
Self-Evaluation of My Writing Process Portrayed in Freshman Composition

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Produced in Heather Wayne's Fall 20 09 ENC1101

Introduction

Writing processes are often misunderstood because the writing process is unique to every individual. However, research on skilled and unskilled writers allows us to better understand the individual writing processes. Sondra Perl and Carol Berkenkotter are skilled researchers who conducted studies to provide us with this better understanding of writing processes. Sondra Perl focused specifically on the process of an unskilled writer. Before Perl conducted this research, it was often assumed that unskilled writers had no planned process. However, Perl disproved this by conducting experiments on five unskilled writers. The five unskilled writers composed their essays aloud, speaking the thoughts that came to their heads, while Perl recorded their thoughts and actions. Tony, one of the five subjects, composed aloud with the researcher in four 90-minute sessions to "externalize [his] thinking process." In one additional session, the unskilled writers participated in an open-ended interview in which each reflected on his or her own writing experiences (Perl 185). She discovered that although an unskilled writer's process may seem arbitrary, there is actually a deeply embedded process. The writers display these processes each time they are presented with a writing task (191). Carol Berkenkotter conducted a similar study on Donald M. Murray, a professional and very skilled writer. Murray composed his essay aloud like Tony but did so in his natural setting, with no time limit (Berkenkotter 201-4). Berkenkotter discovered that each person has a unique set of processes that make up the way he or she writes.

Although much research has been done on the writing processes of skilled and unskilled writers, researchers cannot generalize or even understand why the participant performs particular actions. That is because only the participant can understand his specific writing process, actions, and why he acts the way he does. Therefore, I conducted research on my individual writing process. I discovered that my planning and drafting processes are very similar and it is difficult to differentiate between the two.

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Methodology

I conducted a study similar to Perl and Berkenkotter on myself, in which I performed the think aloud protocol. I recorded my thoughts as I composed my essay. When Perl conducted the experiment, Tony was required to respond to a prompt within 90 minutes. Murray, on the other hand, had an unlimited amount of time and could stop the process whenever he chose. I, too, had an unlimited amount of time, but I composed the entire first draft in one sitting of three hours. I recorded myself as I composed and kept the recording going during any distractions. To record myself, I used the sound recorder on my laptop.

The assignment during which I completed the think aloud protocol was to compose a synthesis essay about the article written by Berkenkotter, "Decisions and Revisions: The Planning Strategies of a Publishing Writer." I would have preferred to perform the think aloud protocol on a different assignment as recommended; however, I did not have any writing assignments in other classes. Another writing assignment would have allowed me to better distinguish between distractions and thinking about the assignment. When writing the synthesis essay, I noticed that I seemed to put more effort into making the essay perfect. Although I do typically put a lot of time and effort into completing my work, I still noticed an increase. I felt compelled to present my process as well as possible. In doing so, I believe I may have altered my process slightly, but, overall, I believe the results are representative of my process.

In analyzing my writing process, I created a code to enable me to do so easily and effectively. This code classified my process into four basic categories with multiple subcategories. The four main categories consisted of planning, drafting, revising and miscellaneous/unrelated activity. The subcategories are the individual activities such as typing/writing, talking about the assignment, pausing and reading sources. After coding my paper, I determined how often I did each activity and created a table to represent this information, as shown in Table 1. In addition, I created a table that lists the subcategories in order by percentages from most common to least common, as displayed in Table 2. These two tables enabled me to compare the frequency of my individual actions and to determine how often I plan, draft, revise and do miscellaneous/unrelated activities.

