

Writing tutorial

Types of writer, writing strategies,
writing process

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Focused Freewriting

- Write for three minutes without a brake.
- Why did I choose to take part in the International Buddy Programme?



Types of writer according to G. Bräuer [1]*



“Strukturfolger” (the scheduler)

- Early in the work process, he creates a text outline and sticks to it in the further course
- Strength: Organized, disciplined
- Weakness: He may feel restricted though other structures and his early outline

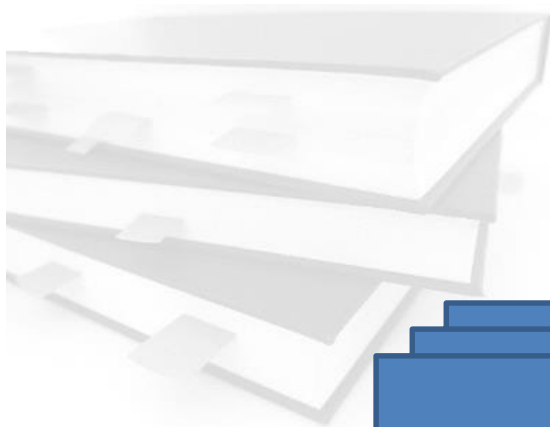


“Strukturschaffer” (the immediate writer)

- Early in the work process, he starts writing
- Strength: He uses writing as a method of thinking
- Weakness: Maybe producing a structured and reader-based text

The translation is not confirmed*

An example writing strategy



“Strukturfolger” (the scheduler)

- Early in the work process, he creates a text outline and sticks to it in the further course
- Strength: Organized, disciplined
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Freewriting



“Strukturschaffer” (the immediate writer)

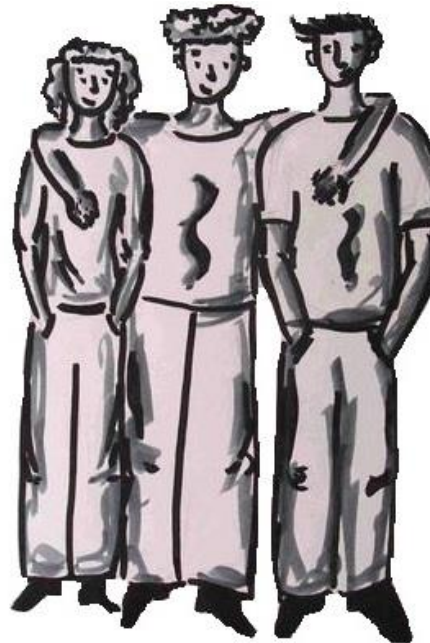
- Early in the work process, he starts writing
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A letter to a friend

