, "What is of importance?" Mike smiling showing that he is a joyful man said, "You, this is your deciding time." Deciding time Vin thought to himself what does he mean by that. Mike, said "So Vin are you ready to know where you are going for the rest of eternity?" Since Mike was smiling Vin thought he was going to get a great answer so he responded with "Very much so!" Mike said .....  
 "You are going to the most wonderful place," He paused with a small smirk. "Well Vin welcome to Hell."

[Excerpt of writing from student, Brody]

Brody is a newer student as he was added to my class after spring break which means he did not experience the personal writing or the writing process implemented during those writing tasks. I would describe Brody as having behavioral engagement: he



just wants to get the work done and get the grade; however, I have seen him engage in cognitive behavior especially when he is proud of a grade or feedback (Fredricks 61).

Brody's prewriting was minimal. He wrote two paragraphs for two of the prompts but only wrote a sentence for the rest of them. Students did get a completion grade for doing this assignment, so his lack of effort wasn't too surprising. Also, he had never participated in any sort of prewriting or free writing at this point in my classroom. For his second draft, Brody wrote three paragraphs which he kept and added to for this third draft, because he definitely needed more substance to his story and a proper ending.

Since we were not able to finish the full writing process, Brody was not able to experience it fully; however, his final draft was still sufficient with an interesting ending, but I think it could have been more interesting if he had gotten some peer feedback. As a student, he missed out the revision process which is part of the problem in teaching writing by "placing little emphasis on teaching students how to carry out critical writing processes such as planning and revising" (Graham 281).

### **Overall Assessment of Assignment**

Looking at the assignment as a whole, I believe it needs a complete overhaul. The idea of writing creatively is something I want in my classroom, because it may inspire students to write if they thought they did not enjoy writing before; however, there needs to be some practicing and journal writing before they take on this big assignment.

In his article exploring the teaching practices of writing in a classroom, Graham found that "one indicator of this inadequacy was that a majority of teachers did not devote enough time to teaching writing" which is what I think happened in my classroom (280). All the scholars of Process Pedagogy preach the importance of freewriting, and I

want to add more freewriting to my classroom in the form of journaling. Students will be able to practice all types of writing if they are given the chance to journal during the week: personal, expressive, narrative, explanatory, and analysis. Journaling will be the first step to revamp this lesson plan.

With journaling, students will be accustomed to freewriting while I slowly implement giving them more freedom in writing as the semester progresses. They will need a prompt to respond to at first and will need prompting from me to keep writing, but they will learn over time how to free write. Emig writes about the importance of journaling not only for students but for teachers: “Many teachers of composition...themselves do not write. They have no recent, direct experience of a process they purport to present to others” (98). With this journaling and practice of all writing, students will know how to free write and for this assignment may not even need prompt to start a narrative story. Another suggestion, from Elbow, that affected me as a teacher is that students are not encouraged to share their writing. I am going to have my students share their writing aloud or with peers as a pair or groups, because it is important for their voices to be heard too without the fear of judgement or evaluation.

All of these ideas are to be implemented beforehand, so that students are acclimated to what is being asked of them and will also have practiced prewriting and the process itself in the first two assignments. I think my students would have benefited from this practice and an introduction to longer fictional narratives. Sometimes teachers forget that not everything comes naturally for all students, so they will need guidance especially at the beginning of any type of writing. Students will also be given more time to free write with time and space to write freely. At this point in the semester, students should

also be able to write without prompts; however, I will still offer them for differentiation to accommodate students with Individualized Educational Plans (IEPs).

During the revision section of this lesson plan, students will have more opportunities to share and receive feedback. I obviously want to plan enough time to finish the process with this assignment next time, but students will also need more feedback from me, as their teacher, and from their peers which just means adding more steps to the process for freewriting and revision like I will do for the first two assignments also.

## Chapter 5: Processing Critical Writing for EOCs

Elbow touches on education and judgement in his article, “Ranking, Evaluating, Liking: Sorting Out Three Forms of Judgement.” He states that teaching has become driven by assessments and that students are constantly graded on the “judgement of one’s performance” and sorted into a holistic grade (1). Elbow’s article is from 1994, so the facts stated are truer than they were then. Teachers are just pointing out the student’s strengths and weaknesses in writing and scoring them, because teachers are motivated by assessment scores which their livelihood depends on. When students get papers back, they automatically compare their grades to see who made the highest and lowest, essentially ‘ranking’ them. Elbow’s goal with the writing process is to have “less ranking and more evaluation in its place” (1).

