



Tip Sheet



To Do

□ **Planning:** “So, what am I going to write?” In this stage of the writing process, you are just beginning to think about the topic, to develop an opinion on the topic and to find supporting evidence for your opinion in primary, secondary and tertiary reference materials and resources.

- Start at least one month before the paper is due and allot one week for planning, two weeks for writing and one week for revising
- **Select Realistic Writing Goals:** If you are asked to prepare a paper for next month, allot some time for each of the writing stages until next month that will provide you with ample time to get started, writing and polishing.
- **Analyze the task/problem and your audience:** Write the paper as if you are talking to this audience. Anticipate their questions and uncertainties, and guide their learning process of the material.
- **Know How to Research and Be Aware of the Major Journals of Your Discipline**—Consult the Reference Librarian for further assistance or consider *AskON*, the online research assistance tool developed by HMALC
- **Brainstorm** the Skeleton of your paper in a web-cloud, draft, sketch or outline. Consider using software programs such as *Inspiration* which is available in the Adaptive Technology Room in HMALC.

□ **Writing:** “I am writing something to prove a thesis statement.” In the writing stage you take the ideas that you have recorded and compiled in the planning stage and elaborate upon them. In other words, this is the stage in which all of those ideas begin to take life.

- **Start Anywhere/Freestyle**
- **State your Thesis in a “Nutshell”** of no more than 25 words.
- **Talk Through your argument** or rationale for the paper: Tell the silent audience what you have learned about your topic and why what you have learned is so important to them.
 - Ask yourself, “**What do I really mean here?** Is this what I really want to say?” The answers to these questions will almost always guarantee clarity and comprehensive essays.

□ **Revising:** “Have I dotted my “i” and crossed my “t?”” In the revising stage, you look back over the sentences that you constructed during writing and polish and refine them to ensure that you have expressed your thoughts clearly and eloquently.

Writing Essays at UTM

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- **Reference Effectively:** Refer to online tools such as *RefWorks*. *Cite effectively or you may be committing an academic offence.*
- **Write and Read Out loud:** For Auditory Writing Strategies refer to S.O.A.R., the online learning strategy program for students with disabilities
- Follow the Grading Rubric provided by the Professor as a checklist of what to include in your paper
- Ask a Peer, Professor or Learning Strategist to Review for feedback on clarity, organization and cohesion
- Clarify what you really mean by using self-questioning strategies



Internet Resources

Citation Styles: MLA, Chicago, and APA, UTM Library
<http://library.utm.utoronto.ca/citeyoursources>

Owl at Purdue University
<http://owl.english.purdue.edu/handouts/general/>

Writing at University of Toronto
<http://www.writing.utoronto.ca>

University of Chicago Writing Program
<http://writing-program.uchicago.edu/resources/collegewriting/>

Dyslexia College: Writing Strategies for Students with Dyslexia
<http://www.dyslexia-college.com/essay.html>

LDOnline: Teaching Expressive Writing to Students with learning disabilities
<http://www.ldonline.org/article/6201>

THE LINK: LEARNING DISABILITIES, WRITING STRATEGIES, AND SELF-ADVOCACY
<https://www.msu.edu/user/suwalaco/link.html>

Using POWERS for writing with LD students
http://www.articlesforeducators.com/dir/learning_disabilities/POWERS_writing_process.asp



For Additional Information

If you have any questions, or would like more information, please contact your Disability Advisor at the AccessABILITY Resource Center. Consider exploring writing further with the SOAR (Strategic Outcomes for Academic pRogress) online, learning strategies program.

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