Table 1: Frequency of Actions

Planning		
Activity	Occurrence	Percentage
Reading sources	24	5.58
Re-reading what you've written	3	0.7
Re-reading question/assignment	18	4.19
Looking at structure	10	2.33
Taking notes from sources	3	0.7
Questioning/analyzing	7	1.63
Time constraints/word limit	8	1.86
Thinking "ums"	0	0
Talking about assignment	60	13.95
Typing Outline	11	2.56
Refocusing	13	3.02
Reading Outline	5	1.16
Total	162	37.67

Drafting		
Activity	Occurrence	Percentage
Typing/ Writing	62	14.42
Speaking/ Writing	8	1.86
Total	70	16.28

Revision		
Activity	Occurrence	Percentage
Reading what is written	1	0.23
Revision: Word Choice/ Lexical	13	3.02
Revision: Structure	4	0.93
Revision: Syntax	3	0.7
Revision: Spelling/ Typing	20	4.65
Total	41	9.53

Miscellaneous/Unrelated		
Activity	Occurrence	Percentage
Pausing	45	10.47
Sighing	7	1.63
“um”: Filler	12	2.79
Laughing	24	5.58
Technical difficulties	5	1.16
Thinking about thinking out loud/ narrating	9	2.09
Singing/whistling	0	0
TV	0	0
Texting	2	0.47
Internet	0	0
Facebook	0	0
Bathroom	1	0.23
Eating	4	0.93
Socializing	0	0
Spacing out	0	0
Talking about environment	7	1.63
Talking about personal/emotional state	12	2.79
Talking about functions	8	1.86
Talking about typing/writing	4	0.93
Incomprehensible talking	3	0.7
Random Talking	1	0.23
Thinking gestures	2	0.47
Talking about other assignments	6	1.4
Whining/ complaining	3	0.7
Coughing	1	0.23
Yawning	1	0.23
Total	157	36.51

Table 2: Frequency of Activities

What I did: most common to least common	
Percent	Activities
14.42	Typing/Writing
13.95	Talking about Assignment
10.47	Pausing
5.58	Reading Sources, Laughing
4.65	Revising: Spelling/ typing
4.16	Rereading Question/ Assignment
3.02	Refocusing, Revision: Word Choice/ Lexical

2.79	Um: Filler, Talking about emotional/ physical state
2.56	Typing Outline
2.33	Looking at Structure
2.09	Thinking about thinking out loud
1.86	Time constraints/Word Limit, Speaking/writing, talking about functions
1.63	Questioning/ analyzing, Sighing, Talking about environment
1.4	Talking about other assignments
1.16	Reading/ referencing outline, Technical difficulties
0.93	Revision: structure, eating, talking about typing/writing
0.7	Rereading what you've written, Taking notes from sources, Revision: syntax, Incomprehensible talking, Whining/complaining
0.47	Texting, Thinking Gestures
0.23	Reading: what is written, Bathroom, Random talking, Coughing, Yawning

What I Already Knew about My Process

When composing my synthesis essay, I had to alter my writing process slightly in order to perform the think aloud protocol. I had to adjust my natural environment. I wrote the essay in one sitting of three hours. Normally, when I write an essay, I break the assignment up and work on each piece at a different time. For example, if I had written the synthesis essay as I would any longer essay, I would have broken it up into three parts. Part one would be writing the general outline, which I would do at one time. Part two would be filling out the outline to make it more specific, which I would do at another time. Finally, part three would be composing the actual essay. Because I like to compose my essay in “chunks,” writing it in one sitting was a little different for me but I don’t believe it misrepresented my process.

Changing my natural environment is more likely to have an effect on my writing process. When I write an essay, I have a very specific environment in which I like to write. I like to sit on one of the benches in the library with my feet propped up and my laptop on my legs. When I am told to write in another setting, it is not that I cannot write but I it takes me longer to form my ideas and I feel as though the final product is only mediocre. One of my least favorite writing environments is in a classroom setting with pen and paper in front of me. When I am in a classroom setting, I experience a form of writer’s block. One particular day in class, our professor had us respond to the same prompt Berkenkotter had Murray respond to in the laboratory setting. The prompt required me to explain death to children between the ages of 10 and 12. Although we were only given a few minutes to respond to the prompt, I can say I would not have been able to produce a response even if I were given a couple of hours. During the time we were given, I was only able to write one word and that word was “Death.” Even though Murray was a professional and very skilled writer, he also had trouble responding to this topic in an unnatural setting. Murray was given one hour to respond to the prompt. In that hour, Murray produced but one sentence. As Berkenkotter states, “Under these circumstances, Murray clutched, producing two lines of text: ‘Dear 11 year old. You are going to die. Sorry. Be seeing you. P. Muglump, Local Funeral Director’” (Berkenkotter 203).

