

## Instructor Guide for Sample Outline

(SPARK >> Exploring >> Essay Structure)

*NOTE: This resource provides examples of a 4<sup>th</sup>-year student's work as she moves through the essay-writing process – selecting a topic, drafting, etc. The resource helps illustrate that writers learn about their topics and understand them better as they write – one doesn't have to have the full picture of the essay or even its central point before beginning. It can help students see the recursive nature of effective writing.*

*An interview with this 4<sup>th</sup>-year student about her writing process appears in the Essay Structure module (see 2<sup>nd</sup> slide) and could be used in conjunction with this resource.*

### Skills Addressed

- using appropriate strategies to organize information and ideas
- making connections among ideas explicit
- applying revision strategies
- using a recursive process of writing and revising drafts

### Suggested Uses

- Independent student use:** Ask/suggest that students read resource on their own and decide for themselves when/if/how they will use resource
  - Tip: Less experienced writers may need more guidance with the resource than that required by advanced students because it provides little commentary on the student writer's process.
- Instructor-led Discussion:** Devote lecture/tutorial time to describing the resource, its purposes and uses, and/or incorporate description and use of resource into broader discussion focusing on building the skills the resource targets
- Small Group Discussion:** Use to stimulate informal class/tutorial discussion, and/or small group discussion

### Feedback / Evaluation Options

- Personal reflection and/or self-assessment**
- Informally, in small group discussion:** Assign to students to complete for sharing and discussion in small groups
- Peer Evaluation:** Assign to students to complete independently, for more formal peer evaluation
- Instructor Evaluation:** Assign to students to complete independently, or as one stage of a larger assignment, and hand in for formal instructor evaluation
- Tracking Completion without Evaluating:** Assign to students to complete resource independently (on an ongoing basis, or at specific, appropriate times during the course), then hand in to instructor to track completion without assigning a specific grade to any individual completed resource

### Potential Customization

Instructors rarely have examples of drafts and completed student essays that can be discussed with their class as a whole. The draft and final essay in this resource provide useful examples that could be used as a basis for a discussion about many aspects of academic writing, including structure, clarity, language, etc.