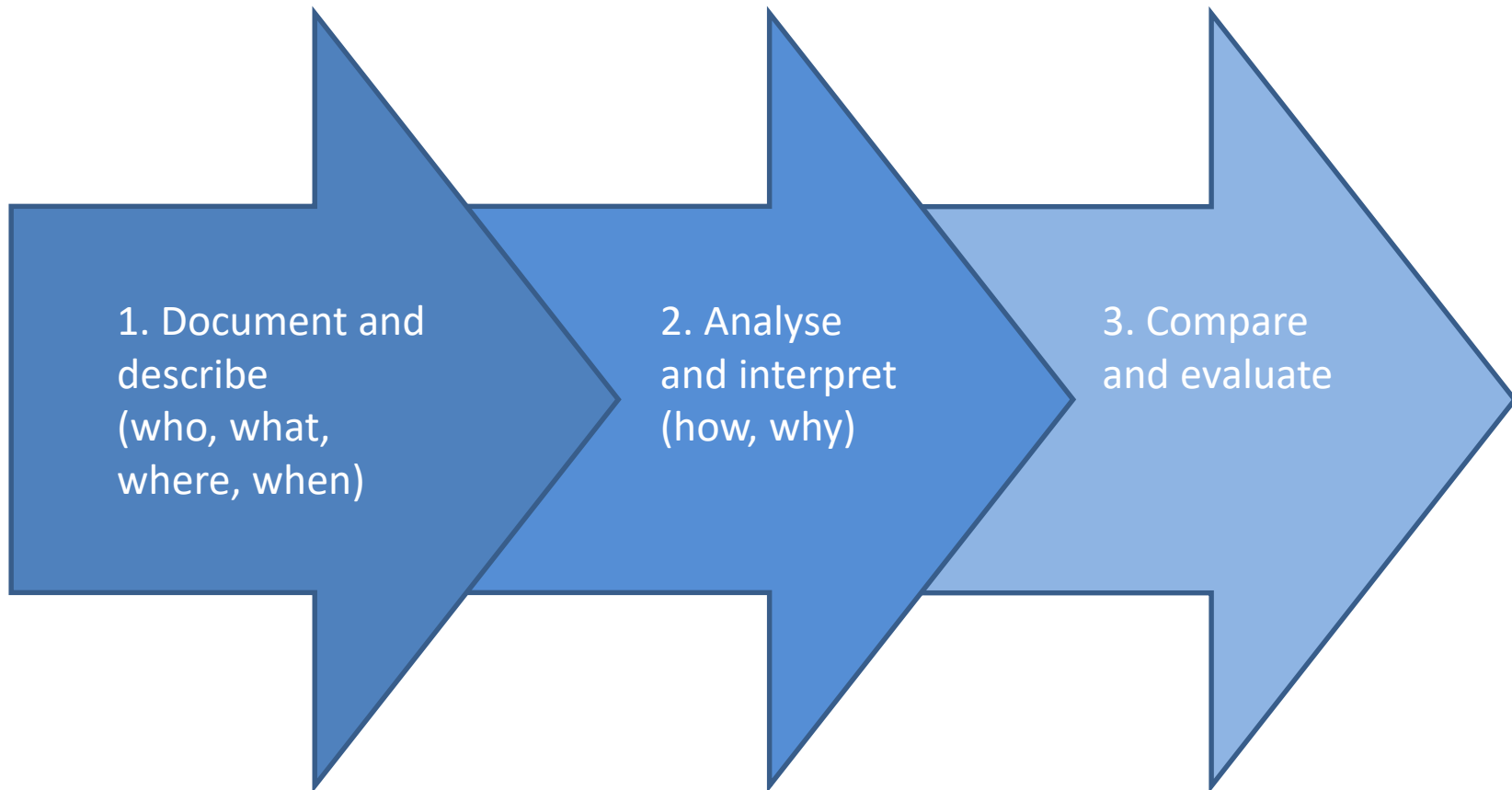
- Build up on the focused freewriting.
- Report and reflect about the Buddy Programme.
- Focus: What does international encounter mean for me and why?

Brainstorming

So far, people from other countries have taught me...



Reflective Writing [2]



Reflective Writing: Exercise

Quote: "Cultural differences help you to recognise yourself."

Question: Do you agree or disagree? Why or why not?

Task: Write a text. Mind the different steps of reflective writing. Include the quote above and answer the question.

Help: How can the text production be decomposed?

1. Can you think of a situation (you have experienced) that fits/contradicts the quote? Describe it.
2. How and why does this situation fit/contradict the quote? Analyse it.
3. What does the conclusion of your analysis mean, placed in a wider context? Compare it to your personal attitude, external expectations or local and global events.

Peer feedback rules [3]

- Text-based, considerate, constructive
- Sandwich method
- Focus:

1. In your opinion, does the text of your fellow student include the three steps of reflective writing? Why or why not?
2. Do you have questions towards the text?

