

Unit 7: Cure for the Blank Brain/Blank Page Syndrome



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Institute for
Excellence in
Writing

Listen. Speak. Read. Write. Think!

Welcome!

A few instructions for those new to an IEW webinar

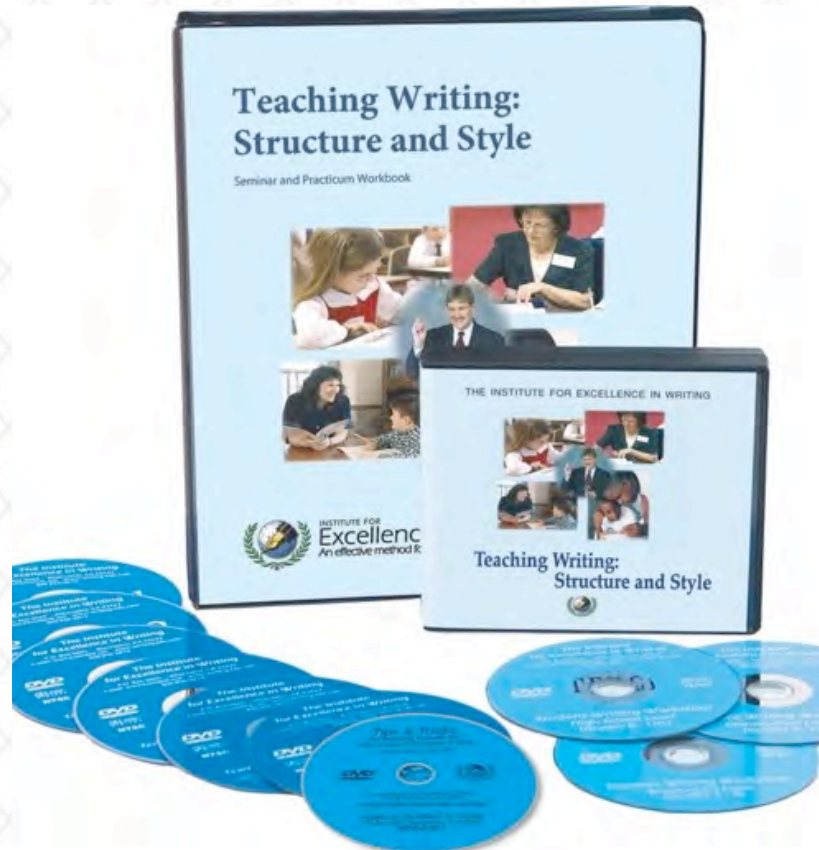
- Q&A box:
 - ▣ Only I and a few staff members will see what you type.
 - ▣ I'll answer as I'm able.
- Chat box:
 - ▣ All can see your comments.
 - ▣ Use this area to "pass notes in class."
 - ▣ I'll pretty much ignore this area, but our staff will monitor and repost to me if deemed necessary.
- Links on the slides and in the chatbox are "live."
- If you can't hear, try exiting and returning.
- Don't worry, we can't hear or see you.
- Yes, this webinar will be recorded, and you will receive an email with information on how to access this recording.



Have handy your *Teaching Writing: Structure and Style Seminar Workbook*.

First Edition: Pages 53–58 plus pages 15–19 in the Tips & Tricks Handout

Second Edition: Disc 7 plus SW Unit 7: 109–124



[Tips & Tricks](#)

[Click here](#) for more details about the new edition.

An Overview of IEW's Nine Structural Models



Why does IEW take so long to get to “real” writing?



Why Do Kids Hate Writing?

What we say to
those considering
IEW

Blank Brain = Blank Page



I don't know what to write!



How Are We Different?

What we say to
those considering
IEW

Most writing programs start here:

Unit 7 – “Inventive”
(Key words: from Questions)



We Start Here

What we say to
those considering
IEW



Unit 1 – Note Making & Outlines

Unit 2 - Summarizing from Notes

Unit 4 – Reports

(Key words: from Facts)

Unit 3 – Narrative Summaries (3¶)

Unit 5 – Pictures (+/- 3¶)

(Key words: from Questions)

Unit 6– Mult. reference reports

(Key words: from Facts)

Unit 7 – “Inventive”
(Key words: from Questions)

Unit 8 – Essays

(Key words: Facts & Opinion)

Unit 9 – Critiques
(Key words: from Questions)



So How *Are* We Different?



