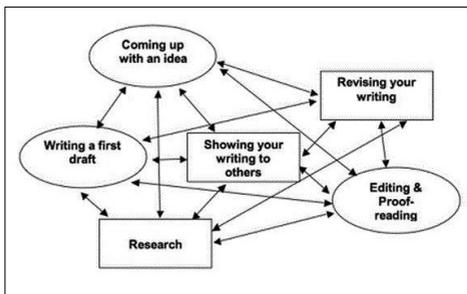


Process



From Steven D. Krause, *The Process of Research Writing, Version 1.0*. 2007. Web.

Definition

Writing classes engage students in writing processes, which include many activities—from participating in invention activities and conducting research to using document design principles to emphasize important points and copyediting to assure that the audience can easily read the text. There's no one “good” writing process, and different writers like different approaches: some writers like to think on the page before beginning a writing task, while others like to jump right in and do research; and some others like to talk through a writing task with someone else to figure out what they think before beginning to research or write. Writing processes also vary according to task. A writer creating a narrative that is strictly imaginative may not need to do any research; a writer composing a lab report will need to collect data and analyze and interpret them in order to write a competent report; a writer completing a case study on

pre-school children will need to do field observations before drafting. Writing classes can provide students with an opportunity to try different writing processes; these are good opportunities to see how well a given writing process “fits” with a writer.

Significance

Process, in some ways, is the founding term of the field and still the central term of writing classes. Writing itself is a process with many kinds of subprocesses, and even though our writing processes are increasingly based on digital technologies, we still use process as the term describing our making of writing.

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