

IEW® Unit 7: Curing the Blank Brain/Blank Page Syndrome



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**Institute for
Excellence in
Writing**

Listen. Speak. Read. Write. Think!

Welcome!

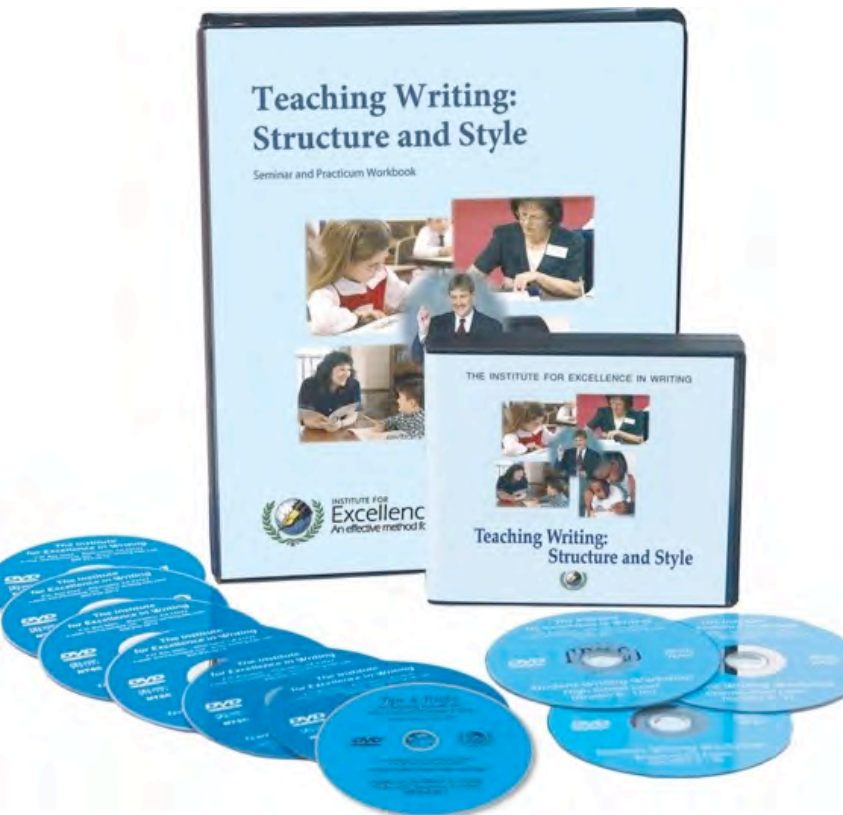
A few instructions for those new to an IEW webinar

- 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 chat box 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: pages 109-124



[Tips & Tricks](#)



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

Why do kids hate writing?

Blank Brain = Blank Page



I don't know what to write!



Most writing programs start here

Blank Page



Listen. Speak. Read. Write. Think!

Most writing programs start here

We Start Here



1: Note Making and Outlines

2: Writing from Notes

4: Summarizing a Reference

6: Summarizing Multiple References

8: Formal Essay Models

3: Retelling Narrative Stories

5: Writing from Pictures

7: Inventive Writing

9: Formal Critiques



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



So how *is* IEW different?



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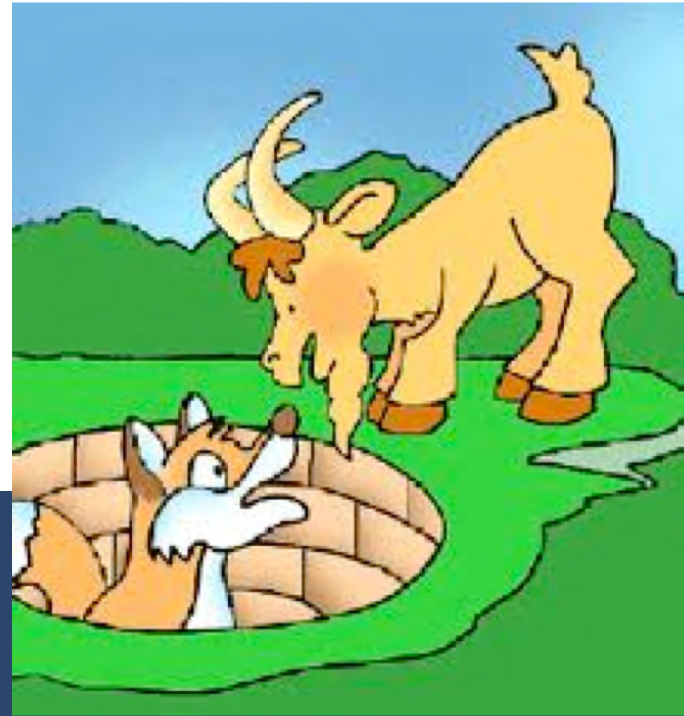
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Unit 1: Note Making* & Outlines

