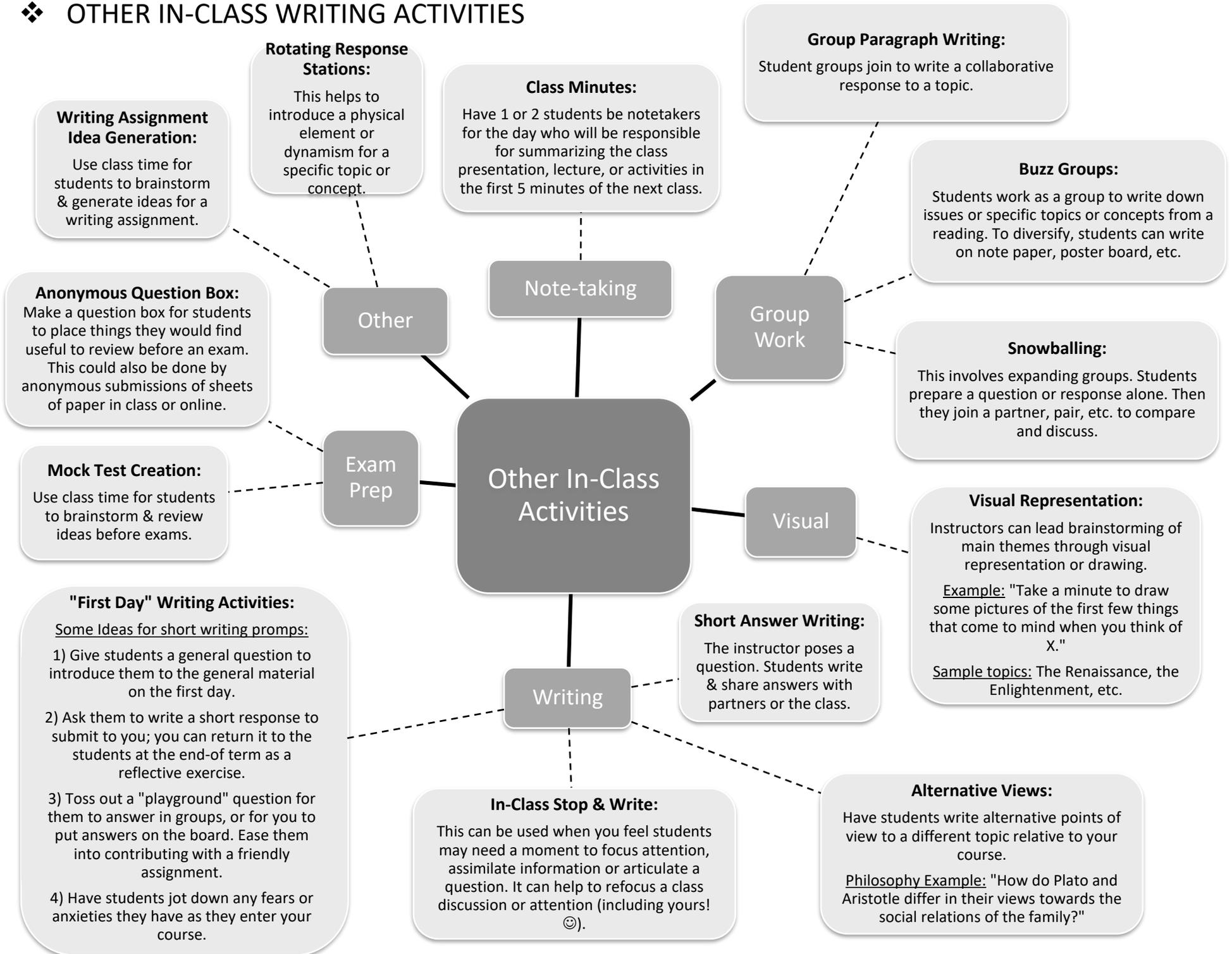


# 'WRITE TO LEARN' ACTIVITIES – HUMANITIES