A Quick Review of Units Leading up
to Unit 7

Unit 1: Note Making* & Outlines

Unit 2: Writing from Notes

*The KWO and telling it back are concepts carried throughout the nine units.



Unit 3: Retelling Narrative Stories

Story Sequence Chart

Characters & Setting

Problem/Conflict

Resolution

1. Gives opportunity for creativity with a safety net: change the characters and setting, keep the conflict and resolution.
2. Teaches the idea of paragraphs having a purpose.



Unit 4: Summarizing a Reference

1. Topic-Clincher Rule
2. Assignments are initially 1 paragraph, but then can increase to 2–3 paragraphs on a single subject.
3. Reinforce the idea that paragraphs have purpose—each new topic needs a new paragraph.
4. Create KWO from facts, not sentences.
5. Limit details.



Unit 5: Writing from Pictures

1. Critical thinking! How do you think? You ask yourself questions.
2. Gradually you are moving students to a “blank page” assignment.
3. **Most Important: TRUST THE SYSTEM (You don't have to do it perfectly!)**



Unit 6: Summarizing Multiple References

1. Limit, and limit again.
2. Fuse ideas from multiple sources
3. Organize information.
4. Teach basic documentation.



And, by now, your students likely have many of these mastered.

Remember:

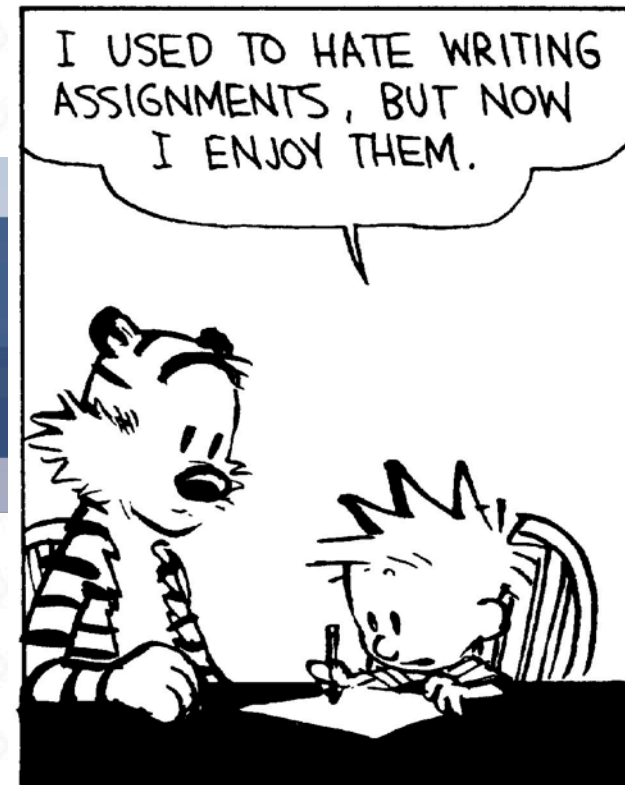
Drip in the dress-ups.

