

I'm not very  
good at  
writing.

I don't  
understand  
what I'm  
supposed to  
do.

# Engaging Our Students with the Writing Process

Writing is  
hard.

This topic is  
dumb.

I never know  
what to write.

I don't even  
know how to  
get started.

I hate writing.

I don't need  
to know how  
to write.

# Why do some students detest writing?

1

They cannot relate to the topic.

2

They don't understand the instructions.

3

They feel insecure.

Welcome  
them in  
through  
process

Meme Time

**What are some of the writing challenges we see in INRW?**

**Subject-verb agreement**

**Word order**

**Word choice**

**Tense**

**Sentence fragments**

**Run-on sentences**

*This work  
will be  
continuous!*



**Active**



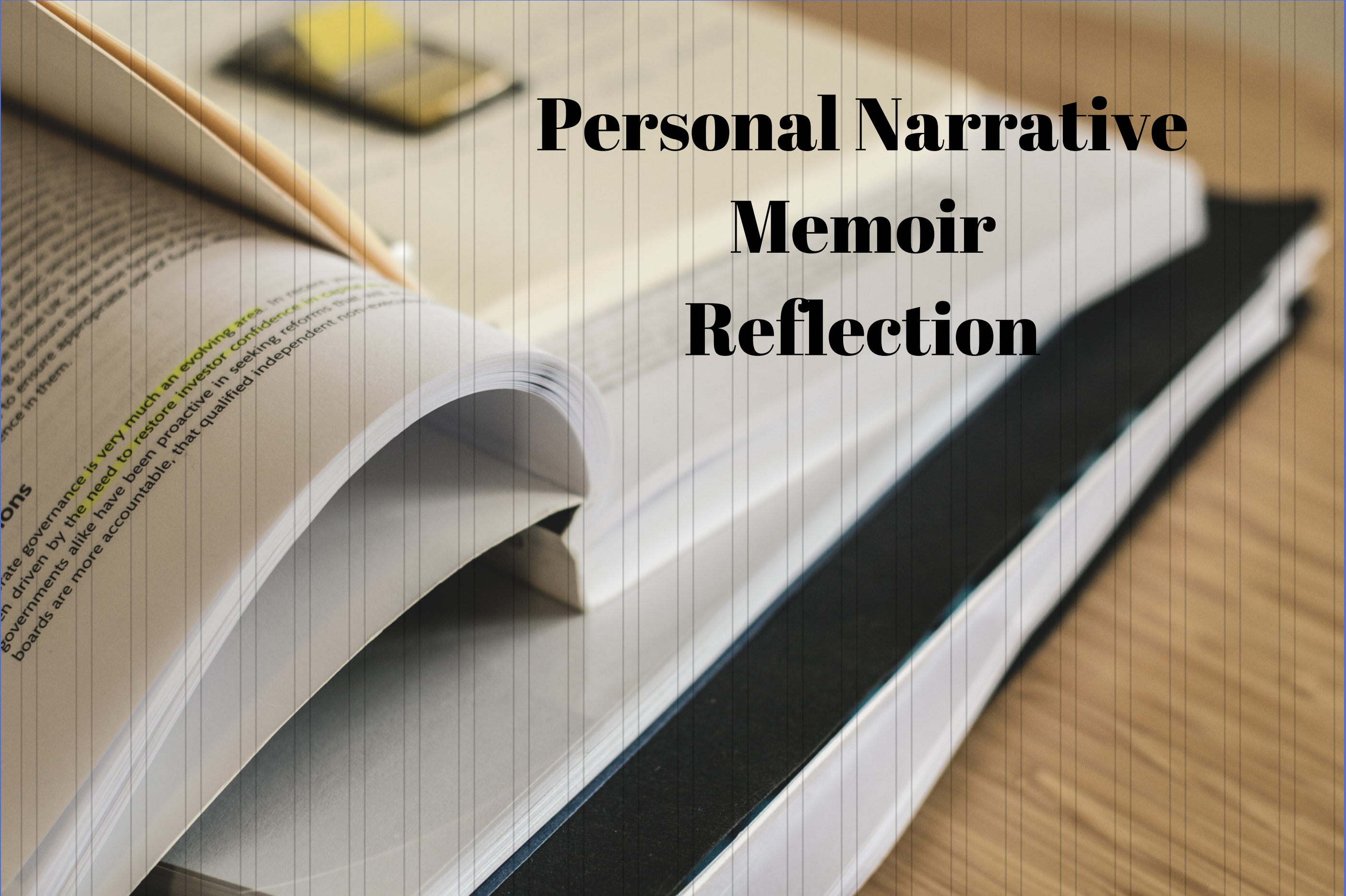
**Learning**

# Connecting students to the writing process

can be accomplished by:

- Giving them relevant or meaningful writing ~~assignments~~  "opportunities."
- Guiding them through the writing process





# **Personal Narrative**

## **Memoir**

## **Reflection**



- **Every student brings a story into the classroom.**
- **They also bring their stigmas.**
- **How do we reach ALL of our students.**

# **Recognize the value of your own story**

**We cannot teach our students to value their stories if we don't value our own.**

**Where do you come from?**

**What are you most proud of?**

**What have you overcome in life?**

**When you share your stories with  
your students...**

**you make it okay for them to share theirs with you.**



# **storyTELLING before story WRITING**

**Let's make our students storyTELLERS first.**

- **Small groups of two to three**
- **Set the mood with music**
- **Provide story starters on the board**
- **Everyone takes a turn**
- **Join a group or visit each group and listen**

## **Story Starters:**

- 1. Talk about a time you felt proud of yourself.**
- 2. What's the scariest thing that has ever happened to you?**
- 3. What did you do yesterday?**
- 4. Talk about a time you showed courage.**



- A meaningful story is told.
- The story has a plot with a beginning, middle, and end.
- The story is told in first-person.
- Chronological transitions indicate the passing of time.
- Description is used to convey mood, develop characters, create settings, and convey information.

**Use for lecture, peer review checklists, and revisions.**

## A Personal Narrative Model    Amanda Gorman's "ROAR"

[https://www.youtube.com/watch?v=PD2\\_uKaugPI](https://www.youtube.com/watch?v=PD2_uKaugPI)

- Display the "Key Elements of Personal Narrative."
- Students should take notes whenever they recognize them in this story.
- **Class Discussion/comments** on overall thoughts about Amanda's experience.
- Ask them to share their examples of the key elements they discovered.
- Ask them to share **relatable experiences** with hope and defeat.



**Remind them that these key elements should also be in their own writing. This is an example they can emulate.**

## Making the Connection

Amanda Gorman's "ROAR"

- Ask why someone might find Amanda's story **helpful, valuable, or relatable.**



Take your students back to the stories they told in small groups.

- Ask why someone might find **THEIR** story **helpful, valuable, or relatable.**



# Thoughts on AI?

ChatGPT  
ChatPDF

# Personally and Visually Accountable

Do you care about this assignment?

Why or Why not?

On a scale of 1-10, with 10 being the best, how much effort will you put into this assignment?

Are you going to turn this assignment in?

What are you most worried about in your writing?

What grade are you hoping to get from an A,B,C,D?

What grade will you try to get from an A,B,C,D?

What would stop you from completing this writing assignment?

Let students use their answers to reply in  
Forms/Kahoot, etc. and evaluate Class Discussion

Talk about all of it, the good and the bad even if you  
know or suspect some responses may not be sincere  
or appear negative.

Last meme, I swear

# Thank you...

Donna Munoz, Assistant Professor of English

915-831-2086

[dmunoz87@epcc.edu](mailto:dmunoz87@epcc.edu)