Because I know my writing process and understand in which environments I write well, I know the process I demonstrated in the classroom is not representative of my traditional writing process. Had a researcher analyzed this situation, he may not have known that my process was misrepresented; therefore, the results would have been significantly skewed. In the given setting, I panicked because I had very little time to write and was unfamiliar with the topic. I did not have

time to familiarize myself with the topic and audience or plan what I needed to talk about; therefore, I skipped the most important parts of my writing process.

What I Learned about My Process

At first, when I analyzed the data, I looked at the four general categories (planning, drafting, revising and miscellaneous). When doing so, I found that I spent most of my time planning (37.67%). Miscellaneous/unrelated actions also consumed a large amount of time (36.51%). Drafting only consumed 16.28% of my writing process. I spent the least amount of time revising, which accounted for 9.53% of my total actions. However, I did not find this representative of my true writing process. Therefore, I adjusted my method of analyzing the data and compared the individual activities that are like subcategories to the general categories. Comparing the percentages of how often each individual activity occurred seems to be the most accurate method for comparing the data. Table 2 shows the individual activities in order from most common to least common. When looking at the individual activities, the majority of my actions consisted of drafting: typing/writing (14.42%), talking about the assignment (13.95%), and pausing (10.47%). I found this method of comparing the data much more useful, partially because it is more specific than my original method.

When I was coding my transcript (see Appendix) from the think aloud protocol, I realized that my planning and drafting process were very similar. For example, in my outline I typed, "Murray was studied in natural settings with an unlimited amount of time while writing as well as in the research lab with a one- hour time limit." When I "transferred" this sentence to my actual draft, I simply expanded my thought to be more inclusive. When typing my first draft, many times I

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follow my outline in order. Because my processes are so similar, I had a difficult time differentiating between the two processes. During my planning process, I created an outline of questions. This is to develop the overall structure of my paper and to ensure that I include all the information that needs to be included. Next, I answered the questions and referred to my sources to provide support. When answering the questions, I often became so detailed that my planning and drafting processes overlapped. Because my planning and drafting processes overlap, a comparison of the overall categories—my first method of comparison—is not an effective method for analyzing my writing process. Comparing how often each individual activity occurred represented my process much more accurately.

Not only did I construct my outline in a detailed manner, I also revised it for misspellings, typing errors, wording and structural improvements. I make structural revisions when writing my outline because it is easier for me to determine if I have effectively illustrated my point when looking at the overall flow of my paper. After typing the questions in the order I expected to write my paper, I stopped to see if I liked the flow of the paper or needed to add anything else. When I paused, I said, "Okay so I will probably kind of compose my essay in that way because that actually makes sense because it's going from..." (Transcript 1). I also made spelling, typing and grammar corrections when writing my outline because Microsoft Word points out mistakes as I go. For example, when I forgot to capitalize "murray," I paused and said, "Let me capitalize the M in Murray because it is underlining it" (Transcript 1). I find it easier to go ahead and correct the mistakes as I notice them. Although I do edit my paper as I am writing my draft, I have most of the major components of my composition figured out before I even start to write my "first draft." Most of the

changes I made while writing my draft consisted of using better words and correcting spelling or typing errors. When I was writing my essay, I paused because I typed “5” instead of “five” and thought, “I should spell ‘five’ out” (Transcript 10). To me, the planning process is extremely important to successfully writing a well-structured essay.

When writing my first draft, I already have an extremely good idea of what I want to say. Therefore, I usually start typing my essay and don’t stop to revise as I go unless something jumps out at me. I begin drafting my actual essay on page 10 of my transcript and end on page 13. Between these pages, I get on a roll and just type, with a few pauses where I say things like “I should add a quote here” or “I spelt...wrong” (11). After typing for a relatively long time, I stop and point out that “I am not really saying anything but that I because I have been typing for like this entire time... I did stop at one point to think about what time it is...” (Transcript 10). For the most part, I type the first draft without stopping to edit the paper. After I finished drafting the paper, I reread the paper and moved one paragraph to the end of the paper, saying, “And that’s it” (13). The next day, I made a few basic changes, but I was at the library and unable to record myself. The changes were no more than a word here and a sentence there.

