



# #10156

## THE WRINKLE-FREE WORLD OF ENGLISH COMPOSITION: MODULE 2

CEREBELLUM CORPORATION, 2002  
Grade Level: 11-13+  
26 mins.  
1 Instructional Graphic Enclosed

### DESCRIPTION

Purpose, audience, and format are three factors that shape a college paper. Knowing these help with freewriting, a process of writing continuously for 10-15 minutes, as a way to get started. Gives practical suggestions for staying on track, such as checking the assignment for key words and asking for feedback. Touches on collecting information, and emphasizes checking the validity and bias of all sources.

### ACADEMIC STANDARDS

#### Subject Area: Language Arts–Writing

- Standard: Uses the general skills and strategies of the writing process
  - ♦ Benchmark: Prewriting: Uses prewriting strategies to plan written work (e.g., uses graphic organizers, story maps, and webs; groups related ideas; takes notes; brainstorms ideas; organizes information according to type and purpose of writing) (See INSTRUCTIONAL GOALS 1.)
  - ♦ Benchmark: Uses content, style, and structure (e.g., formal or informal language, genre, organization) appropriate for specific audiences (e.g., public, private) and purposes (e.g., to entertain, to influence, to inform) (See INSTRUCTIONAL GOALS 2.)
- Standard: Gathers and uses information for research purposes
  - ♦ Benchmark: Uses a variety of print and electronic sources to gather information for research topics (e.g., news sources such as magazines, radio, television, newspapers; government publications; microfiche; telephone information services; databases; field studies; speeches; technical documents; periodicals; Internet) (See INSTRUCTIONAL GOALS 3.)
  - ♦ Benchmark: Uses a variety of criteria to evaluate the validity and reliability of primary and secondary source information (e.g., the motives, credibility, and perspectives of the author; date of publication; use of logic, propaganda, bias, and language; comprehensiveness of evidence) (See INSTRUCTIONAL GOALS 4.)

### INSTRUCTIONAL GOALS

1. To introduce freewriting as a prewriting strategy used to choose and hone a topic.

## C a p t i o n e d M e d i a P r o g r a m

2. To illustrate how considerations of purpose, audience, and format are a part of freewriting.
3. To describe how to use a variety of print and electronic sources to gather information.
4. To present criteria to evaluate the validity and reliability of source information.

### BACKGROUND INFORMATION

See the Standard Deviants Web site for a copy of Nathan's writing assignment and three drafts of his paper. Under "Helpful Cards," click on English Composition Summary Sheet B. (See RELATED RESOURCES.)

### VOCABULARY

- |                             |                       |
|-----------------------------|-----------------------|
| 1. academic style           | 8. manipulate         |
| 2. argument (position)      | 9. preliminary        |
| 3. audience                 | 10. purpose           |
| 4. censor                   | 11. scholarly journal |
| 5. criticize                | 12. style handbook    |
| 6. formal/informal language | 13. terminology       |
| 7. format                   | 14. thesis statement  |

### BEFORE SHOWING

1. Write for five minutes without stopping on the subject of how to choose a topic for a research paper.
2. List five possible source types for a research paper. Write one question you might ask yourself to determine if the source is reliable and valid.

### AFTER SHOWING

#### Discussion Items and Questions

1. Discuss freewriting.
  - a. How does freewriting bypass the tendency for a writer to censor and criticize him or herself?
  - b. What are the rules of freewriting? When can freewriting be used in the writing process?
  - c. How does Nathan's first freewriting incorporate the demands of the assignment with what interests him about the assignment?
  - d. What source does Nathan use to do his second freewriting? What does he use to guide his thoughts on the purpose, audience, and format of his writing?
  - e. How does getting feedback and journaling make the final paper better? When and from whom should you get feedback?
2. Discuss the purpose of writing.
  - a. What is the writer's objective? How does the writer manipulate the audience?
  - b. What is the difference between the following purposes: to persuade, to inform, and to entertain? Give examples.

## C a p t i o n e d M e d i a P r o g r a m

3. Discuss the audience for writing.
  - a. Who is the audience when writing? How does the audience affect writing?
  - b. What must you ask your professor when writing an assignment? Consider language, terminology, formality, conventions, and organization.
4. Discuss the format for writing. Consider page length, margins, font, documentation style, and additional materials needed.
5. Discuss collecting information for writing.
  - a. When in the writing process should you begin collecting information? Where do you find sources? What do you need to consider as you research?
  - b. What are examples of print sources? Computer sources? Research you conduct yourself? What is the difference between print and computer sources?
  - c. What two steps must you remember when using computer sources? Why is much of the information on the Internet suspect?
  - d. What questions should you ask of your sources? What questions should you ask of the source author?

