***Writing to Learn, Writing to Communicate***

When we think of writing, we typically think of what we might call “writing to communicate” genres, writing that is meant for readers, such as research reports, book reports, and essays, but students can gain a great deal from what we might call “writing to learn” genres, writing that is meant to help the writer think, make connections between known knowledge and new knowledge, and process information, such as journal entries, free writes, and brainstorms.

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|  | Writing to Learn | Writing to Communicate |
| Characteristics | * form is open – follows the writer’s train of thought
* disorganized
* can be difficult for readers to read
* exploratory—contains new insights for the writer
* makes connections between seemingly disparate ideas
* messy – many contain many surface level errors
 | * form is closed -- follows the conventions of a particular genre
* organized in some kind of logical fashion
* written to communicate to readers
* written to meet expectations of readers
* edited
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| Examples/Activities | * freewriting
* inkshedding
* journaling
* research log
* double-entry journal
* brainstorming: lists, webs, clusters, generative outlines
* reading response
* ticket to enter/ticket to leave
 | * research report
* lab report
* argumentative essay
* newspaper article
* editorial
* short story
* PowerPoint presentation
* blog
* Presentation or publication (writing reaches wider audience)
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| What Students Learn | * students learn how to use writing to discover what they want to say about a topic or problem
* students learn how to reflect on their ideas, gaining metacognitive skills
* students learn how to think through roadblocks in their learning process and process new information
 | * students learn to use writing to communicate their understanding of a topic or problem
* students learn how to communicate to variety of audiences
* students learn how to think rhetorically—think about how their goals for writing, their audience’s expectations, and the context for writing interact and intersect
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**The Research Log**

From Bruce Ballenger’s *The Curious Researcher 4th ed*, 154-6

This note-taking strategy allows you to keep track of key information from a source—such as bibliographic information, direct quotes, and summaries—while also giving you the space to start writing about the source and processing the information. When writing a research log, use the following format:

**Bibliographic Citation:** Take down the full bibliographic information on the source.

**What Strikes Me Most:** In this section, freewrite in response to the reading. You could take the following stances or pose the following questions to guide this writing:

* Begin by playing the “believing game,” exploring how the author’s ideas, arguments or findings are sensible. Then shift to the “doubting game,” looking for gaps, questions, and doubts you have about what the sources say.
* What strikes you as the most important thing the author was trying to say?
* What surprised you most?
* What do you remember best?
* What seemed most convincing? Least convincing?
* How has it changed your thinking on the topic?
* How does it compare to other things you’ve read?
* What other research possibilities does it suggest?

**Source Notes:** Mine the source for nuggets. This section is for quotations, summaries, paraphrases, and key facts that you collect from the reading. No need to comment or contextualize in this section – simply copy in direct quotes (using quotation marks and noting page numbers), or write summaries, paraphrases, and key facts, also noting the page numbers.

**The Source Reconsidered:** Follow up with one more freewrite. This is a second, *more focused* look at the source in which you freewrite about what stands out in the notes you took. Which facts, findings, claims, or arguments that you jotted down shape your thinking now? How might you use this source in your essay? If the writing stalls, skip a line, take another look at your source notes, and seize on something else to write about.

Kurumi

ENGL 102TL-001

Dr. Cox

3/30/2009

How Is Music a Necessary Subject for Children’s Growth in the Compulsory Education System?

**Bibliographic Citation**

Hills, Emily-Jane. “A Place for Music: The Importance of Music Education in the Public School

System (Elementary Grades 1-6).” The Canadian Music Educator. 48.4(2007): 38-41

**What Strikes Me Most**

 While I was reading this article, I felt the author’s anger, disappointment and sorrow for underrating music in schools of Canada. She discussed the importance of music from various viewpoints such as philosophy and anthropology, and then she also used some quotations of greats like Plato and Socrates. Actually, I was really surprised by that quotation because I did not imagine the two great people wrote the opinions about music, and the opinions said the importance of music education and the benefits of that.

The author mentioned that “music is not just about life, it is also about living,” and folk songs are the historical lessons of a child’s education. Except for the provinces of Saskatchewan and Prince Edward Island, in most schools of Canada, music is thought as an expensive frill, and music is taught in only few schools where there are teachers qualified to teach music or teachers who want to teach it, though they lack of qualifications. It is really sad thing, and I thought that all schools in the world count music as a core subject, so this fact was impressed on my memory.

It is a really good way to convince people with the accurate research record, and she used it when she explained how music instruction effect on children’s ability. However, it is the only record in this article, so I want to know more research how music instruction can improve children’s skills. Also, the contents of this article are mostly about Canada’s school, so I want to research the other country’s school system such as America, China and Japan.

**Source Notes**

* “Regarding music, Plato summarized Socrates: We attach supreme importance to a musical education, because rhythm and harmony sink most deeply into the recesses of the soul and take most powerful hold of it, bringing gracefulness [health and wellbeing] in their train.” P. 39—I think it is a good quote which is written by the great people whom everyone knows. I can use it in a paragraph which explains the important roles of music education.
* “Folk songs were (and, in many cultures, still are) the history lessons of a child’s education. In this context, music is an essential tool of one’s heritage” P. 39—from folk songs, people can learn various things about our lives. By cutting off music from the core curriculum, children lose the opportunities to know folk songs, their country’s history. I can use this quote when I write about the bad influences when music is cut off from school education system.
* “‘Seeing, hearing, smelling, tasting, touching and thinking.’ This is where music fits in.” P. 41—in my introduction or conclusion, this quote can be used. This quote really expresses the features of music well, and also I can feel some magical things which music has from this quote.

