**Process Journal Prompts for English 1301 (Fall 2019)**

**Process Journal 1: Your Career As a Writer (…so far)**

Write about your development as a writer. If you can, do some field work and find someone who knows you well (a parent perhaps) and ask then to describe your development as a writer. Reflect upon their impressions of your development and your own views. Tell the story of your development as a reader and writer with the first chapter being your earliest memories of learning to read and write. Each of the main time periods from your school experience—elementary, middle, and high school—can also be chapters in your story. If you have been out of high school, you may have something to say about your development since that time. Try to dig in to one or two stories that seem particularly memorable and important to you in greater detail. Reading and writing are tied together, so don’t hesitate to mention how reading fits in as well.

Word length 300-500 Words

**Process Journal #2: On Reading and Writing**

**Part A: What I Value as a Reader**

All of us are readers. All of us are also picky readers. We know when we like something we read because we keep reading. But what keeps you reading? What are your values as a reader? Describe the qualities and features of writing that you value when you read. I'm not talking here about "genres" or kinds of texts you like to read (like mysteries or non-fiction or magazines) but the things the writer is doing with their words, sentences, paragraphs, and even document design that you like as a reader--that keeps you reading. These features might be things like you value a writer who makes their point clearly, or who uses good description, or who uses a certain level of vocabulary.

I recommend that before you write this piece that you find a piece of writing you like and read it and watch yourself as a reader as well as what the writer is doing.

**Part B: What We Should Strive to Do As Writers**

Before writing this journal, you have two tasks to do in preparation

**Preparation Task #1:**  
With a word processing document open, read through the posts of your peers expressing the values they individually have as readers. As you read the posts of your peers, copy out values you think are important or like and paste them into this open document. You should end up with a list of 20 to 25 values. At the top of this list, put the Title, “What WE Value as Readers.” Read through this list and think about it. Save the document.

**Preparation Task #2:**  
Read chapter 1 in Trimble’s text “Writing With Style.” (If you don’t have the book yet, the copy of the chapter is found in the FILE section of our Canvas class.)

**Process Journal Topic:**

Go back to your document with the list of “What WE Value as Readers.” At the bottom of the list, skip a few lines, put this title—“What We Should Strive to Do as Writers”—and then write following this prompt:

We have spent some time thinking about what readers want--what they value. You’ve even read some from Trimble about how important readers are for writers. Now I want you to see a piece of writing from the perspective of the writer. Based upon what you now understand readers values (and want and need), write what you believe you should strive to do as a writer?

NOTE: I encourage you to consider “writer” and “writing” to mean more than just in terms of writing fiction. Please don’t limit your view of writing to creative writing. Writers write all kinds of documents just as readers read all kinds of documents. Please consider what “writer” and “writing” means in its broad sense.

When you have completed this writing piece, paste in the complete text to the process journal discussion board forum for PJ2B

--250 words minimum (does not include the top list of what we value as readers); 4 ah-hah replies

**Process Journal #3: Writing Descriptively**

For this week's discussion board, I want you to write about being descriptive in your writing.   
  
What makes description so hard? How do you feel as you have tried to describe a person, place, or event in your story? Include a quote containing one description from your essay #1 and talk about what you are trying to do with this description and how you have been incorporating the techniques of description.  
  
In what ways do the techniques of description and the goal of trying to show and not tell help you as you describe? In what ways do they feel strange or what difficulties are you having with using description in your story.

--250 words minimum

**Process Journal #4: Speaking and Writing**

Part A:   
Preparing to write on the topic—must be done with another person

Speaking—  
Find a person you can try this experiment with. The first part of this experiment is to speak about something. Below is a list of some likely topics:

--describe how you got to school or work today

--describe what you ate for breakfast or lunch today

--describe a time when you lost something

If your partner wants to share in this experiment, take turns speaking your descriptions. Try to be fairly detailed in your descriptions if you can. (This verbal sharing should take only about five minutes, or two and a half minutes each.)

Writing—  
Now turn to computer or paper, and write out **this same** description that you just expressed verbally. Try to be as detailed in writing as you were in speaking--perhaps even more. (10 minutes)

You don’t have to keep or turn in this description you have just written. Now you are ready to write on the real topic--

**Part A Topic:**   
What was different for you between speaking this description and writing it? Which was easier or harder for you--why? From this experience, what conclusions and statements can you make about the difference between speaking and writing for communicating? From this experience, can you say anything that you think are more deeply or philosophically true about the nature of either speaking or writing (and possibly their relationship)?

(length 250 words minimum—no ah hah responses needed)—turn in to the Process Journal #3A forum.

