Drafting/Writing

Pedagogy

> *One of the few things I know about writing is this: spend it all, shoot it, play it, lose it, all, right away, every time. Do not hoard what seems like a good idea for a later place . . . give it, give it all, give it now. The impulse to save something good for a better place later is the signal to spend it now. Something more will arise for later, something better. These things fill from behind, from beneath, like a well. Similarly, the impulse to keep to yourself what you have learned is not only shameful, it is destructive. Anything you do not give freely and abundantly becomes lost to you. You open your safe and find ashes.*

—Annie Dillard
The Writing Life

Writing is generated from the pre-writing stage. The writing that takes place in the drafting stage is like freewriting in that the student should not yet be focusing on spelling errors and so forth, but it is, at the same time, *very different*. Drafting takes place (ideally!) after the "well" is full. During pre-writing, the student should have generated ideas and data that may now be applied to the writing process. If a student has an unusual amount of difficulty creating a draft, he/she may need to do more pre-writing (to fill the well). It's important to stress that the three parts of the writing process are more circular than sequential. For example, pre-writing techniques may be needed again during the drafting stage and even during the revision/re-writing stages. Fortunately, computers help to decrease students' anxiety during the writing process because students know that they can quickly delete, re-arrange, re-order, and refine their writing once they are finished. Additionally, the computer offers other techniques that may enhance the writing/drafting process.

## Technology and Drafting

1. Outlining

Word's outlining feature allows students to order and re-order text, promote and demote headings, quickly organize material, and collapse the document so that only first-level, or first and second level (and so forth) headings appear. In other words, in outline view you can control the level of detail you'll see in the document.
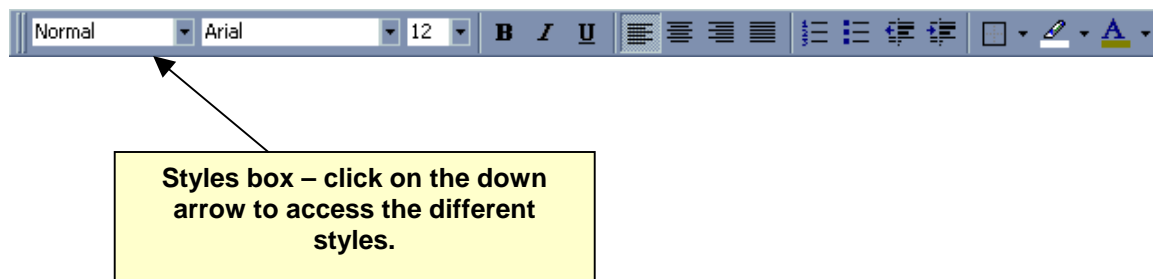
To create an outline, select **View, Outline** (or select the fourth box from the view boxes at the lower left-hand corner of your workspace). The first text

you type will automatically be assigned the Heading 1 (or first-level) style. When you press ENTER, any text entered will also be assigned the Heading 1 style. To assign a different level to the text (e.g., Heading 2 or second level, Heading 3 or third level, etc.) use the demote (and promote) buttons on your outlining toolbar.   The screen pictured below shows the various options offered in outline view.
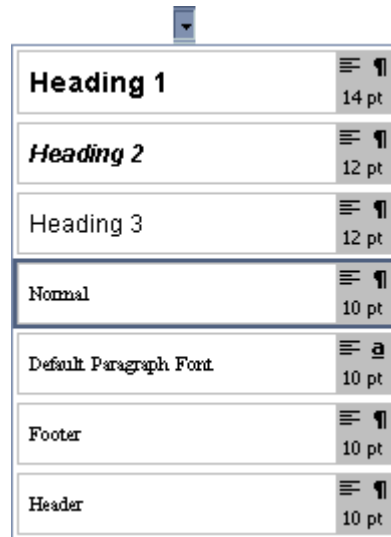
Outline View