Discussion/Conclusion

I have concluded that I do have a defined writing process. My writing process is functional because it allows me to write at my best capability. I believe it is important for each individual to understand his or her unique writing process. Had Perl and Berkenkotter studied my writing process, they could have developed a pattern to explain my writing process; however, they would not be able to understand why I choose to construct a detailed outline, why I edit my outline before I write my essay or why I became distracted when I did. It is important to look at not only how we write but also why we have developed our writing processes. Understanding the process and the reasons driving this path can help us to create more constructive ideas of writing and eliminate ineffective processes.

Works Cited

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APPENDIX
Writing Process Transcript

Okaaay... So I am opening Microsoft word. [Pause] oops... Now I'm opening Microsoft Word... It is taking a little while... Okay so the first question was what are problems with the existing methods for studying writing processes that Berkenkotter identifies? So I need to identify existing problems.

Existing problems I am just kind of making an outline now so on what kind of things I need to include.

Umm... Assuming you read the Perl... Perl, did you notice them when you did? Did I notice the existing problems. *Did you notice the exist...* [Backspace] *Did you notice them?* I am just going to type that for now. What do they mean for Perl's findings? Hmm... What do the existing problems mean? *What do they mean?* Question 2... How did this study change Berkenkotter's understanding of writing processes, particularly planning and revision? ... How did this study change Berkenkotter's understanding of writing processes, particularly planning and revision? [Pause] Soo... How. I think it's... *How did this study change Berkenkotter's understanding of the writing process?* It says I spelt Berkenkotter wrong... Nope. I got it riight. Okay! Particularly so... Sub and put *a. Planning and Revision*. Question 3. Murray's relationship with his audience seems complicated. Try to describe it, and then Compare it to your own sense (or lack thereof) of audience [pause], how much are you thinking about your audience when you write... while you write. Okay so *Murray's...* Typed that wrong... *sense of audience seems complicated* [Pause] Sub *a. Describe it. b. compare it to your own* [pause] *sense of audience*. And *c. how much do you think about audience when you write* and I'm going to make that a sub under b. because that is my sense of audience. And the forth question. What was your impression of Murray's writing... writing process as they are described here? So *what was your impression of murray's writing process?* Let me capitalize the M in Murray because it is underlining it. [Pause] Sub *a. Hoe not hoe how* [laughing] *how do they compare to yours?* Sub *i. What do you do the same? Differently?* Does your comparison seem to support Murray's hope for a "gloriously diverse" set of practices among writers? Okay so I'm thinking

that's kind of meaning like comparing ... in comparing mine to Murray's writing process is it showing that there is diversity between every person. I think that's what the questions is kind of asking. So *Does your...* [Laugh] My friend's online so hopefully she doesn't try to talk to me cuz that would kind of mess up my video. [Laughing] support Murray's hope for a "gloriously diverse" set of practices among writers? Okay so I will probably kind of compose my essay in that way because that actually makes sense to do it because it is going from existing problems to talking about studies so talking about how study changed Berkenkotter's idea of the writing process and mainly planning and revision and then it goes to talk in how Murray which is the writing is about... How his sense of audience seems complicated and comparing it to my sense of audience and then you're going on to describe Murray's writing process and how I compare my writing process to his... Which I will understand more after this but what I think of my writing process now... Which will actually be kind of interesting to see what I say before I actually analyze what I am doing now. So I am kind of glad I am doing this so it is kind of cool that it's on here because then I will remember everything I thought. [Laughing] alright so how they compare and then talking about how they compare to mine and how it connects that they are all different. So I think that is a good outline. Is there anything else I need to talk about? [Unintelligible reading] I probably need to explain what the existing problems were described as so *a. are they?* I am not going to type all that out. That is probably good for existing problems. [Unintelligible reading] I wonder if this thing is actually recording like if it can hear everything. Hopefully my microphone is working good because if not that would be bad. I'm gonna see if I can pause it. [Stopped to check recording] Okay so I checked it out and the sound seems to be working fine. So that is good. Okay so now going back to answering the questions... let me get this out of the way so I can see this. Ahhgg that wasn't what I wanted to do. Okay so move that out of the way. Here we go. Okay so the existing problems. What are they? [Laughing] What were the they? Okay so the existing problems. What were they? According to Berkenkotter, she said [unintelligible reading of article by Berkenkotter] her main concern seemed to be