Development of exercises



1. Brainstorming

2. Document and describe

3. Analyse and interpret

4. Compare and evaluate

5. Peer-Feedback

Cognitive processes of writing [4]



Writing process

Planning, drafting and
revising

Environment

University, addressees (lecturer, fellow
students,...), assignment, texts written
so far

Long-term memory

Knowledge about: topic,
addressees, genre, language

Self-monitoring system

Writing objectives | writing habits and writing styles

Decomposing the writing process [5]

1. Planning the work process

2. Building and collecting material

3. Writing a first draft

- Writer-based text production
- Focus: What do I want to say?
- No accuracy concerning structure or language

4. Text revision

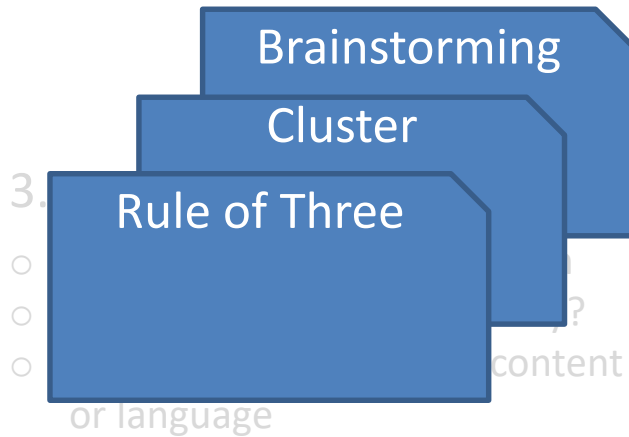
- I. Structural changes
- II. Accuracy concerning language and form (reader-based)
- III. Proofreading

5. Formatting

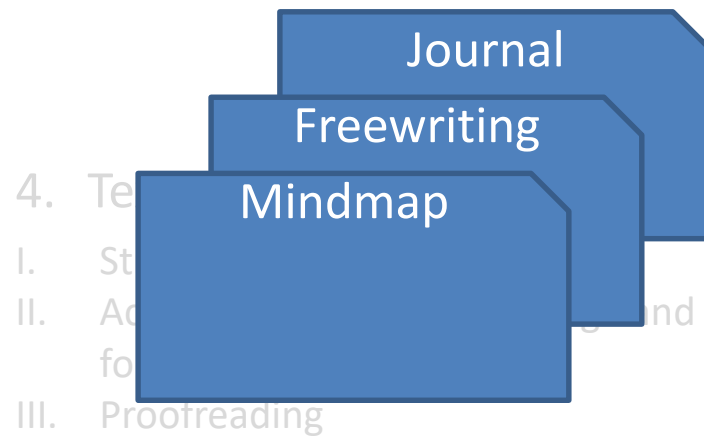


Examples of purposefully chosen writing strategies

1. Planning the work process



2. Building and collecting material



5. Formatting

References

1. Bräuer, G. (2014). Grundprinzipien der Schreibberatung. Eine pragmatische Sicht auf die Schreibprozesstheorie. In S. Dreyfurst & N. Sennewald (eds.), *Schreiben. Grundlagentexte zur Theorie, Didaktik und Beratung* (UTB Schlüsselkompetenzen, vol. 8604, p. 257–282). Opladen: Barbara Budrich.
2. Bräuer, G., 2007. *Ebenen reflexiver Praxis* [online] [Last accessed June 23, 2020]. Available at: https://www.ph-freiburg.de/fileadmin/dateien/zentral/zwh/hochschuldidaktik/Studienportfolio/Beispiel_f%C3%BCr_die_sprachlichen_Ebenen_der_reflexiven_Praxis.pdf
3. Halfmann, C. & Raffelsberger-Raup, M. (2015). *Starke Schreibbegleitung. Schreibprozesse in vorwissenschaftlichen Arbeiten erfolgreich unterstützen* (IMST – Innovationen Machen Schulen Top). Klagenfurt: Institut für Unterrichts- und Schulentwicklung.
4. Flower, L. & Hayes, J. R. (2014, initial publication: 1981). Schreiben als kognitiver Prozess. Eine Theorie. In S. Dreyfurst & N. Sennewald (eds.), *Schreiben. Grundlagentexte zur Theorie, Didaktik und Beratung* (UTB Schlüsselkompetenzen, vol. 8604, p. 35–56). Opladen: Barbara Budrich.
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