Promote/Demote headings

Move text up or down

Show different levels of text
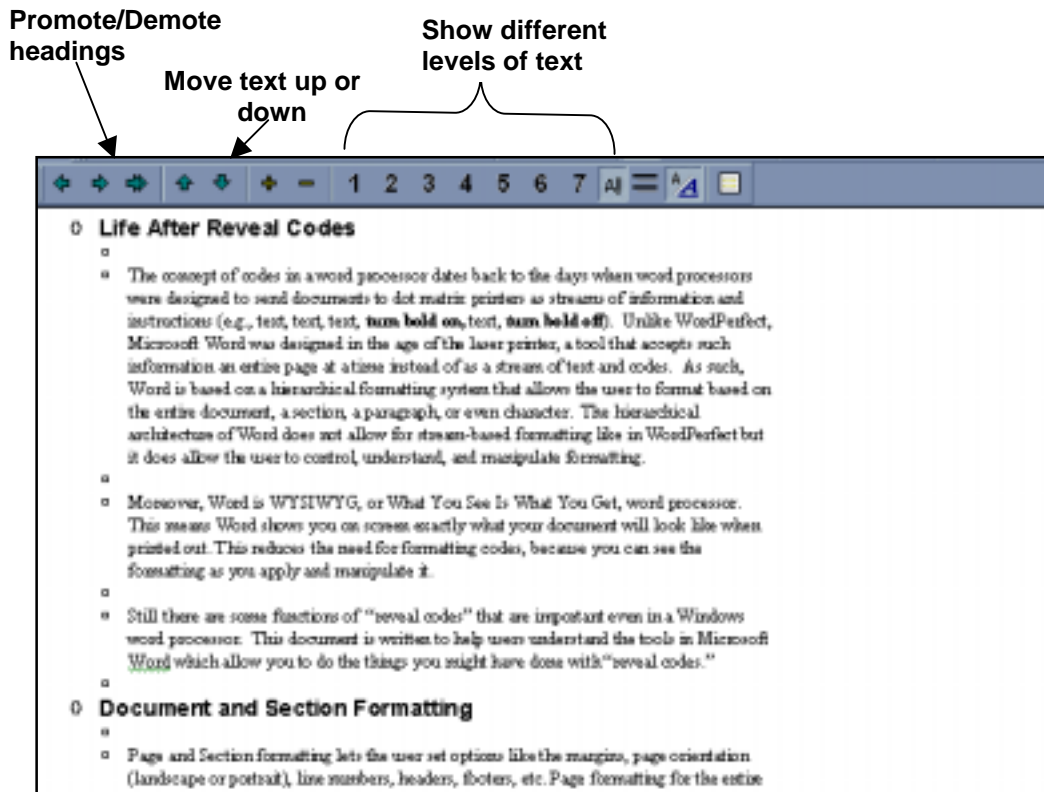
Note: A document may be converted to an outline (even it was not created as an outline) by selecting each area of text and then applying the appropriate heading levels (from the Styles' drop-down menu) located at the far left of your formatting toolbar (immediately left of the font styles' box):

Styles box – click on the down arrow to access the different styles.

The Styles' Drop-Down Menu:

Heading 1	≡ ¶ 14 pt
Heading 2	≡ ¶ 12 pt
Heading 3	≡ ¶ 12 pt
Normal	≡ ¶ 10 pt
Default Paragraph Font	≡ a 10 pt
Footer	≡ ¶ 10 pt
Header	≡ ¶ 10 pt

By applying the different headings (or levels) to various parts of your document, the document will convert to an outline when displayed in Outline View.

2. Using Word's "Comments" feature for peer review

At any time during the various stages of the writing process, students may collaborate and offer suggestions on each other's work by using Word's "comments" feature. The comments only appear when the comments' feature is turned on; the comments' will not disrupt the students' text or appear when the document is printed. Before having students use the comments' feature, make sure they define themselves as a "user" in the Options' dialog box so that the student will know who is commenting.

Setting up the Comments' feature – Becoming a "User" (in a positive sense, of course):

To enter your own name as the computer's "user," select **Tools, Options**. When the Options' dialog box appears, click on the **User** tab in the upper portion of the dialog box.