**Part B Topic:**  
Before expanding and revising your own piece, read the Process Journal #4 Part A responses of your peers. Make note of particularly interesting insights and conclusions you read. Next read the articles by Janet Emig and Lennie Irvin listed below:  
--"[Writing as a Mode of Learning](http://www.lirvin.net/1301sitebb/emiglearning.pdf)" by Janet Emig (the first half of the article deals especially with speaking and writing) <http://www.lirvin.net/1301sitebb/emiglearning.pdf>   
--"[What is Academic Writing](http://www.writingspaces.org/sites/default/files/irvin--what-is-academic-writing.pdf)" by L. Lennie Irvin (Read the whole thing, but particularly pages 3-6.)

Hopefully, from all this reading your thinking has developed and even changed on this topic. Now, for Part B of this Process Journal**, I want you to revise what you wrote in Part A** to reflect your more developed understanding. You might add to your original draft, totally revamp it, or re-stitch it. Your final version should make reference to at least two views expressed by your peers by name and two views from the Janet Emig article or the one written by me ("What is Academic Writing?")(you can quote them or paraphrase their ideas). Include your commentary/reaction to each view. Total FOUR views of others that you incorporate into your own discussion.

(Part B length 400 words minimum—notice it is longer!)

**Process Journal #5: Trimble Chapters 1-3**

Look again at the first three chapters of Trimble's *Writing with Style* and find a passage that strikes you in some way. Include the passage (or an excerpt of it), and then write a response about what you found interesting about this quote and what you think it means. What is its significance for writing?  
(250 words minimum—in addition to the quote.)

If you aren't able to do the 250 word minimum with one quote, then grab another quote and comment on it as well.

**Process Journal #6: Invention**

Before writing this Process Journal, you should have read  
--Chapt. 2 “Getting Launched” in Trimble as well as C1 in AWREFon generating ideas  
--Also read one of the essays in *Writing Spaces* <http://writingspaces.org/essays> that has “invention” in its title (you choose which one; I think there are three to choose from).

One of the biggest tasks a writer has to do is get started. You have to "invent" what you will write. One of the five canons of Classical Rhetoric, in fact, is Invention and deals with how you come up with ideas for your piece of communication and how you decide you will go about communicating your ideas. Terms we have come up with for this "ideas" phase are "pre-writing" or "brainstorming."   
  
For this process journal, I want you to share how you go about getting started with a piece of writing. Do you just sit and write? Do you do any particular invention activities that seem to help? Share some of the approaches and tricks that you have tried that seemed to have worked for you. We tried a couple brainstorming activities in our first essays--did they seem to help you as you got into the drafting of your essay? Talk about some of your impressions of Trimble’s chapter 2 on “Getting Launched” and from your reading of the essay on invention in *Writing Spaces*. Be sure you reference each text.  
  
\*\*\*Special Note: There is a misconception about the writing process that you come up with your ideas ONLY in the pre-writing phase of working on a piece of text (before you begin to write). This is complete balderdash! We are inventing and discovering and problem-solving and shaping and forming and seeing possibilities all along the way as we write.

--post in the Process Journal #6 forum, 250 word min.

**Process Journal #7: Drafting**

Please comment on this post by one of my students about the drafting he did while working one of our class essays. What has been your experience "drafting" and revising in the past? What are you experiencing regarding the process of drafting now?

Erik C on drafting:

As I think about what I went through with this assignment, I’ve realized that I learned how to really plan and organize my thoughts before I began to write. Up until this class, my first draft was also pretty much my last draft. The only revisions I would make were solely on grammar. I had never edited the content of my essay. Adding things in and taking things out for this essay taught me that there’s no such thing as a perfect essay in one draft. Taking these extra steps I think taught me the discipline it takes to do such tedious tasks. More so, I feel like they’re helping shape the writer that I will be in the future and they’re just helping me. As I mentioned earlier in the semester, I will definitely use this organization process in my “bag of tricks.”

--250 words minimum

**Process Journal #8: Trimble Chpt. 4—Concepts of Essay Writing**

Before doing this journal, take a look again at Chpt. 4 in Trimble and at [Joseph William’s essay Guide to College Writing](https://chaminade-stl.instructure.com/files/18876/download?download_frd=1&verifier=Srjx2yd2lf3Ue9TtLXbywxxfSGuRfS7sxLfF5jsk).

Trimble states on page 29, "The entire concept of essay writing is fuzzy to them [most people]. This chapter is for the bewildered majority. It's an attempt to bring into focus the what and the how of the business [of writing essays]."  
  
Reread his analogy and his "checklist" that "you'll find in every successful essay." Look at his model essay and especially at his model analyzed where he examines these checklists of things you'll find in every successful essay.  
  
**Topic:** Write about how these chapters help you understand "essay" writing better. Write especially about specific items in his checklist and what you interpret them to mean. How does this checklist provide you guidance for writing essays (like the one we are working on in class which does not fit the neat 5 paragraph essay model)? Discuss also what Joseph Williams says about writing in college (especially about writing as argument) and how that might help you understand essay writing in college? Be sure to quote both Trimble and Williams in your discussion.   
  