There is a severe need for an overhaul of how writing assignments are given and graded in secondary education. In implementing Process Pedagogy in the high school classroom, the process itself removes pressure from students by not having set due dates (until the last draft), letting them work at their own pace, and to read feedback and improve their work. Writing and education are not just about assessment but about the students; I would argue that it should be more about students than any state test being given. Opposing this way of thinking, students still need to practice being tested in critical writing since it is a standard, and they will be tested over critical writing. My first two assignments for students were personal and expressive writing which may seem to academia as a step back from critical writing; however, Lad Tobin states that “expressive writing leads naturally to effective academic writing” which is why my students practiced both types of writing throughout the semester (12-13).

With critical writing, the teacher knows a 90 minute essay “doesn't give his students enough practice and it means that his comment and advice on a student's paper this time will probably have no useful effect at all on what the student writes next time” (*Writing with Power* 218). However, I still wanted to implement a type of process for their critical writing so that they could improve instead of just writing and getting a grade without reading teacher feedback.

Assignment four is a different take on the process. At the beginning of each semester, I ask my students what they expect from my class and what they want to learn or improve as related to English. Many of my students wanted to improve their writing, and when they say this, they mean their academic writing which makes them open to feedback and criticism. With the emphasis earlier in the year on personal writing, I didn't want to discredit or do my students a disservice by leaving out critical writing and analysis.

The following are student answers to the questions: What do you want to learn? What do you want to improve?

- “Mainly to become a better writer, and improve on my storytelling.”
- “How to make my writing sound sophisticated.”
- “I want to be better at writing essays and be able to write more than I usually do.”
- “I want to improve my writing and how I set up the essays.”
- “I want to learn how to write essays better.”
- “I would like to improve in my writing skills and writing exams.”

- “I want to learn about how I can write essays better, and tips to improve my writing. I want to improve my writing skills. For example, I want to know how to write essays.”

For EOCs (End of Course Exam) which is a state mandated exam, students are given 90 minutes to read a passage/passages and/or a poem and then are given a prompt over what they have read. These readings could be fiction or nonfiction, and students will be given a prompt for an essay that will be informational/explanatory, narrative, or argument. All essays will be graded using the Tennessee state writing rubrics which rate them one through four based on Focus and Organization, Development, Language, and Conventions.

*English I, Subpart 1 Practice Test*

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**Writing Task**

Write an essay analyzing how **both** authors develop the theme of a person's relationship with the sea. Develop your essay by providing textual evidence from both passages.

Manage your time carefully so that you can

- Plan your essay
- Write your essay

Your written response should be in the form of a multi-paragraph essay.

**Write your response to the Writing Task in the space provided.**

[Example of EOC prompt given to students (They are given two excerpts to read.)]