Enter your name and initials here; then, when you make a comment on another paper, you will be identified.
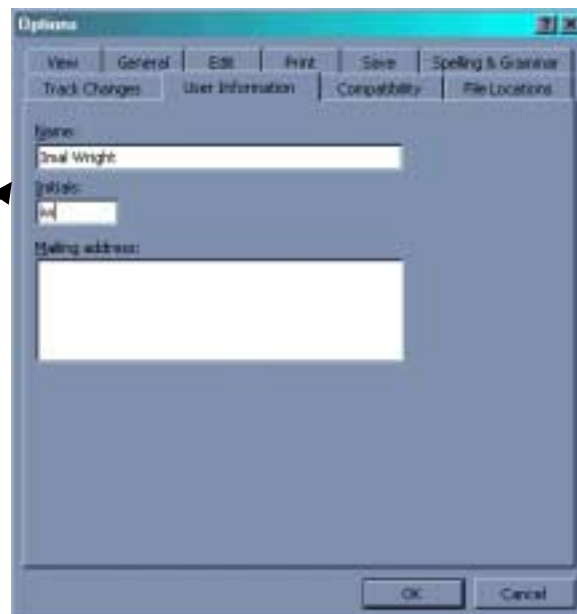
Turning on the Comments' Feature

- To use the comments' feature select **Insert, Comment**. In the split screen that will appear, you will be able to see the text (being commented on) in the top panel, and the comments from various peers displayed in the lower panel:
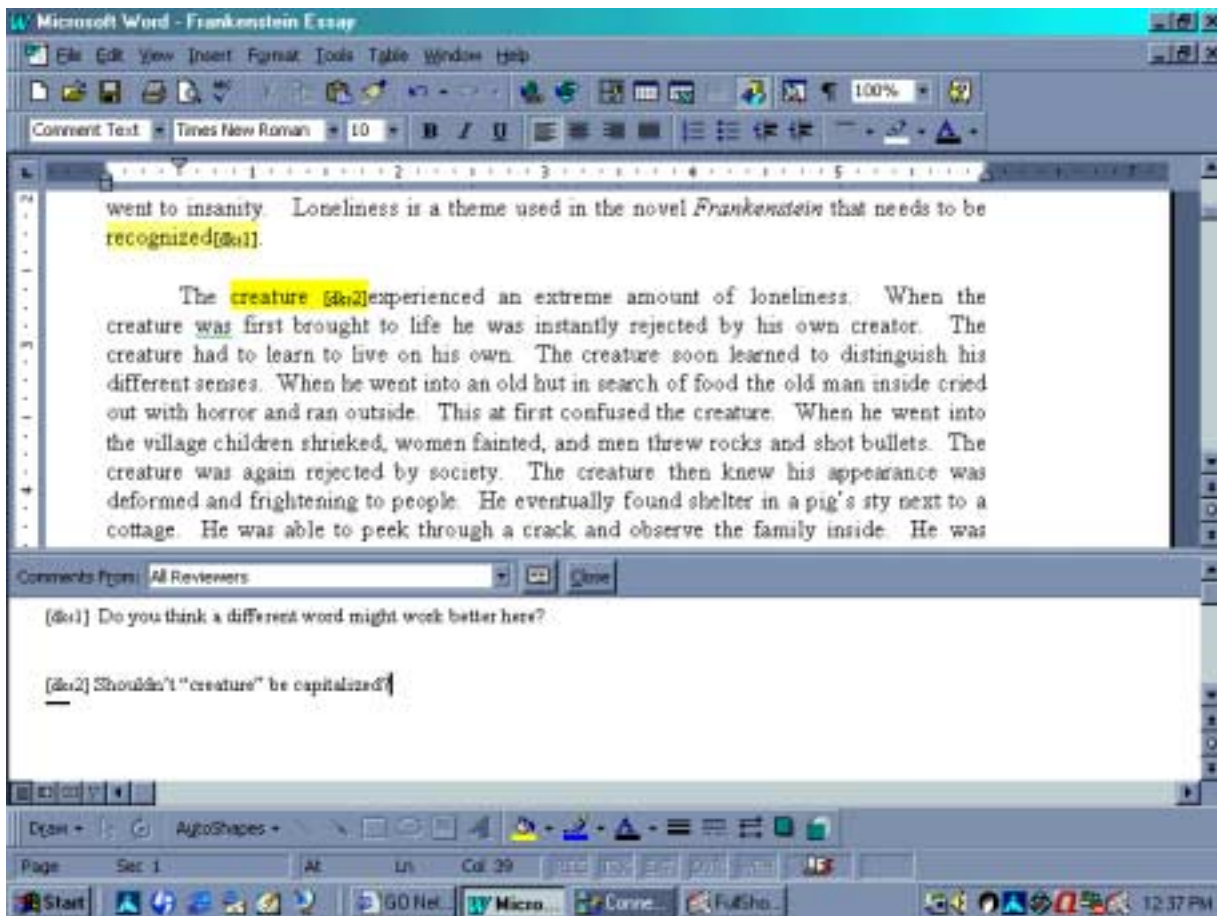

An essay in Comments' View

- **For those making comments:** To enter a new comment, first position your cursor on the text you'd like to critique. Select **Insert, Comment** and type your comment (your name and initials will be added automatically).