Glance at Trimble’s "Final Tips": What strategies here seem particularly useful to you?

(250 words min. plus four ah-hah responses)

**Process Journal #9: Rhetoric**

Take 15 minutes to read this definition of rhetoric from Silvae Rhetorica (<http://rhetoric.byu.edu/>) and do a general web search about what "rhetoric" is. Each of our two essays on the election are deeply rhetorical since you are writing to an audience for a purpose. Find one quote that describes what rhetoric is or what it does or why it is important (and name the website where it comes from). Discuss this quote and what you think it means.  
  
Talk also about your experience with developing a "rhetorical appeal" in Essay #2 and #3.

--250 words minimum plus 4 ah-hah responses

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**Process Journal #10: Freewriting**

You have just finished seven weeks of keeping a freewriting journal in this class. Take a second to review our [guide on freewriting](http://www.alamo.edu/sac/english/lirvin/wguides/freew.htm) and to think about what the journaling was like for you. Also, read this piece on Peter Elbow's ideas [from his book *Writing Without Teachers*](http://peterelbow.com/pdfs/How_to_Write_Better_through_Freewriting_by_Peter_Elbow.pdf).

Write about what you felt was of value in this kind of writing/journaling. What did you find difficult or less valuable? Did you detect any change or impact from doing this kind of journaling? Summarize what you would consider is the "theory" behind the use of freewriting. What do you think of this theory? In what ways might freewriting be of use to you in the future?  
--250 words minimum

**Process Journal #11: Diction and Readability**

Topic: Read Trimble's chapters 6 and 7 on Diction and Readability.   
What are the most important ideas for writing better and more readably that you take away from these chapters. Pick two “tips” or strategies these chapters discuss that are particularly significant to you. Describe what that tip for readability is (you could quote it) and then why it is important to you. Can you relate these ideas about diction and readability to the strategies you are learning about being concise in your writing?

Post into the PJ#11 Forum. --250 word initial response

**Process Journal #12 Using Quotes**

Look again over Trimble’s chapter 14 on using quotations as well as my guide for using quotes <http://www.lirvin.net/WGuides/quotes.htm>

Topic: Pick one quote from Trimble’s chapter that stood out to you as especially important to remember as you use quotes in this paper. Discuss why you think it is essential. Also, mention one thing you learned from the chapter that you did not know before. Turning to my guide on using quotes, discuss your experience attempting to apply the “sandwich principle” for using quotes.

--250 word minimum initial response

**Process Journal #13:**

*Read Before You Write:*  
Review MLA-2 and MLA-3 in AWREF on handling source information in your paper and MLA-4 on MLA Documentation Style (as well as my guides you have looked at for this essay on using quotes and avoiding plagiarism—even Trimble chapter 14.). Then read the Writing Spaces article “Walk, Talk, Cook, Eat: A Guide to Using Sources”:

<http://writingspaces.org/haller--walk-talk-cook-eat>

**Reviewing about Avoiding Plagiarism (or Academic Dishonesty)**  
Plagiarism (that dirty word) is not just about cheating, but also can come from mishandling other people’s words and ideas in your work. *It is VERY important that you learn how to avoid it*. Look at these two sources to give you pretty much everything you need to know to avoid misrepresenting other’s work:

1. Read MLA-2 in AWREF on Using Sources Responsibly and Avoiding Plagiaism
2. Irvin Writing Guide on [How to Avoid Plagiarism](http://www.lirvin.net/WGuides/MLAguide/mlaplagiarism.htm)  
   You MUST know what “plagiarism” is and how to avoid it.

*Write After You Have Read:*  
**Topic--**  
In this response, be sure that you refer to the Writing Spaces article as well as the other sources on avoiding plagiarism.

You have read a lot about the approaches, the challenges, and the pitfalls of properly handling and documenting source material inside your own writing. Discuss your previous experience using and documenting quotations and what you struggled with in the past. What have you learned from the materials we have reviewed for this paper? What are the key principles about using sources that you will carry with you into the future? What are you still unsure or not confident about when using sources in your writing?

Initial response should be 250 words minimum

**Process Journal #14: Portfolio Planning**

Now is the time to pull your entire semester of work in this class together. You will select previous writings TO REVISE AGAIN (and in some cases for the first time) to put in your end-of-course portfolio. Read the description of our Final Portfolio <http://www.lirvin.net/1301sitebb/portfolio.htm>

Write in this journal about what you think you will include in the portfolio and why you will select those pieces of writing. Brainstorm on the work you will have to do to put together the portfolio. How will you go about it?

--250 word response