### Applications and Activities

1. Select a topic, and generate as many theses for writing as possible, varying purpose, audience, and format. Potential topics include pregnancy, homework, and diet.
2. Review the rules for freewriting. Do a five-minute freewrite. (See INSTRUCTIONAL GRAPHIC.)
3. Choose a place to write about. Compare how purpose affects the three following writing experiences and, thus, the resultant narratives.
  - a. Describe a personal experience that happened there. Use a story structure, with descriptive words, to show the reader what the place was like.
  - b. Make an argument about the social rules that existed there, based on your observations.
  - c. Write a research paper about the history of the place.
4. Think of a recent party. After writing the following two assignments, discuss how purpose, audience, and format influenced the writing process and, thus, the resultant narratives.
  - a. Write a letter to your best friend about the party.
  - b. Write a descriptive essay for your teacher about the party.
5. Collect sources on one topic. Include print sources, computer sources, and research you do yourself. Possible topics include dating, exercise, and gossip.
6. Research ways to document sources. Consider APA or MLA style handbooks. Note the uses for different style handbooks.



### CMP RELATED RESOURCES

- [The Wrinkle-Free World of English Composition: Module 1 #10155](#)
- [The Wrinkle-Free World of English Composition: Module 3 #10157](#)
- [The Wrinkle-Free World of English Composition: Module 4 #10158](#)

## World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **STANDARD DEVIANTS: ENGLISH COMPOSITION**

[http://www.standarddeviants.com/pls/brain/cerebellum.show\\_subject?p\\_subject\\_id=19](http://www.standarddeviants.com/pls/brain/cerebellum.show_subject?p_subject_id=19)

This Web page has a downloadable test and quizzes meant for use after Module 4, in addition to Nathan’s writing assignment and three drafts of his paper.

- **ABCS OF THE WRITING PROCESS**

<http://www.angelfire.com/wi/writingprocess/>

Provides a user-friendly, online resource for students or teachers. Includes information and related links on prewriting, drafting, revising, editing, and publishing.

- **YOUR ONE-STOP WRITING HELP CENTER**

<http://www.writinghelp-central.com/>

Offers tips, advice, pointers, information, and templates for all types of personal, business, and educational writing. This site also includes links to APA and MLA style sheets.

- **GUIDE TO GRAMMAR AND WRITING**

<http://ccc.commnet.edu/grammar/>

Includes a guide to grammar and writing, principles of composition, and interactive quizzes. The frequently asked questions page and the guide's search engine provide help on grammatical issues, tips on composition, and advice on English usage.

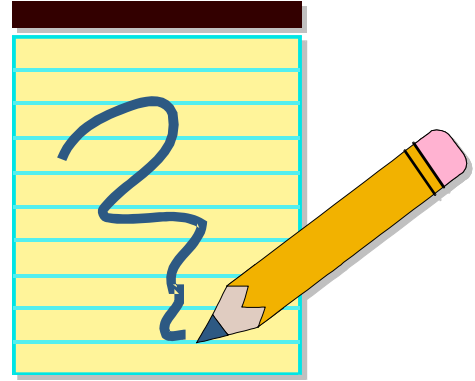
## INSTRUCTIONAL GRAPHIC

- **RULES OF FREEWRITING**

# Rules of Freewriting

**Directions:**

1. Cross out any of the following “rules” that are not true for freewriting.
2. Add your own “rules.”
3. On a separate piece of paper, do a five minute freewrite to choose a topic for writing. If you have chosen a topic for writing, do a five minute freewrite on your purpose, audience, and format.
4. At the end of five minutes evaluate your own freewriting by checking to see if you followed the rules.



<b>Rules of Freewriting</b>	✓
Don't censor yourself.	
Don't criticize your writing.	
Freewrite anytime throughout the writing process.	
Get it right the first time.	
Get your thoughts down on paper.	
Incomplete sentences are OK.	
Informal language is fine.	
Write nonstop.	
Write without stopping.	

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