- **For those reading the comments:** To view the comments, position the pointer over any of the highlighted portions of the text and the comment will appear. Also, by using the drop-down menu in the Comments' toolbar (at the middle of the screen), you may see the comments from all reviewers, or, by selecting a reviewer's name, just see the comments of a particular reviewer.

- To print the comments, select **File, Print** and then change the option in the "Print what:" box (at the lower left-hand corner) to "Comments."

- To get back to "**normal**" view (i.e., so that the comments' panel will be closed) click on "close" button on the **Comments'** toolbar in the middle of the window.

- To **delete** the comments' highlighting in normal view, right-click on the highlighting and select "Delete comment," or simply save the document under a new name before closing. The original document will not include comments, but the new document will. Either way, however, the highlighting will not appear when the document is printed.

3. Using the Document Map

Word's Document Map feature, though primarily used as a navigational tool for longer documents, can also help a writer by providing ongoing prompts. After a document has been created (that includes headings from the style menu), clicking on **View, Document Map** allows you to see all the headings (and subheadings and *sub*-subheadings, etc.) in the left panel of your workplace. Clicking on any one of the headings—even in a very long document—will immediately advance the text to that point in your document so that you can add, edit, or simply review that portion of the paper. The Document Map features also give you a clear overall view of your entire document. As an example, open the **Life After Reveal Codes** document on the diskette provided and then select **View, Document Map**. Your screen should look similar to the one pictured below:
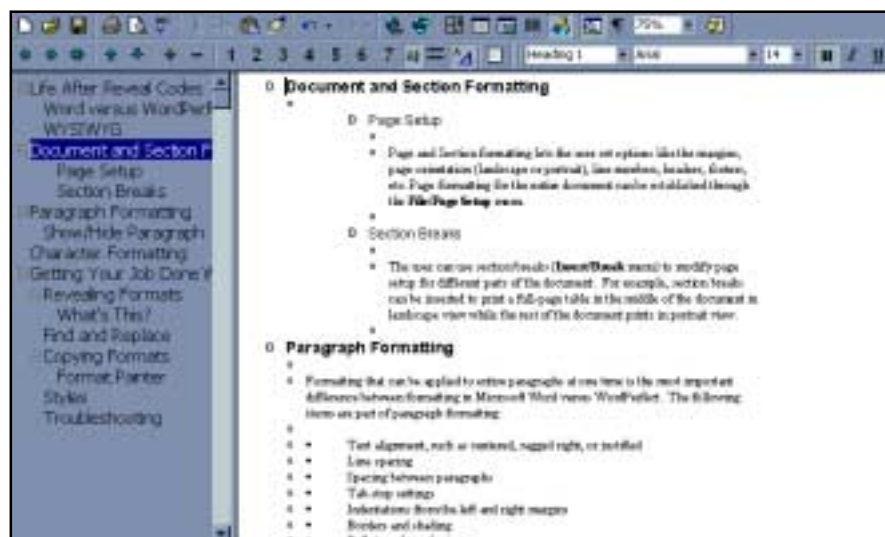
Clicking on any of the headings in the left panel will advance the document displayed in the right panel

4. Using NiceNet to collaborate or for peer review of drafts

Complete information on using **NiceNet** is included in the diskette. Briefly, NiceNet is a *free* service, offered on the Internet, that allows teachers to set up private classrooms where messages and assignments may be posted, discussions may be held, collaboration may take place, etc. The NiceNet document on your diskette explains what NiceNet is and how to set it up.

NiceNet offers an excellent way for students to provide peer review. A student can post all or part of his/her paper on NiceNet so that the other students can provide feedback from any computer that has an Internet connection. The ability to post critiques during or out of class is more convenient and less bound by in-class time constraints (many students need more time than in-class collaboration gives them to come up with good critical feedback).