the research in the laboratory. The biggest thing. And that's actually what I said when I answered the questions from the Perl article. And I think ... Let me look at the question again. Okay so she's not necessarily just talking about the Perl article. So let me look at the thing again but that is definitely one of the *Monitoring the writing process in a laboratory... laboratory setting*. Mk that was one of the problems she identified and one I actually identified as well. [Unintelligible reading of article by Berkenkotter] Oh yeah that's what I was thinking it would be but I had to make sure I remembered reading it. Okay it is okay if it is a fragment in an outline. [Ignored rule] Okay umm... the problem with talking out loud... How did she word that... [Pause] Okay well I am just going to put that *The problem* goodness I can't hit the right keys *with talking out loud is they may* edit what they are thinking?[unintelligible reading] I read this a little while ago so I kind of forgot what all of it said so right now I am kind of just rescanning the pages. I think those are the two main ones with talking out loud is that they may edit what they are thinking and what was that word again. I liked that word. Analyze *they may edit and analyze their thoughts*. More analyze but since I thought of edit, I am just going to leave that in there... It may help me later. So like I may think I want to make a peanut butter and jelly sandwich but I may not actually say it I might just think it... There is suppose to be that thing that you stick on your throat and supposedly, you're "talking" even when you're not talking. If that were actually completely invented that would be VERY helpful because then everything you think is going to be coming out because even though I'm sitting here talking I am still thinking a little bit different things and then my talking has to catch up with my thinking and that makes things difficult. So... it is like I don't know. You see I like I saw my pencils on my desk and now I'm thinking... Okay I am getting distracted. [Laughing] Distracted... Distract... Okay did I notice the problems of thinking out loud... I always type out loud but it say aloud... Okay so I guess it is talking aloud not talking out loud. K opps that's not what I wanted to do. Okay Enter [push enter] Tab [push tab]. No why is it doing that. It always works. I can't tell what the problem is. Stupid computers I hate em sometimes. Okay so did I notice the problems

umm yeah, I kind of did I mean I didn't like directly but... Okay this is going to be a problem but I didn't once I stopped and started thinking... I am really cold I am going to get a jacket... [Pause] Okay so talking about the problems I am going to put yes, I noticed them once I thought about them. *Yes, once I took a moment to think about the things that caused potential errors or what's that word not misreading* but I guess bias... Do you say bias or biases *bias in the research*. Let me pull up that article that I typed when I answered those questions. I don't know if I have it on my computer it may be on my jump drive. I can't remember if I typed it here or in the library. Okay Documents, Fall, ENC 1101... Click click... Perl Using the Ideas 3 that's what I am looking for. Mkk so the main thing I thought about was what Berkenkotter thought about the problem with them not being in their own environment. Cuz like right now I am not in my natural environment because my natural environment I like typing in the library I don't like typing in my room because I get distracted. I hear noises. I can't handle it so. So I was basically talking about making sure they were in the environment they wanted to write in. Like I was thinking about renting a room to write this but then I don't really like being in the rooms. I like being in a comfortable chair. I always sit on the couches with my laptpe when I type up a paper. Okay [pause] umm let me think. Hmm... My back hurts. Okay ohhh I wonder if... I just had my sociology test and I have my note cards I wonder if it says anything about... Like it talks about that the participant changes behavior just because they are being watched but I can't really consider that a problem. The advantages and disadvantages of experiments... The advantages is it can lead to causation and disadvantages... I talked about the Hawthorne Effect- when they change their behavior when they know they are being watched. That's the only relevant one. This is only an introductory part of an introductory course so I don't really know too much but I just thought it would be helpful if it listed anything. [Unintelligible talking] Here it talks about experiments ohh that was another thing they didn't have an experimental group. What would the experimental group be... I mean control group? Experimental group... it also doesn't explain how they choose the participants. Okay anyways... ow my feet hurt... okay... okay... I