Unit 2: Writing from Notes

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



Unit 3: Retelling Narrative Stories

Story Sequence Chart

- Characters & Setting
- Problem/Conflict
- Resolution
 - Gives opportunity for creativity with a safety net: change the characters and setting, keep the conflict and resolution.
 - Teaches the idea of paragraphs having a purpose.



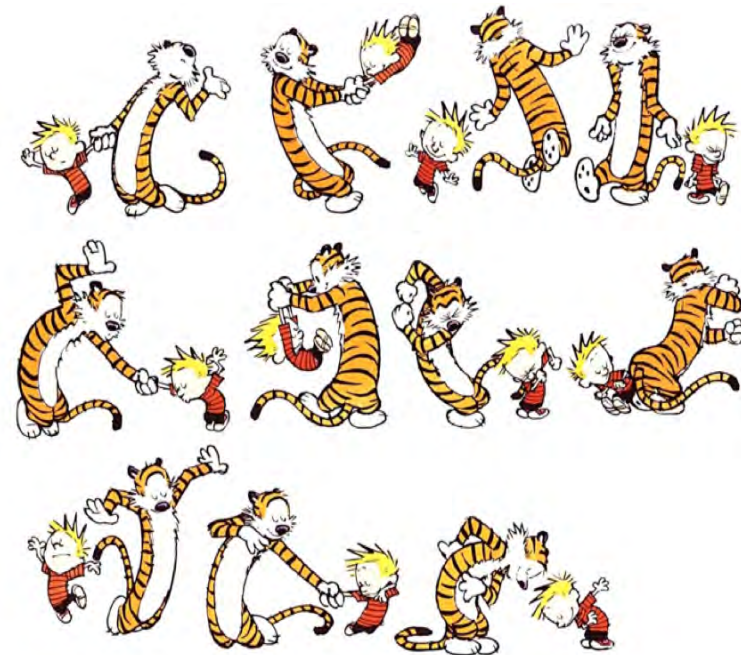
Unit 4: Summarizing a Reference

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:

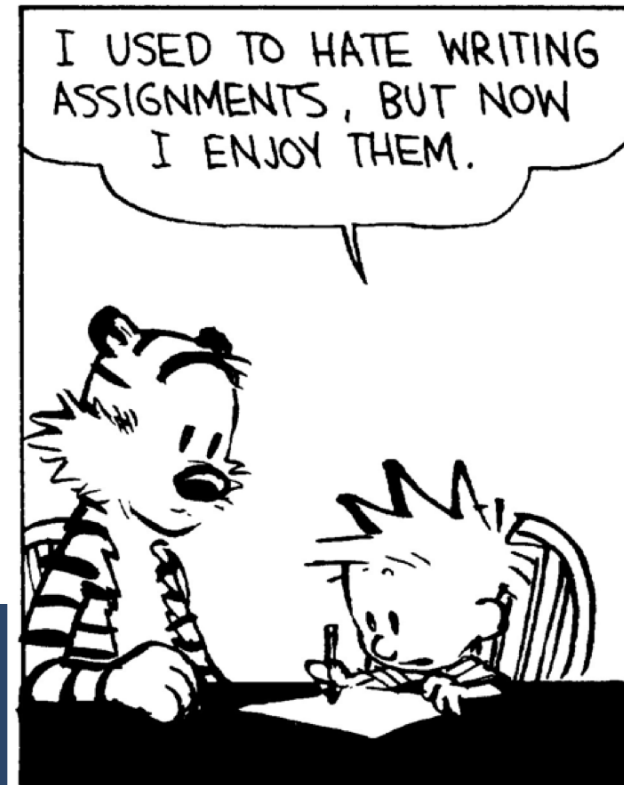
Drip in the dress-ups.

