

## LAC Writing Workshop Program

### WHAT IT IS

The LAC Writing Workshop Program is designed for multilingual English language learners who are in the Integrated Reading and Writing (IRW) or Composition for Multilingual Students (CMS) Intensive Learning Program (ILP) and need additional support so that they can successfully complete their SFSU first-year literacy requirements. Through group work, discussion, and a variety of low-stakes writing activities, students learn and practice transferable skills that help them prepare for the academic challenges of college. The focus of the Workshops is on

- understanding and fulfilling assignments
- developing, supporting, and focusing ideas
- connecting writing to reading
- reading texts critically
- understanding English grammar in academic writing
- connecting oral language with written language
- recognizing individual patterns, including patterns of error
- developing personalized systems for editing

### HOW THE PROGRAM WORKS

Groups of three to five students meet twice weekly for ten weeks with a graduate student in the MATESOL or Composition Program who has completed English 653 and/or English 704. LAC Writing Workshop teachers participate in weekly teacher education sessions throughout the semester with an LAC faculty coordinator. Students receive a unit of credit for English 112 for successful completion of the ten-week program.

### ACTIVITIES FOR TEACHING AND LEARNING

#### *developing academic reading skills*

- discussing readings to clarify meaning
- analyzing text for argumentation
- using examples to support ideas

#### *developing essay writing skills*

- analyzing assignments
- creating visual organizers
- asking questions to develop support
- peer review

#### *connecting writing to reading*

- interacting with texts to clarify support
- individual and group writing/discussion
- board composition/analysis/practice

#### *connecting speaking with writing*

- dictation/dictocomp
- peer dictation
- interviews and write-ups of interviews

#### *using editing guidelines*

- step-by-step analysis of student writing
- identification of forms and functions
- correction of errors

#### *developing personalized grammar reference materials*

- grammar reference cards (examples, rules, corrections)
- individual grammar reference lists of idioms, collocations, fixed expressions
- practice using resources (books, charts, other reference materials)

### STUDENT RESPONSIBILITIES

In order to receive a unit of credit, students need to complete the assigned reading and writing assignments on time, attend workshops regularly (no more than two absences are permitted), and participate actively in the workshops.

### REFERENCE TEXTS

*Read, Write, Edit: Grammar for College Writers.* Porter, P. A., & vanDommelen, D. (2005). Heinle.  
*Sentence-Combining Workbook, 2<sup>nd</sup> Ed.* Altman, P., Caro, M., Metge-Egan, L., Roberts, L. (2007). Wadsworth.

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