wonder who her control group was... let's see she had 5 students or was it 4... I am still cold... I wonder where my pajama pants are... [Pause] [Laughing] I am still trying to think about who her control group could have been. Hmm... she didn't really have one. I guess if you look at it as just analyzing their processes it is okay but that's probably good that Berkenkotter conducted her research. I am going to list that as a problem because you don't know how your research is affecting someone until you test it. I am listing that as a problem. *Before Berkenkotter conducted research on a professional, skilled writer, it was difficult to tell how the research methods affected* oh my gosh Whitney come on type *the participants*. It always say I spell Berkenkotter wrong but I am sure that is right. What do the existing problems mean? For Perl's findings, I mean they well the first thing it means is there is a... little bit of bias. *There is bias* there is another word I am thinking of but I don't know what it could be though like not completely accurate... there is bias *and inaccuracy in her findings because of these problems*. But like with any research you are going to have some inaccuracy. I think her findings were... [Alarm goes off] oh, its nine o'clock... I will be right back. [Pause] Okay I got a Reese's. My boyfriend got me these they make me happy but this is the last one so that makes me sad. I had a six-pack of Reese's. They were good. Last one. 😊 I am taking a break while I eat my Reese's... [5 minutes later] Okay so I am back from eating my Reese's and I grabbed a glass of milk. Mkk so back to Perl's what her thing. *I think her findings were significant* and I think that they did have not prestige but let's see I will type in prestige and see if they have a synonym that's how I find some of my words sometimes... reputable maybe not that isn't what I want to say... accurate isn't what I want to say because it is kind of misleading I want to say that they aren't completely accurate but I mean no research is completely accurate not when studying human behavior I don't know what word I am trying to think [pause] hmmm... adequate? I think I will use that for now [pause] I think it is closest to what I am trying to say *and they were adequate for proving* her argument was basically the that unskilled writers are... [Pause] like I couldn't do this in 90 seconds [I meant minutes but never corrected myself] not in a paper that is like legit that's why I

always hated the Florida writes and FCAT and SAT because they aren't really accurate I am a much better writer than I appear on those tests [drank milk] [unintelligible reading] oh it was 5 hm mkk... [Unintelligible reading] yeah for proving umm... *how unskilled writers write*, I forgot to type showing in... showing how unskilled writers write *showing... proving that the processes can be analyzed in a systematic way* which is kind of ss peop like people also consider that a problem but for me because she is creating it before and saying this is how you write it is just comp a formula to compare [pause] I am always worried this things not like recording so I always have to check [laughing] cuz I'd be mad if it didn't... and explain what it shows. Ugh, I need to clean my room, *and explaining what it shows...* Mk [pause] [backspace] it's not really just explaining what it shows ... *how understanding the process effects... [Backspace] can help ... teachi... learning to teach... help... teachers develop more effective methods for teaching*. This is how my drafts end up being second drafts because right now I pretty much have mine draft together like once I finish my outline. How did this study change Berkenkotter's understanding of the writing process? [Pause] okay I am not really sure on that I didn't really understand her perspective change [unintelligible reading] does it have a place for that. Okay here is writing process umm... I am gonna change my outline a little bit. I am gonna make this... okay I am going to change number four to writing process. *Writing process* as that [enter] make that a. (What was your impression of Murray's writing process?). And b. (How do they compare to yours?). Okay that's much better cuz now it is on the same level... okay one of his he does a lot of pre-work which I th... I kind of do a lot too. I do quite a bit before I even st... [Pause] okay... *Does a lot of prewriting-* [pause] *makes copious* I am not really sure what that word means I need to look it up I kind of think I know what it means but okay so abundant, plentiful so a lot... *notes in daybook*. He dictates his drafts to his wife... Okay I am not really sure if I know what she means by dictate here... I am thinking dictate dictate... [Pause] hmmm [Pause] He says it out loud to her... oh... I kind of talk about it out loud well not with a wife obviously but with my Grandmother, dad, and boyfriend...{Now I know I never understood what