## TNReady Grades 9-12 Informational/Explanatory Rubric

Revised: May 2017

Score	Focus & Organization	Development	Language	Conventions
4	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains an effective and relevant introduction.</li> <li>utilizes effective organizational strategies to create a unified whole and to aid in comprehension.</li> <li>effectively clarifies relationships among ideas and concepts to create cohesion.</li> <li>contains an effective and relevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes well-chosen, relevant, and sufficient evidence<sup>1</sup> from the stimuli to thoroughly and insightfully develop the topic.</li> <li>thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent and sophisticated command of precise language, domain-specific vocabulary,<sup>2</sup> and literary techniques<sup>3</sup> appropriate to the task.</li> <li>illustrates sophisticated command of syntactic variety for meaning and reader interest.</li> <li>utilizes sophisticated and varied transitional words and phrases.</li> <li>effectively establishes and maintains a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent and sophisticated command of grade-level conventions of standard written English.<sup>4</sup></li> <li>may contain a few minor errors that do not interfere with meaning.</li> </ul>
3	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a relevant introduction.</li> <li>utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension.</li> <li>clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion.</li> <li>contains a relevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes relevant and sufficient evidence<sup>1</sup> from the stimuli to adequately develop the topic.</li> <li>adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates consistent command of precise language, domain-specific vocabulary,<sup>2</sup> and literary techniques<sup>3</sup> appropriate to the task.</li> <li>illustrates consistent command of syntactic variety for meaning and reader interest.</li> <li>utilizes appropriate and varied transitional words and phrases.</li> <li>establishes and maintains a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates consistent command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.</li> </ul>
2	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains a limited introduction.</li> <li>demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times.</li> <li>clarifies some relationships among ideas and concepts, but there are lapses in focus.</li> <li>contains a limited concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly relevant but insufficient evidence<sup>1</sup> from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive.</li> <li>explains some of the evidence provided, demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates inconsistent command of precise language, domain-specific vocabulary,<sup>2</sup> and literary techniques.<sup>3</sup></li> <li>illustrates inconsistent command of syntactic variety.</li> <li>utilizes basic or repetitive transitional words and phrases.</li> <li>establishes but inconsistently maintains a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates inconsistent command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains frequent errors that may significantly interfere with meaning.</li> </ul>
1	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>contains no or an irrelevant introduction.</li> <li>demonstrates an unclear organizational structure; ideas are hard to follow most of the time.</li> <li>fails to clarify relationships among ideas and concepts; concepts are unclear and/or there is a lack of focus.</li> <li>contains no or an irrelevant concluding statement or section.</li> </ul>	In response to the task and the stimuli, the writing: <ul style="list-style-type: none"> <li>utilizes mostly irrelevant or no evidence<sup>1</sup> from the stimuli, or mostly only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive.</li> <li>inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic, task, and stimuli.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>illustrates little to no use of precise language, domain-specific vocabulary,<sup>2</sup> and literary techniques.<sup>3</sup></li> <li>illustrates little to no syntactic variety.</li> <li>utilizes no or few transitional words and phrases.</li> <li>does not establish or maintain a formal style and an objective tone.</li> </ul>	The writing: <ul style="list-style-type: none"> <li>demonstrates limited command of grade-level conventions of standard written English.<sup>4</sup></li> <li>contains numerous and repeated errors that seriously impede meaning.</li> </ul>

<sup>1</sup> Evidence includes facts, extended definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

<sup>2</sup> Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

<sup>3</sup> Literary techniques, such as metaphor, simile, and analogy, help to manage the complexity of the topic and are expected at grades 11-12.

<sup>4</sup> Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.



## [Rubric used to grade example prompt]

For the process of analytical writing, students were only allowed one chance per prompt for their writing which may seem counterproductive to Process Pedagogy itself; however, students were still reading their work and reflecting on how to revise their writing as whole, not just for one assignment. For this process, I had students take one class block to read a passage(s) and respond to a prompt just like they would do for the EOC exam. I read their responses, graded them via the state rubric, and sent feedback to them about their overall writing with only a couple of things to improve on the next time they write.

After reading my feedback, students did a reflection on how they can improve their writing, and with this reflection, gained a certain amount of points back on their

original grade which takes away some of the stress of critical writing and state testing. Like stated previously, students shouldn't fear feedback and should be given the chance to improve. This assignment was also done once a week simultaneously with assignment three.

### **Standards**

For the standards addressed in this unit, I used the standards that are directly related to the rubrics used to evaluate student writing. The first standard aligns with the 'Conventions' section of the rubrics. (The Conventions and Language Sections of the rubrics are the same whether it's a narrative, explanatory, or argument.) The rubric asks for 'sophisticated grade-level conventions' which is similar but not the same working as the standard itself. The rubric is looking for a variety of writing and varied phrases which translate into the sophisticated language.

The second standard aligns with the Focus and Organization section of the rubric. A student who has mastered this standard knows how to organize their essay and develop the ideas appropriate to the task given. Like the last standard, the rubric is more specific than the standard it is based on, asking for relevant and effective introduction and conclusion statements and mastery of cohesion in ideas and relationships. With this section of the rubric, students must have an introduction and a conclusion in order to score more than one. For instance, if they do not finish writing when time runs out and they don't include a conclusion, they cannot score higher than a one even if they have all the other elements at the level of four. That is a definite flaw I see in this rubric.

