

# PLANNING FOR A WRITING PROJECT



## READ

How do you expect that the reading may eventually be used by writers in their own work?  
How might you best prepare writers to read the document critically and fairly?  
Would it be useful to set the document in some context (information about the writer's place within a tradition of inquiry, information about the history of the document's reception and value, etc.)?  
Are there specific lines of argument you would like writers to trace or methods of analysis you want them to follow?  
Are there specific words, phrases, or passages you would like writers to attend to?  
Do you want writers to connect the document's argument or analysis to larger issues or questions on the table?



## RESPOND

What shall be the order of work? Do you want students to read the document, then discuss it in class, then make use of it in their writing? Or, do you want students to read the document, compose a short written response, then discuss the reading through the lens of their writing?  
Might you model the kind of response that you expect them to compose?  
Will you refer to specific responses in class?  
Will you ask students to post responses to a discussion group or to the whole class?



## DRAFT

Have you designed a writing assignment that sets a question, or outlines a plan of intellectual work (analysis, argument, interpretation, etc.)?  
Have you clarified what use you expect to make of the work of others? How will their response to the reading figure into the plan of work for this essay?  
What do you want writers to do with their drafts: post them to a group for peer review? bring a copy of the draft to distribute to classmates in seminar? post them to you?  
Do you want writers to prepare for critique by indicating sticking points in the writing or appealing to reviewers for assistance and feedback on particular points?



## CRITIQUE

If peers are critiquing one another's work, have you established guidelines for the review?  
Are there particular elements of argument or analysis that you would like reviewers to focus upon?  
If you are reviewing drafts publicly in a writers' forum, have you set guidelines for how students will comment on the work?  
Do you want the writer to be known, or do you present the draft anonymously?  
Do you want the writer to listen to colleagues' reviews before he/she speaks about the draft?  
Does the writer choose an advocate from among his/her classmates to help manage the conversation, revisiting comments when needed, asking reviewers to clarify their remarks, making sure that everyone has an opportunity to comment on the draft?



## REVISE

Before you ask for revisions, would it be useful to summarize the successes and difficulties seen in the drafts?  
Would it be useful to ask students to develop a work plan for revision?  
Given what you've seen of writers' drafts, would it be useful to revise any aspects of the original writing assignment?  
Do you wish to stipulate your interests in revisions? Generally, what do you expect to be worked on, changed, added?  
Which aspects of the draft will you focus your commentary upon?  
Would it be useful to direct the writer back into any passages from the reading?  
Would you like the writer to highlight what he/she has changed through various iterations of the work?