# Teaching Writing in a Computer Lab

**Brief Description**
- Depending on weekly schedule, 1.5 hours or 2.25 hours
- Several pedagogical approaches encourage students to actively participate in writing in the classroom.  For example, see Composition Pedagogies:  A Concept Map (Prezi) http://bit.ly/1D6dyk3
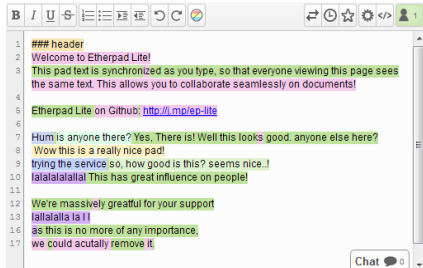
**Procedures**                                                  Lesson Plan (1.5 hours)

| # | Min. | Activities |
|---|------|-----------|
| 1 | 5 | **Transition**: Log in to computers.  For lab assistance, refer to this webpage:  http://bit.ly/17vBY8g |
| 2 | 15 | **Set-up**: Follow the unique set-up steps relevant to the assignment being worked on (see table below) |
| 3 | 5 | Using the relevant rubric(s), review with the students what is required for top marks. |
| 4 | 25 | **Writing Exercise:**<br>1.  Use prompts from the textbook (write it on the whiteboard, read it aloud, make a worksheet, etc.) and the Pomodoro Technique (http://bit.ly/1Ku3ZOO).<br>  o  050 – In the relevant chapter, use the "Writing Assignment 1" section<br>  o  090 – In the relevant chapter, use part of the "Learning by Writing" section<br>2.  Set the kitchen timer<br>3.  Walk around the room and coach any students needing help |
| 5 | 5 | Re-save the document in at least two places, one on a flash drive |
| 6 | 15 | Use the advanced settings of Spelling & Grammar Check (see attached handout) and fix errors.<br>1.  Many students will need assistance figuring out to revise their work to eliminate slang, clichés, etc.<br>2.  If the class is too large for you to go around and help students individually, encourage students to consult their neighbours for writing help on revising their work to eliminate problems identified by the advanced settings<br>3.  Take note of the frequent errors (e.g. passive voice) to address in future lectures. |
| 7 | 10 | **Independent work**: Use this time to individually coach students on their essays |
| 8 | 10 | **Closure:**<br>1.  After saving two copies again, encourage the students to print a copy of their essay to take home with them to polish the essay using the section in the relevant chapter (see step #4).<br>2.  Remind the students of where they are in the progress of the semester and their assignments. |
| | | **TOTAL Time = 90 minutes** |
| | | **If the class is 2.25 hours instead of 1.5 hours…** |
| 9 | 10 | After approximately one-hour of class time, take a brief Health Break |
| 10 | 35 | Repeat steps 4-7, using a new Writing Exercise |