**The Source Reconsidered**

From this source, I knew the serious problem about music education in Canada’s school. I can use it as the example of the country which underrates the importance of music in education, and compare with other country’s school system. However, I want to know more research results how music is important for children’s education, so next time, I will find the articles of research results and America’s music education system.

**The Double-Entry Journal**

Slightly adapted from Bruce Ballenger, *The Curious Writer 2nd ed* (49-50)

A double-entry journal is essentially a written dialogue between a reader and a text. As a reader, you ask questions, make connections, and note memories and associations. Here’s how it works: first, write down a complete bibliographic entry in MLA format at the top of the page; then, if you are using a notebook, draw a line down the middle of a page to create two columns, or you can use the spine of your notebook for the line and use two opposing pages; if you are using a word processor, create a table with two columns. Use these columns to do the following:

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| --- | --- |
| **What the Text Says** | **What I Think** |
| In the left column, write out the passages from the reading that confuse you, surprise you, make you think of other ideas, seem key to your understanding of what it says, and so on.* Jot down direct quotes, paraphrases, summaries, facts, claims.
* Note page numbers next to each passage, summary, and paraphrase. Put them in the far right margin next to the borrowed material or ideas.
 | Then, in the right column, write out your response to those passages. Sometimes you’ll do a freewrite, other times you may simply jot down quick thoughts.Play the doubting game, questioning the source. Play the believing game, trying to find its virtues, even if you disagree.* Shift to other reading perspectives.
* Tell the story of your thinking about what you’re reading: *My initial reaction to this is …but now I think …and now I think …*
* List questions you have about the source’s ideas; your emotional responses; other ideas or readings it connects to.
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Continue this process for the entire reading, moving back and forth across the columns. Remember that you want to explore your response to a text, make connections to other works and your own writing, and analyze the writer’s choices in terms of language, style, detail, and so forth. *Be sure to note all the bibliographic information from the source at the top of the page.*

Jennifer

Professor Cox

March 17, 2009

Double Entry Journal 1

Li, Xuemei. "Identities and Beliefs in ESL Writing: From Product to Process." TESL Canada

 Journal 25.1 (01 Dec. 2007): 41-64. ERIC. EBSCO.C. Clement Maxwell Library,

 Bridgewater, MA. 16 Mar. 2009 <http://search.ebscohost.com.libserv-

 prd.bridgew.edu/login.aspx?direct=true&db=eric&AN=EJ806785&site=ehost-live>.

It would be easy as a teacher to read an ESL student’s work and devalue it because it is not like what she is used to reading.

Should the students be forced to use writing techniques that they do not find helpful? Are they helpful even if the students do not always think they are?

Should students be forced to change the rhetorical style that they are used to in order to conform to Western ideologies?

If students are shown exactly where they went wrong every time, students will only learn to look for surface errors instead of developing their own ideas.

This shows that teachers cannot expect just one right answer, especially in an ESL classroom. The students all come from such a varied background that they cannot possibly think the same way.

It is difficult to come to a strange school and change the way you learn.

It is hard to assess writing when the teacher and the student have varying ideas of how an assignment should be done.

East Asian cultures value appreciation and imitation of work, where Western cultures value analysis and criticism along with individual study (42).

Some ESL students value certain writing techniques (peer-editing, journal entry, etc.) over others in forming their own writing identity (43).

Many Asian philosophies praise keeping harmony and balance instead of pointing out flaws and giving criticisms (44).

Some teacher comments can confuse students. However, many ESL students view their teachers as the authority on the subjects and want to be showed exactly where their errors are (45).

“Because how one acquires knowledge influences how one sees the world, people’s beliefs about the same concept may differ across cultures and even within the same culture” (47).

Students bring their own beliefs about culture, learning, teaching, writing, and the process of writing (48).

In the case study, the student and the teacher had very different views of writing. “She seemed to be trapped in the gap” (50).

Shows that she has a very different style and idea of how to relate to an audience.

It is important for teachers to guide students to understand what is expected of them.

If teachers understand their students difficulties with writing, they can better guide their students into a new way of thinking.

It is hard for students to develop as writers if they only write for their teachers.

This makes it hard for students to develop their ideas and a clear identity as a writer.

Students cannot peer-edit or self monitor because they see the teacher as the only person who should make suggestions or corrections.

In order to better assess ESL writing, teachers and students must realize the cultural differences in writing and writing style.

Sample of Min’s writing (51).

“the English she had learned before was not exactly the English she was supposed to use in academic writing” (51).

“Her native culture’s emphasis on appreciating and respecting authorities hindered her from thinking critically as expected by a Western instructor” (52).

Students begin to write to “satisfy” their instructor and insure “academic success” (52).

Students want their errors corrected right away in order to improve their language skills; teachers want to focus on ideas and structure before the smaller errors (53).

Students only trust the teacher’s authority (53).

“this means that teachers should assist students in learning the similarities and differences between their first culture and the host culture” (59).