

# What a Teacher Actually Requires in the Process Writing Course

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## Introduction

In the course of Reading and Writing III, a teacher is faced with the challenge of teaching freshman undergraduate students. This course is a writing process course for advanced students who have had experience writing a multi-paragraph English composition. Because writing a five-to-seven page research paper will be a new experience, many students will have various problems in the process of writing. In this presentation, I hope to present what a teacher should actually require of his/her students based on my experience in teaching Reading and Writing III.

## Major Points to Consider in Teaching Reading and Writing III

The following are some practical points that will encourage students to write a longer paper.

### 1. Instruct students on the structure of the research paper.

- a. The research paper aims to use ideas found in outside resources to present a clear, smooth argument to persuade readers.
- b. The research paper consists of four parts: introduction, body, conclusion, and citation. Because the concept of citation is completely new to the students, students need to be trained in the various ways of making them, for example by using such phrases as, "according to the author," "the author claims that..." etc.

### 2. The following are some useful tips on collecting outside resources.

- a. Collecting resources from the Internet : The teacher can take students to the computer room and let them find any interesting materials.
- b. Collecting resources from the library : The teacher can give students "Library Information" handouts.

### 3. Think about the outline in English and write it directly in English.

How to organize paragraphs in English is the most useful information for the students to

learn. One excellent source of practical information is the web site, “Advanced Composition for Non-Native Speakers of English” at <http://www.ebaack.com/>, which can be downloaded, you will see various types of essays covering patterns of logical order, such as cause and effect, comparison and contrast, and persuasive arguments.

#### **4. Make students (writers) aware of readers.**

The teacher should encourage students to read their classmates' essays as much as possible. Through peer evaluation, students will be stimulated to express themselves in more sophisticated English. Students will enjoy sharing their essays with their classmates and the comments back and forth. I suggest using an assessment sheet.

#### **5. Remind students to submit the first draft in time.**

Allowing for everybody to have enough time to rewrite her/his draft several times is very difficult. So a schedule has to be carefully planned. Within five or six weeks, students are required to decide their broad topics and gather necessary information, share their ideas in groups. After that, the teacher should ask students to tell how far they have written. At last stage, all the students are expected to give a brief oral report to the class telling how the project went. The teacher might have to reserve one or two class hours for this.

#### **6. Have students submit each stage of their writing on the due date.**

Because this course is a process writing course, the teacher will be able to see how much students have worked, and evaluate them from the results of their multiple drafts. This may prevent students from just copying someone else's paper.

### **Conclusion**

There are many points for the teacher to consider and include in this course, but the most important is for the teacher to provide students with the opportunity to write freely what they want to say. If the teacher can make students clearly aware of what they want to write, students will write freely and willingly in their favorite learning styles. While students are thinking and writing, they will be able to develop a plan for research. Many researchers usually focus on reading before writing, but writing before reading is another alternative to encourage their ideas about what to write.