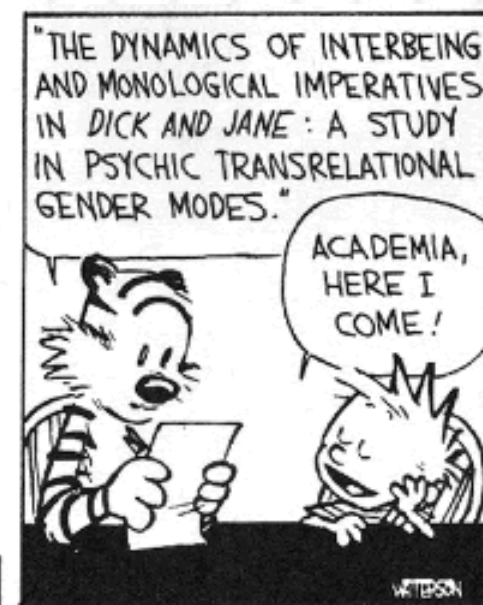
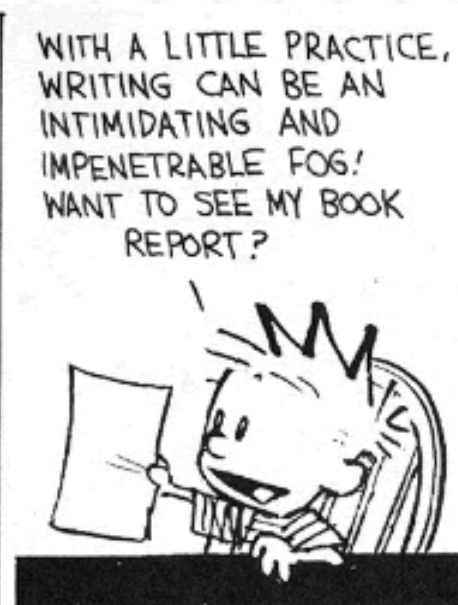
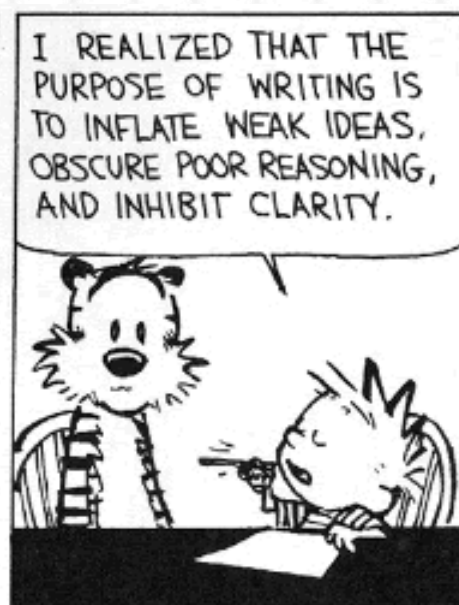
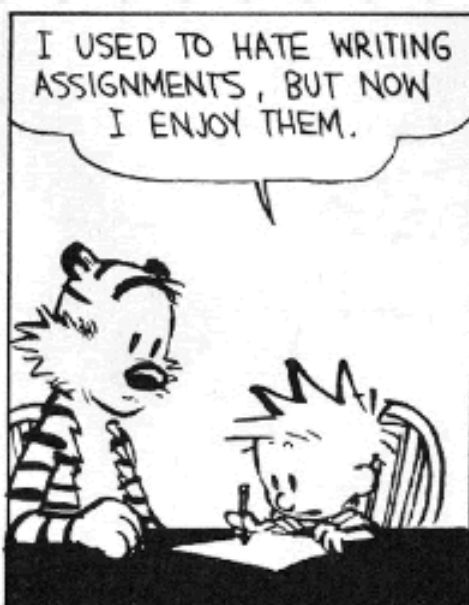


EZ+1

UNIT 7: INVENTIVE WRITING

Now the blank page isn't so frustrating!





Unit 7: Inventive Writing



Why “Inventive”?



My Dog Model

1. Brainstorm determine subject.
2. List potential topics (as many as possible).
3. Choose # topics needed.
4. Outline each of the topics by asking questions:
 - ▣ Who? What? Why? When? Where? How?
 - ▣ See? Hear? Feel? Smell? Taste? Sense?
 - ▣ Best? Worst? Problems? Solutions?
 - ▣ Value? Significance? Impacts? Real meaning?
5. Write the body paragraphs.
 - ▣ Topic-Clincher

7 My Dog Model

THINK
THREE
TOPICS

HIS LOOKS

HIS FOOD

TRICKS



My Dog
by
Joe Student

INTRODUCTION

Attention getter
Background — time, place
3 Topics

II. FIRST TOPIC

Topic
4-7 details
Clincher

III. SECOND TOPIC

Topic
4-7 details
Clincher

IV. THIRD TOPIC

Topic
4-7 details
Clincher

CONCLUSION

3 Topics
Most Significant and Why
Essay Clincher → Title

My Dog Model

6. Create a KWO and write the conclusion.
 - ▣ Restate topics.
 - ▣ Identify which is the most important and why.
 - ▣ The last sentence is the final clincher which must repeat or reflect the title.
 - ▣ No ¶ topic/clincher.
7. Create a KWO and write the introduction.
 - ▣ Start with an attention-getter (decoration).
 - ▣ Give background information (time, place).
 - ▣ State the topics.
 - ▣ Do not use ¶ topic/clincher.

