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Grade Writing as a Process Not a Product



Image Credit: Mindy Radike

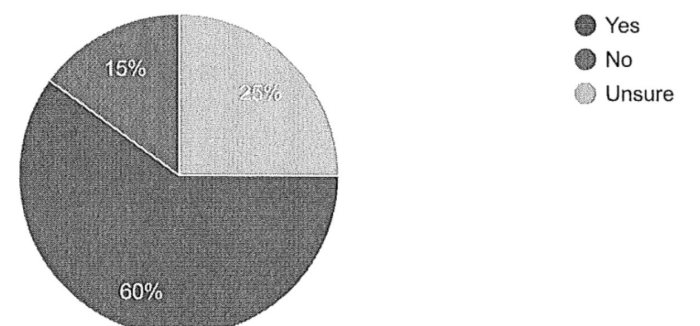
ABSTRACT

AI tools are the newest exigence for the decades-old imperative of the rhetoric and composition discipline to develop students’ writing processes by guiding them towards ethical and critical thinking. Rhetorics of scarcity suppose that compositionists do not have the preparation, resources, or funding to respond to this new exigence. However, evidence suggests it is possible to work with—not against—new technology. Revisiting canonical works of Villanueva and Arola’s edited collection *Cross-Talk in Comp Theory* [1] with syllabus-ready strategies, we incorporate additional pedagogies of writing center, writing across the curriculum, and empathetical thoughts into the classroom for what we affectionately call an “all hands on deck” approach. We argue that the field has an abundance of muscular pedagogies to deploy and offer related praxes that can operate in K-12 classrooms which are sometimes beyond the scope of our discipline. We believe that this approach mitigates the pressure to appease administrators with honor code overhauls that focus on inequitable pedagogies of penalization instead of growth. Just as there are an abundance of solutions, there are an abundance of possibilities for how they may bring a radical transformation of learning, thinking, writing, and feeling in the classroom.

KEY OUTCOMES

- » To “grade writing as a process, not a product” is a nod to Donald Murray’s article, “Teach Writing as a Process, not a Product.” It entails grading based on completion, with opportunities for revision, and guided reflection.
- » Empathetic pedagogies help writers recognize that shame, rage, and fear are part of the writing process, while instructors are responsible for quelling such felings.
- » Promoting dialectic relationships between peers prior to peer reviews increases collaborative and generative inquiries with higher intellectual quality than those made with AI.
- » Writing accessibility increases with applicability (to other courses), familiarity (to past assignments), and practicality (to the writer’s own goals).

Should we teach kids appropriate use of AI as part of our curriculum?
20 responses



[1] Villanueva, Victor, and Arola, Kristin L. *Cross-Talk in Comp Theory: A Reader*, National Council of Teachers of English, 2011.