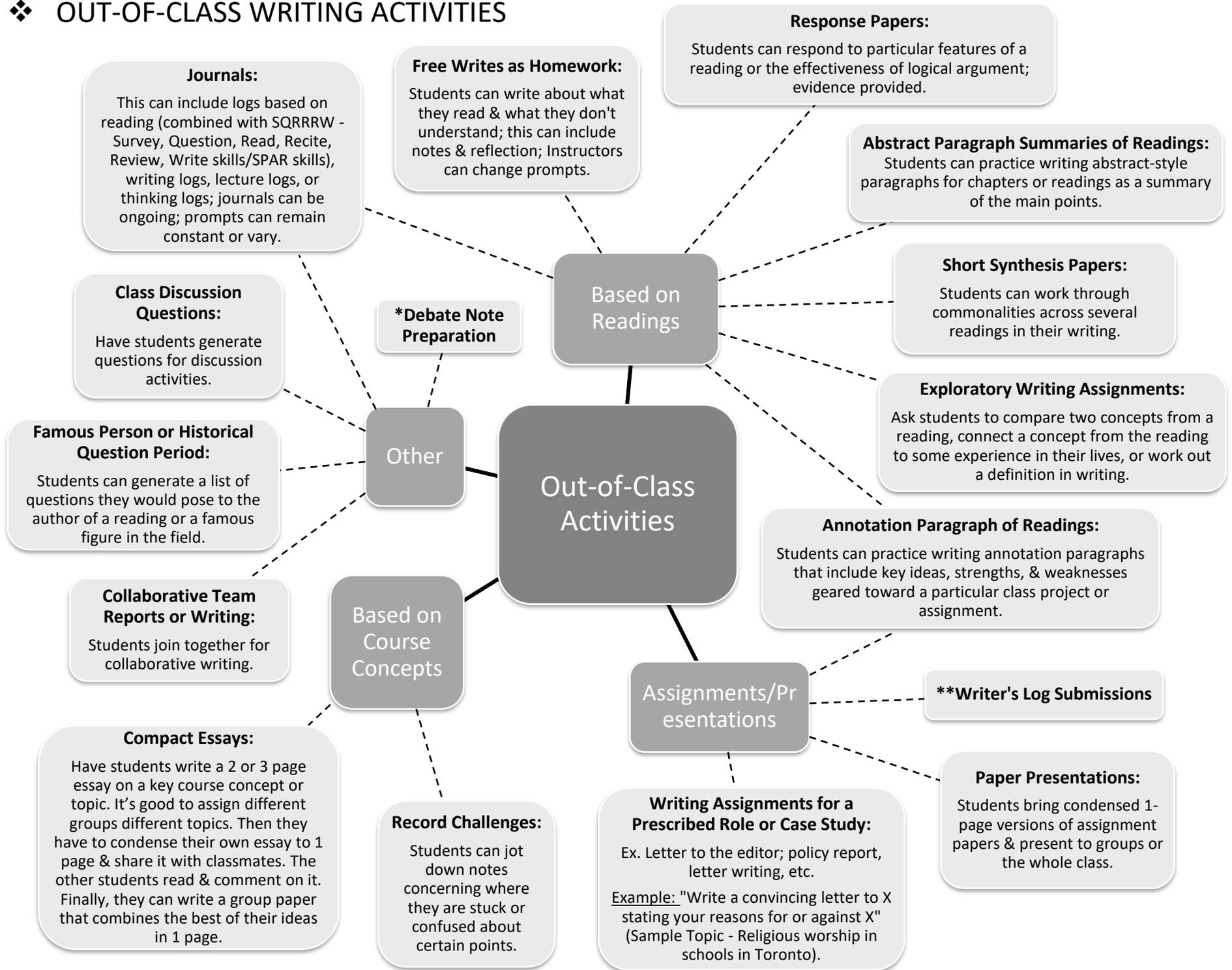
## ❖ IN-CLASS WRITING (Five Common Activities)

