<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Objective</th>
<th>When to use it</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Free Writes</td>
<td>To activate prior knowledge or generate ideas by free association.</td>
<td>• works as a good warm-up at the beginning of class</td>
<td>“What do you know about X?”</td>
</tr>
<tr>
<td></td>
<td>Students write about a predetermined topic for a brief, specified number</td>
<td>• instructors can pose an opening/introduction question related to the day’s</td>
<td>“What types of images or symbols can you think of which can be used as literary devices? Take 3 minutes to write out your ideas. Then read and share your ideas with a partner.”</td>
</tr>
<tr>
<td></td>
<td>of minutes (1-5 minutes) as fast as they can and put words on paper.</td>
<td>topic or lecture to help connect ideas</td>
<td>“What did you learn today about X?” “What questions are left unanswered in regards to X?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• can be used to wrap up the day’s topic or lecture as fast as they can and</td>
<td>“Summarize concept X or concepts XYZ that we’ve been discussing in class today.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>put words on paper.</td>
<td>“What part of this concept/these concepts confuse(s) you?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• can be used to supplement reading content</td>
<td>“Explain what we learned today in your own words.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• can be used to moderate discussion activities</td>
<td>“What is the relationship between last day’s topic and today’s?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• instructors can also use exam review questions as free writes to help</td>
<td>“What questions do you have about the last reading?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>students prepare for a test.</td>
<td>“What were the most important points in the last reading?”</td>
</tr>
<tr>
<td>(2) Paragraph Writing</td>
<td>Students write, read and share their paragraphs.</td>
<td>Can be used to:</td>
<td>Sample Paragraph Writing Prompt Based on Assigned Reading:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Define a concept you’ve presented</td>
<td>A. Read or skim the Dilworth (2010) article.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Apply a principle to the students’ experience</td>
<td>B. In a free writing paragraph, answer:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make connections with previous learning</td>
<td>“According to Dilworth (2010), what kinds of religious symbols or images are used to employ meaning in F. Scott Fitzgerald’s <em>The Great Gatsby</em>? Take 5 minutes to write your paragraph. Then read and share your paragraph with your group.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Summarize or synthesize important points from a lecture or assigned reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Translate a principle into a word problem</td>
<td></td>
</tr>
<tr>
<td>(3) One-Sentence Summaries</td>
<td>Have students write one-sentence summaries of a lecture, reading assignment, or discussion.</td>
<td></td>
<td>Sample Topic:</td>
</tr>
<tr>
<td>(4) Writing Questions</td>
<td>Have students write 2 or 3 questions concerning the main ideas or concepts</td>
<td></td>
<td>“Using the same text source for our last activity on “Paragraph Writing,” write a 1-sentence summary of the reading assignment. Then share your ideas with someone from another discipline (outside of your area of Social Sciences, Humanities, or Science).”</td>
</tr>
<tr>
<td>(5) The One-Minute Paper</td>
<td>Students summarize the most important or most useful point(s) from the</td>
<td></td>
<td>Topic Prompt:</td>
</tr>
<tr>
<td></td>
<td>lecture, reading assignment, or discussion; Students can write questions</td>
<td></td>
<td>“Using the same text source as above, jot down 2 or 3 questions you have concerning the main ideas or concepts in the reading. Then share your ideas with another new person from another discipline (outside of your area of Social Sciences, Humanities, or Science).”</td>
</tr>
<tr>
<td></td>
<td>that remain as well.</td>
<td></td>
<td>Sample One-Minute Writing Prompt from Today’s Presentation:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“What are the basic ideas behind the concept “Writing Across the Curriculum” (WAC) that we learned today?”</td>
</tr>
</tbody>
</table>

**‘WRITE TO LEARN’ ACTIVITIES – HUMANITIES**
OTHER IN-CLASS WRITING ACTIVITIES

Writing Assignment Idea Generation:
Use class time for students to brainstorm & generate ideas for a writing assignment.

Anonymous Question Box:
Make a question box for students to place things they would find useful to review before an exam. This could also be done by anonymous submissions of sheets of paper in class or online.

Mock Test Creation:
Use class time for students to brainstorm & review ideas before exams.

"First Day" Writing Activities:
Some ideas for short writing prompts:
1) Give students a general question to introduce them to the general material on the first day.
2) Ask them to write a short response to submit to you; you can return it to the students at the end-of term as a reflective exercise.
3) Toss out a "playground" question for them to answer in groups, or for you to put answers on the board. Ease them into contributing with a friendly assignment.
4) Have students jot down any fears or anxieties they have as they enter your course.

In-Class Stop & Write:
This can be used when you feel students may need a moment to focus attention, assimilate information or articulate a question. It can help to refocus a class discussion or attention (including yours! 😊).