was meant here because I didn't realize he dictated his draft to his wife so she could type it... at the time I thought they edited and revised it} Text message... I am not reading my text message out loud [Laughing]... It has no effect on what I am writing sooo... Mk... [Pause] [Unintelligible reading] Yeah I need to list that in one of the problems... *The problem with another text* [laugh] the *Problem with Berkenkotter's research in the natural setting is that Mr. Murray often end the sessions and she was unable to keep track of all of his thoughts that related to writing the paper.* [Pause] There is a problem with the umm... the topic was abstract... arbitrary *The topic was abstract and unfamiliar.* I can't type again. I wonder if they want the problems with this research, no it says existing research but this is existing research... [Pause] [Crack knuckles] I wonder if I am answering this right... I wonder if I am reading the question wrong... [Tap fingernails on desk while reread problem] I think I will still list I feel like it is important I mean this isn't like a big paper but I feel like it is important... [Pause] I am messing up my outline now. [Pause] okay I am just going to put this down at the bottom for me to think about okay... Ughh my nose is runny... [Pause] I'm tired... I wanna go to bed [Laugh] I still have to write this stupid thing. I still have time to write it tomorrow but... did I have to have this written? My transcript... I hope not... I should check... [Pause] Its right here... [Pause] No next week its due okay... phew... okay... that's really good because I don't think I could handle it right now quite honestly I think I would go crazy if that was due right now... Mk... What's wrong with that sentence it says What was your impression of Murray's writing process it wants me to say What was your impression of Murray is writing process... That makes no sense... uhh... sometimes, I swear... I wonder if this would be better with this on... it makes it a little better... I'll leave it on... [Pause] I don't think I have to do this in this order... I wonder... I'm hitting a wall right now... I am tired and I have had enough today... I am so hitting a wall. Mokay... Mk I still need to find where she talks about what she learned... I need to find the section. [Scanning pages in Berkenkotter Article]... okay here we go [unintelligible reading] oh I need to since I am doing this um [pause] Okay... all right I need a section that says specifically What is his

writing process. Mk cuz then I will do my impression as a separate question... okay dictates the partial draft...He has two kinds of planning activity... *2 kinds of planning activities*: Which are one... [Laugh] that's cool the way the outline put a one... *Stating of process goals* I'm gonna put a little dash - *procedures he developed to structure his writing* that's what I understand that as so I put it in my own words... so [pause] - *sub plans to accomplish a larger goal*. Mk [Pause] okay so on to the second type of planning... Why is it doing this... okay... [Sigh] stating rhetorical goals... *Stating rhetorical goals- how to reach audience* this is probably why she didn't want us to do it on this one but I don't anything in I have sociology which has 400 people in it so we aren't gonna write anything, Economics which has 400 people we are not going to write anything, Math which you don't write essays and English so yeah... [Pause] - *read colleagues, friends and wife responses to his initial draft* again that's kind of what I do. I have my Grandmother, Dad, and Boyfriend read it for me. [Laughing] and they all give me like a little bit different things so... like what they think it needs, what I need to work on... I don't always use their suggestions but I always take them into consideration. I also had the on campus-writing center read my first draft of my unit 1 essay because their opinion is important. Okay I need to write what he did... So he... *Made lists of titles* I've never put that much thought into titles... Probably should... Probably more important when you're writing something big... should probably do that on my unit papers and stuff... *Practiced leads... Made outlines and diagrams...* That's why their professional writers... do all this before dictating his draft... [Unintelligible reading] That's part of prewriting... This needs to be gone from that section because it's not really there... The part about his wife isn't technically prewriting... to me... I guess it is because colleagues... I wrote colleges... I don't even think I know how to spell colleagues... Is there a u here... I think that's it... and wife is how I am going to do it [added wife to list of people who edit his paper] okay that's better. Okay so... and then he *Moves back and forth between writing and prewriting or planning...* I'll call it planning because that seems to be what they like *planning* [sigh] okay... I wonder if I should be talking a little louder because earlier it wasn't real loud... I