Type of Activity	Objective	When to use it	Examples
(1) Free Writes	To activate prior knowledge or generate ideas by free association.	<ul style="list-style-type: none"> <li>works as a good warm-up at the beginning of class</li> <li>instructors can pose an opening/introduction question related to the day's topic</li> </ul>	<p>"What do you know about X?"</p> <p>"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."</p>
	Students write about a predetermined topic for a brief, specified number of minutes (1-5 minutes) as fast as they can and put words on paper.	<ul style="list-style-type: none"> <li>can be used to wrap up the day's topic or lecture or to help connect ideas</li> </ul>	<p>"What did you learn today about X?" "What questions are left unanswered in regards to X?"</p> <p>"Summarize concept X or concepts XYZ that we've been discussing in class today."</p> <p>"What part of this concept/these concepts confuse(s) you?"</p> <p>"Explain what we learned today in your own words."</p> <p>"What is the relationship between last day's topic and today's?"</p>
		<ul style="list-style-type: none"> <li>can be used to supplement reading content</li> </ul>	<p>"What questions do you have about the last reading?"</p> <p>"What were the most important points in the last reading?"</p>
		<ul style="list-style-type: none"> <li>can be used to moderate discussion activities</li> <li>instructors can also use exam review questions as free writes to help students prepare for a test.</li> </ul>	
(2) Paragraph Writing	Students write, read and share their paragraphs.	<p>Can be used to:</p> <ul style="list-style-type: none"> <li>Define a concept you've presented</li> <li>Apply a principle to the students' experience</li> <li>Make connections with previous learning</li> <li>Summarize or synthesize important points from a lecture or assigned reading</li> <li>Translate a principle into a word problem</li> </ul>	<p><b>Sample Paragraph Writing Prompt Based on Assigned Reading:</b></p> <p><b>A.</b> Read or skim the Dilworth (2010) article.</p> <p><b>B.</b> In a free writing paragraph, answer:</p> <p>"According to Dilworth (2010), what kinds of religious symbols or images are used to employ meaning in F.Scott Fitzgerald's <i>The Great Gatsby</i>? Take 5 minutes to write your paragraph. Then read and share your paragraph with your group."</p>
(3) One-Sentence Summaries	Have students write one-sentence summaries of a lecture, reading assignment, or discussion.		<p><b>Sample Topic:</b></p> <p>"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)."</p>
(4) Writing Questions	Have students write 2 or 3 questions concerning the main ideas or concepts in a reading		<p><b>Topic Prompt:</b></p> <p>"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)."</p>
(5) The One-Minute Paper	Students summarize the most important or most useful point(s) from the lecture, reading assignment, or discussion; Students can write questions that remain as well.		<p><b>Sample One-Minute Writing Prompt from Today's Presentation:</b></p> <p>"What are the basic ideas behind the concept "Writing Across the Curriculum" (WAC) that we learned today?"</p>

## ❖ OTHER IN-CLASS WRITING ACTIVITIES



# ❖ OUT-OF-CLASS WRITING ACTIVITIES



### \*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:

#### E-journals, course websites, or email

- Students can respond to certain topics or prompts in these forums and instructors can highlight interesting or relevant posts.

#### Discussion boards

- Students can post provocative questions, queries, or summary/analysis of labs or lectures on an electronic bulletin board or Web forum for class comment.

#### Puzzlemaker

- This is a fun tool for students or instructors to create crosswords, word searches, etc. for key concepts and ideas.
- Link:  
[http://www.discoveryeducation.com/free-puzzlemaker/?CFID=3208214&CF\\_TOKEN=18370909](http://www.discoveryeducation.com/free-puzzlemaker/?CFID=3208214&CF_TOKEN=18370909)