Short Answer Writing:
The instructor poses a question. Students write & share answers with partners or the class.

Exam Prep:
Mock Test Creation:
Use class time for students to brainstorm & review ideas before exams.

Group Paragraph Writing:
Student groups join to write a collaborative response to a topic.

Buzz Groups:
Students work as a group to write down issues or specific topics or concepts from a reading. To diversify, students can write on note paper, poster board, etc.

Snowballing:
This involves expanding groups. Students prepare a question or response alone. Then they join a partner, pair, etc. to compare and discuss.

Visual Representation:
Instructors can lead brainstorming of main themes through visual representation or drawing.
Example: "Take a minute to draw some pictures of the first few things that come to mind when you think of X."
Sample topics: The Renaissance, the Enlightenment, etc.

Alternative Views:
Have students write alternative points of view to a different topic relative to your course.
Philosophy Example: "How do Plato and Aristotle differ in their views towards the social relations of the family?"
OUT-OF-CLASS WRITING ACTIVITIES

**Journals:**
This can include logs based on reading (combined with SQRRRW - Survey, Question, Read, Recite, Review, Write skills/SPAR skills), writing logs, lecture logs, or thinking logs; journals can be ongoing; prompts can remain constant or vary.

**Class Discussion Questions:**
Have students generate questions for discussion activities.

**Famous Person or Historical Question Period:**
Students can generate a list of questions they would pose to the author of a reading or a famous figure in the field.

**Collaborative Team Reports or Writing:**
Students join together for collaborative writing.

**Compact Essays:**
Have students write a 2 or 3 page essay on a key course concept or topic. It’s good to assign different groups different topics. Then they have to condense their own essay to 1 page & share it with classmates. The other students read & comment on it. Finally, they can write a group paper that combines the best of their ideas in 1 page.

**Record Challenges:**
Students can jot down notes concerning where they are stuck or confused about certain points.

**Free Writes as Homework:**
Students can write about what they read & what they don’t understand; this can include notes & reflection; Instructors can change prompts.

**Based on Course Concepts**

**Based on Readings**

**Response Papers:**
Students can respond to particular features of a reading or the effectiveness of logical argument; evidence provided.

**Abstract Paragraph Summaries of Readings:**
Students can practice writing abstract-style paragraphs for chapters or readings as a summary of the main points.

**Short Synthesis Papers:**
Students can work through commonalities across several readings in their writing.

**Exploratory Writing Assignments:**
Ask students to compare two concepts from a reading, connect a concept from the reading to some experience in their lives, or work out a definition in writing.

**Annotation Paragraph of Readings:**
Students can practice writing annotation paragraphs that include key ideas, strengths, & weaknesses geared toward a particular class project or assignment.

**Writing Assignments for a Prescribed Role or Case Study:**
Ex. Letter to the editor; policy report, letter writing, etc.
Example: “Write a convincing letter to X stating your reasons for or against X” (Sample Topic - Religious worship in schools in Toronto).

**Out-of-Class Activities**

**Assignments/Presentations**

**Paper Presentations:**
Students bring condensed 1-page versions of assignment papers & present to groups or the whole class.

**Other**

***Debate Note Preparation**
*Debate Note Preparation*

Have students prepare written notes for debate format.

Roles:

- First Affirmative – defines main terms & outlines the affirmative case
- First Negative – contests any badly defined terms & outlines the negative case
- Second Affirmative and Second Negative – complete the case, especially with evidence.
- Rebuttals – show weaknesses in the most important arguments of the opposing case
- Question period

Have student observers of the debate follow up in written form and make a judgment in written form with reasons & evidence.

**Writer's Log Submissions**

Have students submit a writer's log for submission of assignment drafts. Ask the students about their main point, how the writing went, which parts seem strong, weak, what questions they have for their readers, etc. This works like a reflection when students submit a draft assignment.

❖ **ONLINE WRITE-TO-LEARN OPTIONS**

Many of the activities can be tailored to online formats:

<table>
<thead>
<tr>
<th>E-journals, course websites, or email</th>
<th>Discussion boards</th>
<th>Puzzlemaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students can respond to certain topics or prompts in these forums and instructors can highlight interesting or relevant posts.</td>
<td>• Students can post provocative questions, queries, or summary/analysis of labs or lectures on an electronic bulletin board or Web forum for class comment.</td>
<td>• This is a fun tool for students or instructors to create crosswords, word searches, etc. for key concepts and ideas.</td>
</tr>
<tr>
<td>Link: <a href="http://www.discoveryeducation.com/free-puzzlemaker/?CFID=3208214&amp;CFTOKEN=18370909">http://www.discoveryeducation.com/free-puzzlemaker/?CFID=3208214&amp;CFTOKEN=18370909</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>