5. Using highlighting, bold, asterisks, etc., while drafting to indicate areas that need further attention

Often, during the writing process students will create a sentence that just doesn't work, or reach a point where they aren't expressing what they want to say. Rather than dwelling on that bad patch of writing endlessly, students should "mark" the passage by using Word's highlighting feature, by using a different font attribute (such as bold or underlining), or by using asterisks (or any other symbol) to indicate spots that need more work. Marking areas that need more work provides reassurance (i.e., the problem will not be forgotten but it can be fixed later) so that the writing process may continue.

6. Saving as versions

Saving as versions provides a good method for students to make changes without losing ideas that they may later want to retrieve. Saving as "versions" also allows others to make comments on each version, allows the student to comment on the changes he/she makes in each version, and/or lets the student observe and compare differences between the various versions. To save a document as a version, select **File, Save As**, and then choose **Save Version** in the **Save Dialog Box**. The following window will open. Once the student (or another reviewer) types in the comments on the version, click OK.
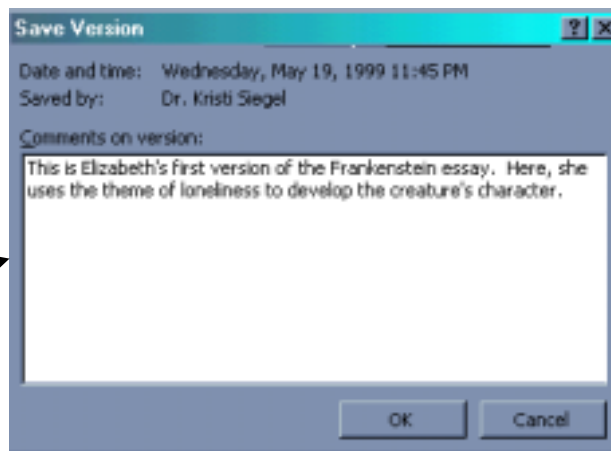
Viewing the Versions

To see the various versions of a particular file, choose **File, Versions**. A dialog box will open with a listing of all the versions; double-clicking on any of the versions listed will open it and automatically split the screen to show the comparison:
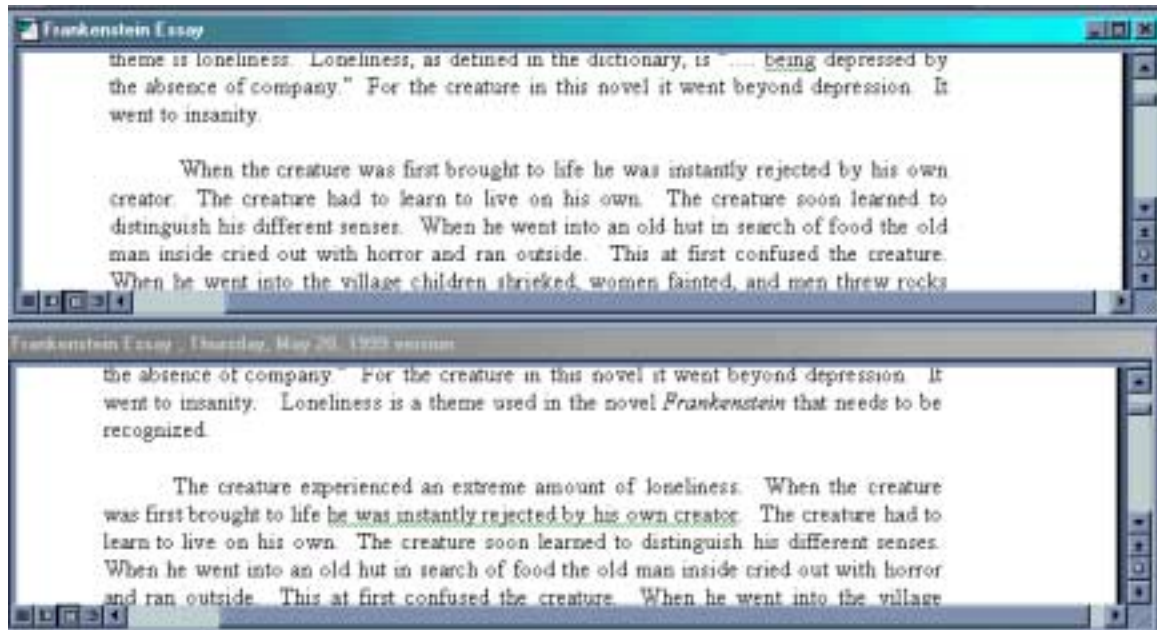

