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Process writing: peer- and self-editing

The ‘process’ method of teaching writing puts the procedure over the product. In this workshop, the native-speaking presenters will walk participants through ‘process’ techniques focusing specifically on peer- and self-editing activities. Using a student-oriented, process approach, the presenters will introduce teachers to ways students can develop techniques of invention, organization, and writing – and centre the workshop activities on revising and editing particularly for term papers, dissertations, job reports, research articles, grant proposals, and the like. Students need to learn to evaluate their own writing, and that of their peers, systematically and from a reader’s perspective. A good writing process in the classroom begins with a good assignment. After designing an appropriate writing project, and getting students underway, the editing process takes a level of critical thinking that is difficult for many students. The presenters have developed and tested activities designed to teach teachers how to encourage students to give, receive, and use feedback, particularly peer feedback, in the writing process. Participants will also examine the methodology behind providing students several opportunities for exploratory, in-class writing and also chances for students to choose or individualize a topic. Readers, here teachers and peers, benefit from this approach also: Student-defined topics allow for greater writer engagement and creativity, providing readers with papers in different genres and on a variety of topics. For the editing process, the presenters will discuss the ways to move through multiple drafts, and give students the understanding of writing as an open process that permits writers to use later invention and re-thinking to revise their work. Teachers will also learn how to teach students to balance the advantages of relying on other students with the responsibility of editing [as a writer]. Through this workshop, teachers and their students will understand the collaborative and social aspects of the writing processes.