

Reflective Writing Questions:

1. How does this writing task compare with those you have encountered in the past?
2. What previous writing experience helped you fulfill this task? (Or, if before task, how might previous writing experience help you fulfill this task?)
3. How might you need to adapt what you did previously to fit the current rhetorical situation?
4. For ESL students: How might the way you talk, think, and write in your other language/s help you fulfill this task?

All of a student's languages and all of their component parts—reading, writing, speaking, listening—are connected, a holistic approach.

Reading and writing are mutually reinforcing. Reading facilitates development of writing, and writing experiences help to improve reading.

In other parts of the world, students memorize text and reproduce text; they often do not express ideas or apply concepts in student papers.

When students are reading dialect: Provide context for assigned readings beforehand.

Writing-to-read activities: Read first for overall meaning, then word for word.

Summary (a threshold skill to complete larger writing texts), synthesis, and response papers: these can be more effective than study questions or taking notes. They must, with these assignments, describe relationships among multiple ideas and/or texts.

One idea is to have students write on the topic as a pre-reading assignment, then, as a post-reading assignment, write a response.