Units 1–2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	
-ly w/w	bec. sv	qa	www .asia	#2	#3 #4	#5	#6 #1 simile	quote

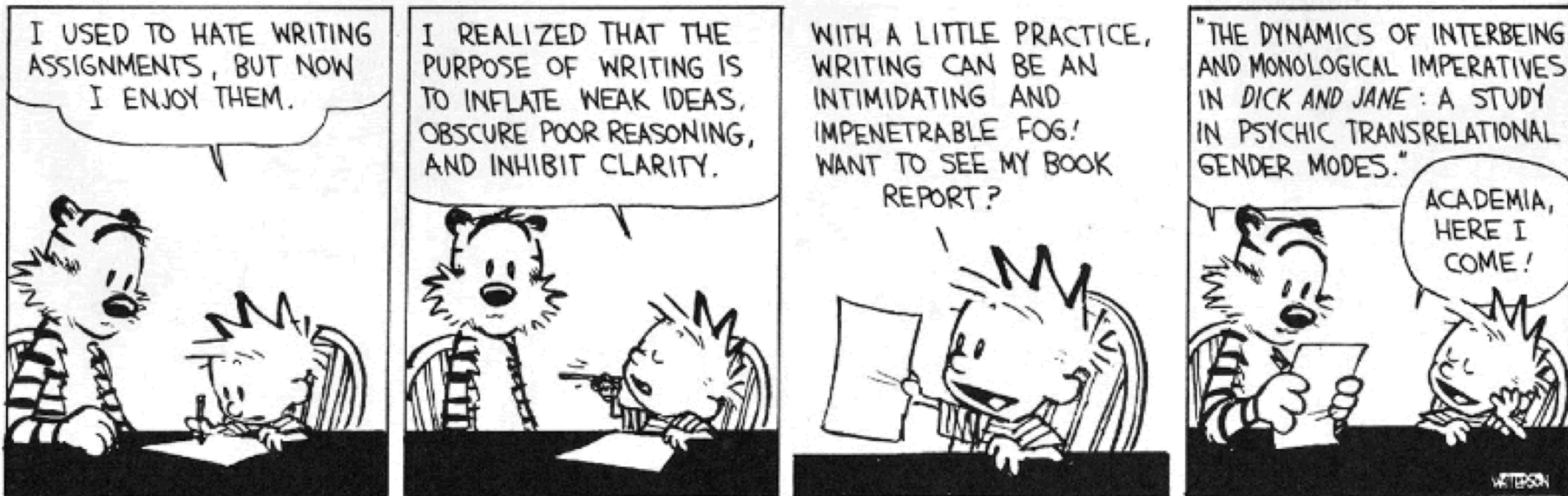


Unit 7: INVENTIVE Writing

Now the blank page isn't
so frustrating!



"I used to hate writing assignments..."



Unit 7: Inventive Writing

Why “Inventive”?