Two Versions Open for Comparison

If you have several versions, you can open each one at a time by selecting **File, Versions.** Although only two versions will display at a time, you may switch between versions by using the **Windows** command on the toolbar and selecting from the open documents' list:


Various opened versions listed
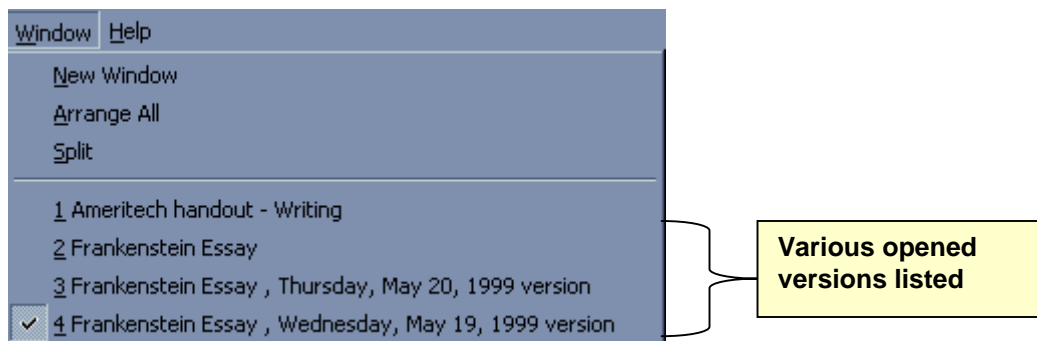
7. Comparing drafts

Whether you've saved a document as **versions** or simply saved a document using different file names, e.g., Frankenstein1, Frankenstein2, Frankenstein3,

etc., Word can compare and "mark" the changes between two documents. To compare two documents, open the first document and then choose **Tools, Track Changes, Compare Documents**. A dialog box will open prompting you to choose what document you'd like to compare with your open document:
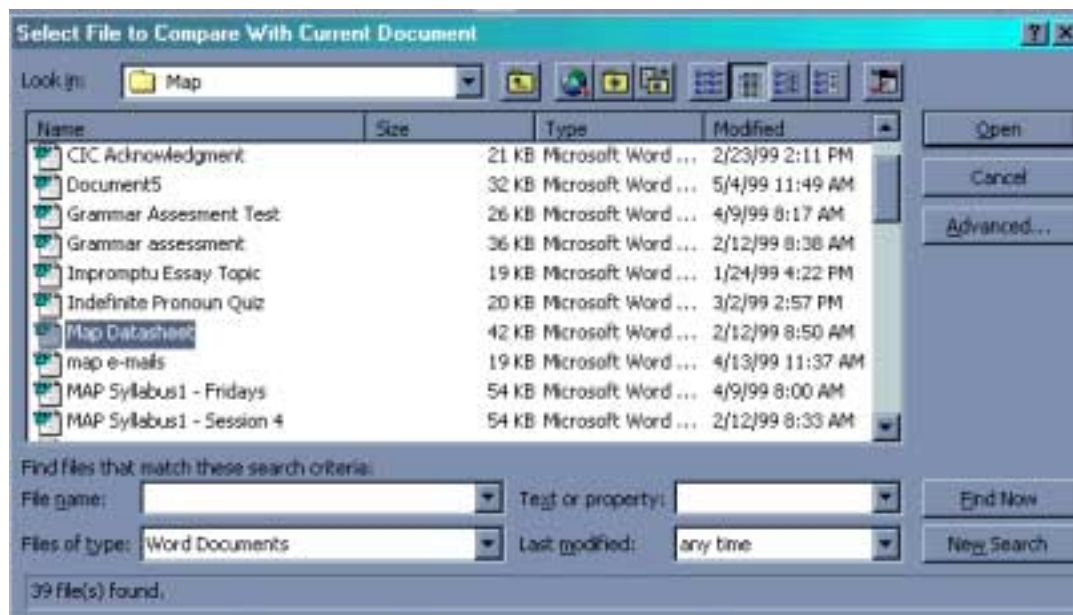
When the second document is opened, a merged version of the two documents will appear, with the changes shown in red strike-through:
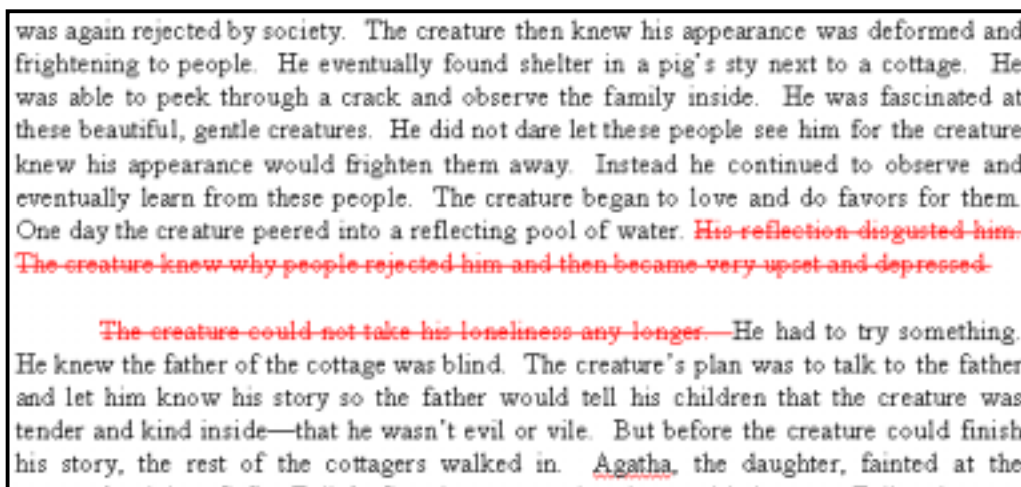