The third standard included relates mainly to informational/explanatory and argument essays as far as citing evidence but can sometimes include narrative if students



reference the text. Students who master this standard are able to use relevant evidence from the text to prove their answer to the prompt with the rubric also asking for a thorough explanation of the evidence and how it relates to the main point of the essay itself. On the rubric, there is very little difference between level four and three. Level four just has added adjectives and adverbs like insightful and thoroughly to add a difference in the levels.

The fourth standard relates to the passages or poems the students will read with every prompt given, because they will always be asked to interpret and analyze the text with any prompt they are given. This standard may also relate to the added vocabulary when comparing level three with level four.

The last three standards will be used depending on which prompt is being given. Students can be given any of the three for the EOC, and neither teacher nor administrators know which one students will receive at the end of the semester, so students will need to practice all of the types of writing. Words like analyze, organize, and effective that are used or alluded to in all three of the standards and are also used on each rubric.

### **Lesson Plan**

Assignment #4	Process Pedagogy: Literary Analysis
Standards Addressed in Unit	<p>9-10.L.CSE.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>9-10.W.PDW.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

	<p>9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.</p> <p><u>Depending on the type of essay:</u></p> <p>9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p>9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>9-10.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p>
Assessment (Formative/Summative)	Draft will be graded with the state rubric. Reflection is also a form of assessment.
Processes/Procedures	<p>(These days are not consecutive. Students will be given State Testing prompts weekly. They will be given explanatory, argumentative, and narrative prompts.)</p> <p>Day 1:  <b>Entire class block:</b> Students will be given an EOC practice test writing prompt.  This essay was done on paper in class <b>ONLY</b>. Written feedback provided through Teams online.</p> <ul style="list-style-type: none"> <li>• This is a practice EOC essay.</li> <li>• It will be graded objectively based on the Explanatory TN State Rubric used on EOC tests.</li> <li>• This is to help IMPROVE student writing, so all students will be given something they need to work on for their next essay.</li> <li>• The class went over the rubric before starting the essay.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students were given 85 minutes of class to work on this (Class is 90 minutes minus the five it took to go over the State Writing rubric).</li> <li>• This essay was due at the end of class no matter if they were finished or not PER EOC requirements.</li> </ul> <p>Day 2:  <b>20min:</b> Students will read teacher feedback on their essay and write a reflection:  After reading the feedback, write a paragraph (5-6 sentences) talking about how you will improve your writing on the next essay. This needs to be specific to your feedback, must be relevant, and thoughtful in order to receive full points that will be added to your essay score.</p>
Remediation/ Enrichment:	For both remediation and enrichment, students will get teacher feedback to read and respond to. Students will also be able to gain points for their paper reflection.

### Reflection of the Process

Students were able to do four essays and practice each type of essay at least once. My students are in ninth grade and have been taking state tests since the second grade, so this was not a new practice for them. However, the first essay, which was explanatory, seemed to be a shock to them. From personal writing and one literature essay, students were not prepared for an essay like this; however, their grades were not terrible, and I told them beforehand that the entire point of this exercise is for them to improve, because we can all use improvement. The prompt told them exactly what to write about, but a lot of them still missed the overall point of what the prompt was asking which caused their grade to be lower.

For testing practices in the majority of high school classrooms, students are handed their papers and a rubric with their grade at the top. While I've heard a fellow teacher say, "Most times, they just throw that in the trash after seeing the grade. If they have a question about it, they can just ask me. I don't give specific feedback," I wanted to

give students the option of actually reading and responding to my feedback. They need to understand why they received the grade they received and be given the chance to develop their writing. The first essay and grade did not accelerate their confidence in writing, but by the second essay, students were able to see that they were improving.

I enjoyed giving student feedback for these essays especially since I knew they were going to read the feedback and respond immediately on how they were going to improve their writing. I focused mainly on one or two big elements for each student to improve on for the next essay. That motivated me to send feedback as quickly as possible.

#### Feedback

You are great at providing evidence and providing thorough explanations for that evidence. For next time, I want you to work on topic sentences for your body paragraphs. You have great concluding sentences, but you need topic

sentences also. Also, make sure you don't use "I" in your academic essay. You would only use that in a narrative or your personal writing.