7 My Dog Model

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Let's try one together:

Julia (10 yrs.) and Marcus (8 yrs.) are sister and brother who live in ancient Rome and are wanting to start a business. What business could they start?



Let's try one together:

1. Brainstorm/Determine Subject
2. List potential topics (as many as possible)
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4. Outline each of the topics by asking questions.....
 - ▣ Who? What? Why? When? Where? How?
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Andrew's Sample



IV. Marketing / Adv.

1. cart, sign
2. graffiti, (billboard)
3. tips, spread word
4. coupons, samples
5. elderly, shopping service
6. secret, messages, political
7. romance, flowers, candies

Clincher

EMPIRE DIVIDED



JOIN THE JOURNEY!

[Click here for more about IEW's Writing Adventure.](#)

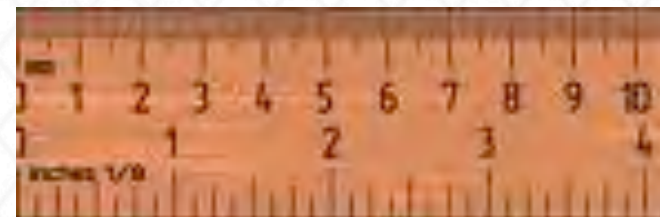
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IEW's 2017 Writing Contest:
Join the Journey



Length is variable:

- “My Dog” model is 5¶, but
 - ▣ 1¶: 1 subject = 1 topic
 - ▣ 2¶: 1 subject, 2 topics
 - ▣ 3¶: 1 subject, 3 topics, but quickly go to 5¶ model:
 - ▣ 4¶: 1 subject, 2 topics (longer) + Intro./Conclusion (shorter) – SAT
 - ▣ 5¶: 1 subject, 3 topics + Intro./Conclusion
 - ▣ 6¶: 1 subject, 4 topics + Intro./Conclusion
- For longer than this, see Unit 8 essay models.



Any questions so far?



A Review of the Style Rules

Once a stylistic technique is introduced, it should always be included on the checklist.

× Dress-ups

- ▣ **Minimum Rule:** Each one in every paragraph.
- ▣ **Indicator:** Underline one of each in every paragraph.

A Review of the Style Rules

Once a stylistic technique is introduced, it should always be included on the checklist.

× Dress-ups

× Sentence Openers

- × Minimum Rule: Each one in every paragraph as possible.
- × No more than two of the same in a row.*
- × Indicators:
 - × Mark one each of each sentence opener, per paragraph, until you know all six.
 - × *When all six are learned, mark every sentence (in the margin or in front of a sentence) so as to catch yourself if you break the “no more than two of the same in a row” rule

A Review of the Style Rules

Once a stylistic technique is introduced, it should always be included on the checklist.

- × Dress-ups

- × Sentence Openers

- × Decorations

- × Minimum Rule: One different decoration per paragraph
- × Indicator: Italics or “dec” in margin

Stylistic Techniques Pacing

- Techniques should be “dripped” in as they become EASY.

- Example:



Odd numbered units often lend themselves more easily to new “style” instruction.

Stylistic Techniques, cont.

An example of pacing for slower, younger, or less experienced students:



Stylistic Techniques, cont.

An example of pacing for faster, older, more experienced students:



Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
-ly w/w	sv bec.	qa www #2 .asia	#3 #4 #5 #6	#1 quote.	simile/met3sss. aphor	allit. dramatic open/close .	Triples



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Any more questions?





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- Our next webinar (Unit 8) is March 27

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- IEW.com/forum

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- IEW.com/e-newsletter

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