Two Documents (merged) with Changes Marked

Tracking Changes

Additionally, by selecting **Tools, Track Changes, Highlight Changes,** Word will show all the changes you make in a current editing session. Then, to

review a document and accept or reject the changes, select **Tools, Track Changes, Accept or Reject Changes**. A prompt box will open so that you can isolate each change in a document and decide whether to accept or reject it:
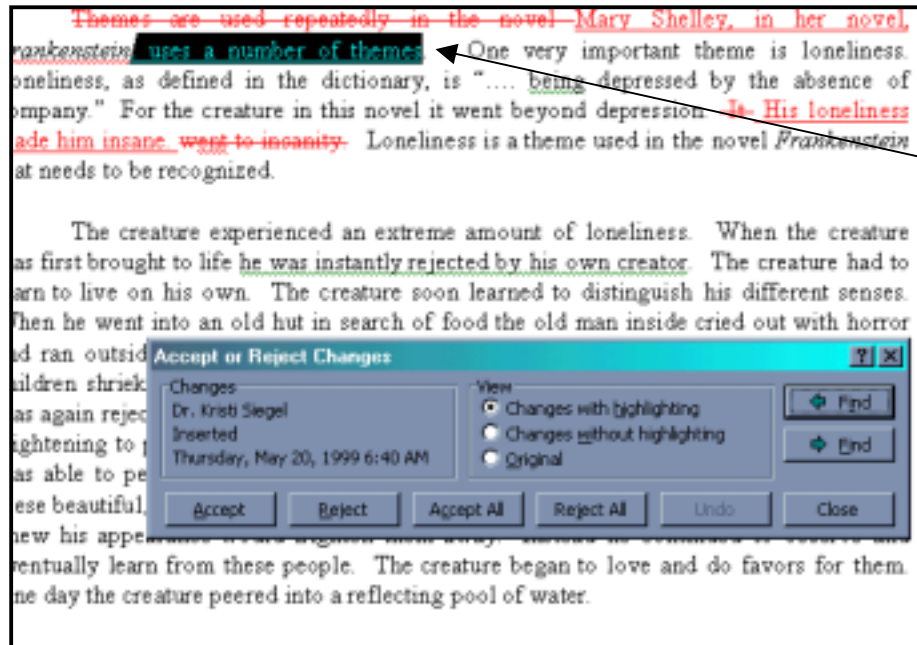
A document being "tracked" to accept or reject changes

Obviously, the techniques used in drafting/writing such as outlining, document map, comparing documents, saving as versions, highlighting changes, tracking changes, etc., would also be valuable during the revising and editing process.