[Example of teacher feedback on academic essay writing]

The reflection part of the process went well also. Students were able to not only read by feedback online, but I also marked on their written papers as tangible feedback. With this, many of the reflections were thorough and insightful about how they were going to improve their academic writing. They were also motivated to do this reflection, not because it was an actual grade but because I added points to their essay grade if they turned in a sufficient reflection. I added fifteen points for the first reflection, ten for the second, and five for the last two reflections. Since the first two essays were explanatory, I saw more of an improvement between those two practice essays. Because I had to move

on to argument and narrative quickly before the EOCs, I was not able to successfully identify specific improvement between those essays though most students' grades did increase for each practice essay.

I need to work on improving my choice of words and how I use certain words in a paragraph. And I need to find a better way to start my paragraphs off and what words to use with it. I need to start giving the evidence number. And I need to stop using the letter I. I think if I learn more words to use at the beginning of the paragraphs it will be much better

[Example of student reflection]

At the end of this process (all four essays written and reflected on), I had students take a survey on how confident they were in their academic writing and how they felt the process helped them as writers. Here are some of their responses:

- “They have because I have learned how to write certain types of essays.”
- “It made me realize what I did wrong.”
- “It has told me exactly what I need to know to correct and get better and improve my planning and organization.”
- “It lets me know the specific things I need to do better to improve my writing.”
- “The feedback gives me something to think about when writing the next essay, and I feel like my most recent essay, an A, was much, much better than my first, an F.”

### **Student Work**

Students wrote their essays on paper and were handed their essays and rubrics back to complete their reflections which they kept. I have my evidence through their grade improvement and my personal feedback to them that was given through their Teams classroom.

Francisca

Type of Essay	Grade	Grade after Reflection	Improvement
Explanatory	75	90	Good evidence, missing introduction and conclusion paragraphs
Explanatory	81.25	91.25	Improvement on paragraphs and organization
Argument	87.5	92.5	Improvement on evidence and explanation. Regression on organization.
Narrative	87.5	92.5	A well written essay but hard to tell improvement from an argumentative paper to a narrative.

Francisca is a student in my standard English class. She is a good writer and is a quiet student, but she's not afraid to help others in the classroom and participate in class every so often. She finishes her work on time or early and works hard to keep her grade up. She is bilingual, speaking Spanish and English, and speaks and writes fluently in English, so she does not qualify as an ELL student.

Francisca did well on her first essay compared to the grades of her peers. She was able to provide good evidence and was just missing some elements of an essay that the state rubric is asking for, the introduction and conclusion paragraphs. In her second essay, she improved on her paragraphs and organization. These first two essays were the same type of essay, so I was able to see the development in her writing. Her grade progressed again when she added more evidence and explanation in her argument essay, and she kept that grade for her last essay which was a narrative.

Isaac

Type of Essay	Grade	Grade after Reflection	Improvement
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Explanatory	56.25	71.25	Needs in improvement in focus and organization by staying on topic and answering prompt
Explanatory	68.75	78.75	Better ideas within the essay but needs to understand prompt in order to answer correctly
Argument	87.5	92.5	Well organized with sufficient and relevant evidence and understood prompt
Narrative	93.75	98.75	Lots of description and imagery, relevant topic

Isaac is an Advanced English student who struggled through the first quarter of the semester where he consistently did not turn in his work. He is a two sport athlete who, after seeing his failing grade for the first quarter, switched his direction and recovered during the second quarter of the semester.

Isaac had one of the lowest grades for the first essay, because he did not stay on a relevant and related topic. He summarized the reading instead and completely ignored the prompt itself; however, he did provide evidence and finished his essay on time. While he did improve his essay the second time around, he still was not understanding how to take the prompt and answer it with the text. The prompts given did not ask questions but gave instructions on what to write about which may have confused him. With the next essay, Isaac finally grasped the prompt and was able to write a much better essay than the first two as can be witnessed by his grade. He also did well on the narrative and understood the prompt. Since not following the prompt was my biggest concern with him, he definitely showed improvement after practicing and reading my feedback.

### **Overall Assessment of Assignment**

With this particular process, students are not revising a paper by just feedback; they are revising their critical writing overall since they don't get a second chance at the same prompt. They do, however, get a second chance to gain points back and to improve

their writing with another prompt. Elbow states that there are different reasons for feedback which can include revision or to know the effect on the reader, but he also states that it is needed if “you've simply decided that you must start learning in general about the effectiveness of writing” (*Writing with Power* 237). This last reason for feedback is the purpose of this process of writing. I know my students benefited from this process, because their grades show it, but I also feel that it helped them gain the confidence they needed during the EOC tests. Before they took the test, I asked them to reflect on this process, and I received only positive feedback. I think since I lowered the stakes of the essays themselves by letting them reflect and gain points back, my students were able to practice critical writing without the pressure that critical writing usually brings.