"My Dog" Model

1. Brainstorm to 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



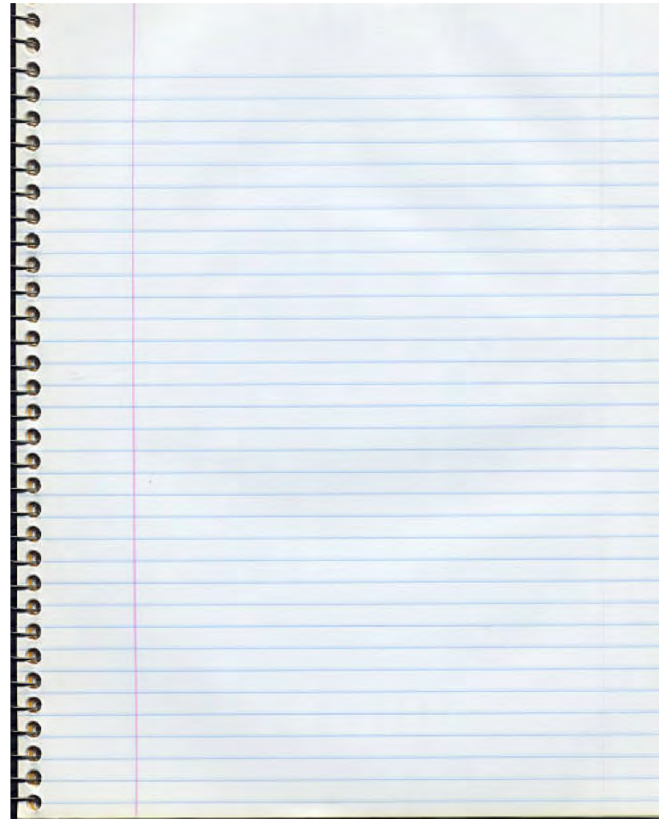
"My Dog" Model

6. Create a KWO and write the conclusion.
 - Restate topics.
 - Identify which is the most important and why.
 - Title rule: choose one–three words from the last sentence to make a 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.



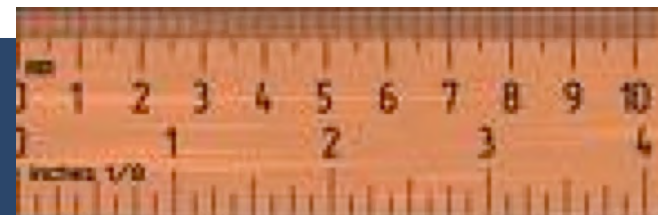
Let's try one together.

1. Brainstorm to determine **subject**.
2. List potential **topics** (as many as possible).
3. Choose # topics needed.
4. Outline each of the topics by asking questions
5. Write the body paragraphs.
 - Topic-Clincher
6. Create a KWO and write the conclusion.
7. Create a KWO and write the introduction



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 assignments, see Unit 8: Formal Essay Models.



Any questions so far?



IEW's 2018 Writing Contest: Help Wanted!

LEVEL A LENGTH: 1–3 paragraphs

How could you help people in your community?



LEVEL B LENGTH: 3–5 paragraphs

What could you do to help people that are hurting because of natural disasters?



LEVEL C LENGTH: 5–7 paragraphs

More than 135 million people worldwide may need humanitarian aid... What could you do to generate community involvement in solving these problems?



IEW.com/writing-contest-2018

Deadline to enter: April 30, 2018



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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 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:



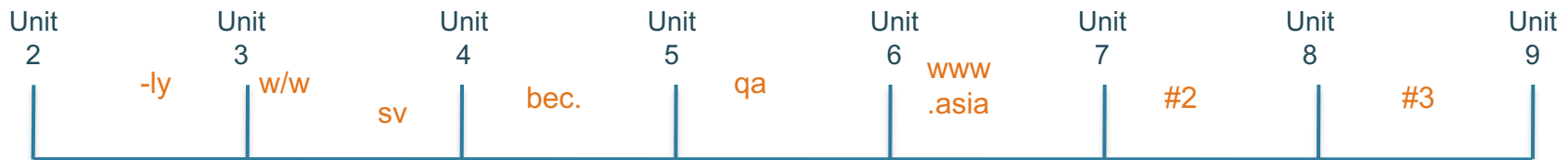
Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
-ly w/w sv	bec. qa	www .asia	#2	#3 #4	#5	#6 #1 simile	quote

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



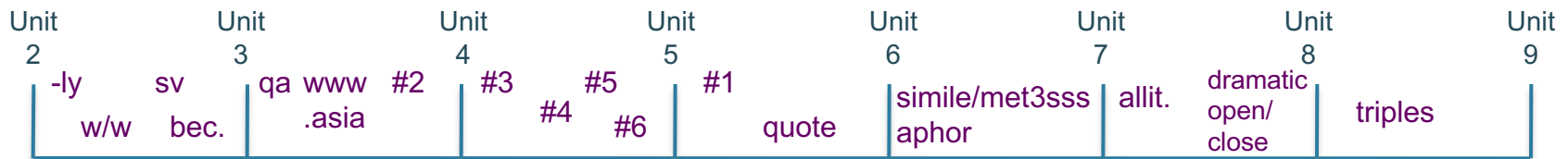
Stylistic Techniques Pacing

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



Stylistic Techniques Pacing

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





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Any more questions?



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 - Our next training webinar is [Jan.](#) 29. (Unit 6!)
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