Laurie Prange-Martin

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| Assignment | Steps for Setting Up for Writing Exercises |
| --- | --- |
| Essay | 1. Download the APA Lite template http://bit.ly/1Hwbcd4<br>   a. Except for 090 Final Research Paper, then use the regular APA template http://bit.ly/1xb2TuL<br>2. Save and rename the file, ==making sure to include first and last name and the name of the assignment in the file name==<br>3. Modify the content, as necessary, to start with a somewhat blank document<br>4. While waiting for other students to be ready, revise (or write) ideas in the Essay Outline handout http://bit.ly/1OwJ4sl |
| Reading Response | 1. Students can use the transition time to re-read (or read for the first time) the assigned reading.<br>2. Follow the steps above to use the APA Lite template<br>3. Using my Reading Response Rubric, draft the four paragraphs required for this assignment |
| Calibrated Peer Response | 1. Each student needs to upload his or her essay into the Etherpad interface.<br>2. Students then access two classmates' essays and insert their feedback. Students should refer to the recommended pages in the textbook for the "Peer Response" activity (see Course Outline).<br>3. Grading is on a Scale of 0-3 (each contributes 1% of Final Mark)<br>   a. 0 = Not completed (no extension on due dates)<br>   b. 1 = Superficial or insubstantial feedback given<br>   c. 2 = Good or sufficient feedback given<br>   d. 3 = Excellent and extensive feedback given<br>Notes:<br>• Refresher on CPRs: http://bit.ly/1S8a47J<br>• Each students' work will appear in a different colour in Etherpad:  |
| Research Binder | From the YC Library http://www.yukoncollege.yk.ca/library<br>• Library instruction: http://bit.ly/1IpLOr3<br>• WISPR: http://bit.ly/1xkeo7p<br>• Library Subject Guides: http://bit.ly/1fAkDyB<br>• Database and Catalogue Help: http://bit.ly/1I5a12k<br><br>Librarian/Instructor resources (videos, PPTs, etc.) for the two databases interfaces students will use the most:<br>• EBSCO http://bit.ly/1InMDfU (EBSCO is the major provider of databases in North America)<br>• JSTOR http://bit.ly/1HVUKTN |

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**Materials & Tools**
- Kitchen timer
  - I have put a few on Reserve in the YC Library, if you need to borrow one
- Whiteboard markers
- Any relevant posters
  - I own several posters normally used on bulletin boards (size 17" by 22") and produced by *Teacher Created Resources* (http://bit.ly/1VJIWeD ) that I use to reinforce a message in class
  - For example, for the Causes & Effects Essay I will put up my Cause & Effect poster: http://bit.ly/1I5s20u
- Copies of the handout "Advanced Settings in Spelling & Grammar Check: MS Word" (see attached)
- Copies of the relevant Rubric(s)
- For use in the Closure activity, a PowerPoint slide or flipchart paper demonstrating to the students the progress that they have made so far in the semester in completing and submitting assignments.
  - For example:

### English 040 9 1-Paragraph Essays

60% Final Grade (first 8 worth 6%, last one worth 12%)
Students submit essays as .docx file attachments to lprange-martin@yukoncollege.yk.ca
File names need to include students' names and writing style, e.g. john_smith_narration.docx

| # | Style | Ch. | Due by 4:00 p.m. |
|---|-------|-----|------------------|
| 1 | ~~Description~~ | 4 | ~~Friday Jan. 23~~ |
| 2 | ~~Example~~ | 5 | ~~Friday Jan. 30~~ |
| 3 | ~~Narration~~ | 6 | ~~Friday Feb. 6~~ |
| 4 | ~~Process~~ | 7 | ~~Friday Feb. 13~~ |
| 5 | ~~Classification~~ | 8 | ~~Friday Feb. 27~~ |
| 6 | Cause & Effect | 9 | Friday March 6 |
| 7 | Comparison or Contrast | 10 | Friday March 13 |
| 8 | Definition | 11 | Friday March 27 |
| 9 | Argument | 12 | Friday April 10 |

**Teaching Writing in a Computer Lab**

**Advanced Settings in Spelling & Grammar Check:  MS Word**

1. **Click on the "File" tab**

2. **Choose "options"**

3. **Choose "proofing"**

4. **From the drop-down menu for "Writing Style:" choose "Grammar & Style"**

5. **Click on the "Settings" button**

6. **From the first 3 drop-down menus, choose**

    1. **Always**

    2. **Inside**

    3. **2**

        Instructor note:  APA still requires two spaces after the period, but MLA,
        Canadian Press, and other writing rules only require one space now.

7. **Click "OK" to close the smallest dialog box**

8. **However, before you close the larger dialog box, make sure to click the button "Recheck Document."**

    1. **Click "Yes"**

9. **Click "OK" to close the larger dialog box**

10.     **Re-do your Spelling & Grammar Check**

    1. Click on the "Review" tab and then click the "Spelling & Grammar" button