I learned from going through this process that I should have started it earlier in the semester. Students should be practicing their critical writing throughout the semester and not just the second quarter. I also found it difficult to assess from just four essays and three types of essays. If I had started earlier, my students could practice all types of essays and improve continuously if they are given four explanatory essays in a row, then move on the argument, then move on the narrative. Each week, students will take a day to write an essay, get feedback within two days, reflect, and be ready for the same type of essay the next week for four weeks. With this type of plan, students should be able to improve their critical writing significantly.

I always make students aware that we have to write critical essays even if some do not find it enjoyable. Before each type of essay, I will also give students the rubric and go over it with them so that they know what the state is looking for and also talk about that particular type of writing. While we are doing these essays once a week, they will



also be doing the more intricate version of Process Pedagogy with their personal writing which will still be the focus of my classroom since “self-development is central and the best way to achieve good exposition and essay is to cultivate personal writing” (Tobin 20).

## Chapter 6: Reflection

Overall, I think Process Pedagogy was a success in my classroom. I do not currently have the results of my students' End of Course test scores, but I know that my students ended the semester with more confidence in their writing than when they began the semester.

When looking over the four assignments I implemented over the semester, I know that I will revise them for the next year, and with each execution of the assignment, I will keep revising them until I feel they are complete successes in my classroom (which could change from semester to semester). I realize the assignments will never be perfect or helpful to every student, but I think they made an impact on my students from last semester. There are some changes I know I want to make as I have reflected on the assignments and student writing.

To take away some of the pressure of writing and the student view of something is either 'right or wrong,' I want to take Elbow's suggestion of letting students share their writing with no feedback (20). My students are so afraid to share their real writing (and their real selves) that it may hinder their freewriting. The central act of giving is curiously neglected in most writing instruction," and I want them to feel comfortable in sharing their genuine writing.

Researching through Elbow's *Writing with Power*, he puts the emphasis on freewriting while Murray writes on letting students have the process of discovery in their prewriting (15, Murray 4). By the end of the semester, I would like for my students to be completely writing freely without any prompts or questions. They do need prompts and questions in the beginning, but I want them to eventually be self sufficient like

proofreading and revising before they even turn in a first draft with a quick revising process and a critical eye (*Writing with Power* 33).

As I stated previously, I would revise my plans to explain each step of the process to students before they begin. Some of my missteps were just stating we were 'freewriting' or 'prewriting' while assuming the students knew what those are. Each step needs to be explained clearly so that the students know why they are doing this step and what is expected in each step. I also think this will help with the Writer's Workshop when students felt like they were already finished with their writing. This will also help students spend more time on each step of the process, and by using Elbow's and Murray's language to explain, I think students will be willing to try the process.

Having much success with the reflection process on my fourth assignment, my classroom's Process Pedagogy final step will be a reflection on the writing process of that assignment. I would like to have each student reflect on their writing and the process that got them to their final product. This will also help me as a teacher know my students' writing needs and how to improve my instruction.

Along with all of these revisions to my Process Pedagogy, I may reorganize some assignments. The fourth assignment can be implemented throughout the semester to help with their academic writing which will remove any need for essays related to literature we read in class. The writing focus of the class will be personal writing so that students can improve their personal writing and feel that empowerment of writing about what they want to write about.

One of the biggest changes I will make to my Process Pedagogy will be to write with the students. Initially, I was writing with students but noticed they needed to be

monitored while they were writing. Emig states that “most teachers of composition, at least below the college level, themselves do not write” which contributes to their lack of experience in composing and the composing process (98). She suggests that teachers have their own reflexive writing like a diary or journal so that they will see the value in their own experiences (100).

Elbow, Murray, and Emig have all found that we all have writing processes as we write no matter what we are writing, and all of these scholars want the implementation of the writing process so that students have the opportunity to explore and discover their own composing process. With the emphasis on Process Pedagogy in my classroom, I hope to achieve this goal and change the writing lives of my students.

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