**Relearning Writing Composition**

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I sat in front of the computer screen staring at a blank Word document. Sometimes the cry of birds drifted from outside the window when the room seemed unusually quiet and I could even hear the sound of hard disk spinning on my computer. Time was trickling, and there were more text on the Word document, but suddenly I would stop typing for a long time and then selected the words I just wrote and deleted all of them. Everything went back to the starting point. The sunny afternoon had turned into evening when the street surrounded in the darkness was illuminated by street lamps. I used to spend a great deal of time like this in the past. When I closed my eyes, and recalled my days in high school and university, the first image that jumped to my mind was a blank Word document and words I toiled at on it. Many students are familiar with this experience. It is not only the title for dissertation that makes them feel difficult to write but also the emergence of ideas and the writing process. I once again had this feeling when I was studying the teaching of composition course recently, but now I view writing more from a teacher's point of view, which makes me have a new understanding of writing composition.

 Composition is different than writing support our lives, such as grocery list, notes and so on. Because the idea is developed, and each writer has different writing rituals and routines. In my opinion, composition is defined as a creative mental occupation that wishes to use linguistic and letter symbols to reflect objective things, express thoughts and emotions, and communicate knowledge and information. Composition needs time to ensure the coherence of the content. The composition activities have the following distinguished features:1. intentionality; 2. innovativeness; 3. Comprehensiveness 4. practicality. The main function and significance of the composition is still lying in the expression of emotions, the communication of ideas and the transmission of information. Hence, the process of writing is especially crucial. Only if students discover their problems through continuous writing process and correct them will they create better works to convey their feelings and information. Published jointly by NCTE and the International Reading Association (IRA), The Standards for the English Language Arts (1996) has mentioned that: “In recent years many students have benefited from what is known as a “process approach” to writing instruction, which focuses on different activities typically involved in effective writing, such as planning, drafting, revising, editing, and publishing for real audiences”. This indicates that students have got benefits from Writing Process Approach, which focuses on different writing activities and procedures, it recommends that there should be guidance in the whole writing course, and aims at managing writing manner of the students, who will experience five stages during the whole writing study period: prewriting, drafting, revising, editing and publishing.

Consequently, how can the teacher make effective use of the writing process method in the teaching of writing? Graham, Gillespie and McKeown (2013) write that:” highly effective literacy teachers, as they encourage students to treat writing as a process, and teach them how to plan, draft, revise, edit, and share their written work”. In the prewriting stage, the teacher can organize students to think hard through activities such as brainstorming and discussions, and ask them to decide their topics on their own. During this process, teachers could also present their own writing process to students to inspire them. In the past teaching of writing, grammar and spelling were often over-emphasized, and this has made students feel afraid of and fed up with writing. In fact, the teacher should encourage students to write freely in the first place without caring about avoiding mistakes in writing a first draft. “Another means for creating a supportive classroom environment where students’ writing development can flourish is to scaffold or support students’ writing in various ways” (Graham et al.,2013, p10), students should take down all their ideas first rather than caring too much about their expressing forms or skills. After students finish their first drafts, the teacher should ask them to read their own compositions repeatedly and to correct and modify their writings according to the feedback from the audience, the teacher as well as other classmates. The revising stage is aimed to make students convey their thoughts as much as possible through adjusting their writing styles and forms, improving the meaning coherence and so on. Then, students should revise the punctuation, spelling and grammar in their writings in order to get them published. After that, each student could transcribe and print his/her composition. And the teacher could also organize students to do the editing work and layout design before publishing these compositions in bound volumes. Each student in the class shall have one composition volume, or, there could be some other forms to apply these volumes. For instance, cross-grade sharing activities could be organized and the students could read their compositions and share their experiences in classes of lower grades. At last, what’s the most important, the teacher and students should review together the composition volumes occasionally, in order that students could learn new knowledge by restudying the old and make constant discoveries and corrections of their problems.
 In teaching, the teacher should also provide students with proper materials and rich resources to cultivate their thinking ability. Also, the teacher ought to maintain an attitude of enthusiasm and trust towards his/her students, try to experience what the students feel, respect their individuality and give full play to their potentials. And students should be encouraged to write what they like and through ways that they prefer. The teacher should always respect the principal part of students in the teaching of writing, for only in this way can students make free creations and achieve personalized writing, and only in this way can the writing designs promote students to think and explore by themselves and to express their own interpretations freely.
 Through applying the writing process method, we can enhance the cultivation of student’s observation, thinking capacities as well as other fundamental writing abilities, and make students express their individuality, spiritual selves and their distinctive interpretations of the world. As last, it’s indispensable to train students to have the ability of modifying their own compositions, for this is also one essential quality that a great writer should have.

 References

*Standards for the English language arts*, (1996) (1st ed.). Urbana, III.

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