don't even know where my microphone on this computer is [looks for microphone spot] I have no clue... Seems like it would be I the front somewhere... [Taps on computer] huh... I never really thought about it... Okay Whitney get back on track... [Laughing] Sorry... Let me move this a little closer because I need to be able to hear this later. Do I really have to type all this little stuff later... That's what I am thinking... I am saying what I am thinking... but do I really have to write all this down cuz that's gonna be a lot to write because I already have like I don't even know how long... It doesn't tell me how long I have been recording... I need to brush my hair it is annoying me... [Sigh] Do I really have to write that down... I don't know... [Playing with computer settings because I wanted to see how long I had been recording for] but it has been like at least an hour since I started... Holy crap... okay it definitely takes me a while... I don't just click it out right there... [Unintelligible reading] uggghh I hear people talking. It distracts me. That is why I would like to be at the library [unintelligible reading] so that is actually what she learned...Mr. Murray is an extensive planner, doesn't really explain his scope of revisions... [Pause] I really have to sneeze but it's not coming out... Mkk it said that her partner and her found that they were double coding for planning and revision, which is a sign that the two are interconnected... She says "virtually inseparable". So I am going to say that is what she learned. *She learned that the two are inseparable.* I should have read the questions better before I did this but then you wouldn't see what I thinking when reading and so she *Renamed the two combined as preconceiving.* I always have trouble with the I before E thing I know it is I before E except after C but still get messed up. [Unintelligible reading] I am going to quote this "*To 'preconceive' is to scan and rescan one's text from the prospective of an external reader and to continue re-drafting until all rhetorical ... opps I spelt rhetorical wrong... rhetorical, formal, and stylistic concerns have been resolved, or the writer decides to let go of the text.*" I hear my roommates again... I can't help it, it really distracts me. I think that is definitely what she learned. [Unintelligible reading] hmm... I don't really understand what incubation means from the article... I am going to look it up on dictionary.com. [Pause] [Sigh] [Sigh] actually I am using

thefreedictionary.com. The act of incubating... well that is helpful... not. I am going to stop it. I need to go use the restroom. Okay so back to the writing process or actually the outlining process... I have to still write the paper. Okay so incubation is where I left off... planning and incubation... This paragraph is basically saying that he takes breaks from writing... *Incubation- takes breaks from writing to clear his head* my neck hurts and well you come back from you break with a new way of writing things... *and then comes back with new additions for the paper.* [Unintelligible reading] I am taking a break to read... I am reading page 166 at the moment seeing if there is anything I need to add. I am tired of reading out loud. I want to put earrings in... okay back to reading... okay I think that is all I have to say about that... okay what I do.. I would say that I spend a lot of time planning because I research, plan, outline and take time to confer... is that the right word I am thinking of.. No... Discuss so yes so to confer with people so

1. *Prepare- background research, familiarizing self with topic, and I begin to plan what I am going talk about*
2. *Outline- what I need to talk about- questions- creates a structure for paper*
3. *Research- fill out outline and answers questions*
4. *Confer with my grandmother, dad, and boyfriend* who I trust their opinions and then I hmm... [Pause] It is 11:11 make a wish. [Pause] of course I can't say my wish out loud because if I do it won't come true... and then I type my paper and while I am typing it I usually revise it a little so..
5. *Type draft- revise* I try not to revise too much as I go but I can't help it so I do some & *edit* I'll put those together.
6. *Reread draft- edit*
7. *Confer with my grandmother, dad, and boyfriend again*
8. *Consider their statements- reread*
9. *Edit* and then that's it. I am typically done about that point. So let's see... [Unintelligible reading] I heard some really strange noise just now... sounded like some wild animal... somebody screaming? [Pause- went to check it out] It was just my roommate laughing and I also made myself a corn dog [Laughing] I have to go back in a couple of seconds and grab it... Mk so that's what I think I do... My corn dog's done [Pause- went to get corn dog] [cough] needed to get myself some brain food... not much of brain food but that's okay. [Pause while eating] Mk... I am going to go up here while I am thinking about it... Murray's sense of Audience it says

that he ummm... thought that audience was... that you really didn't think about audience until... until... until... what was that time... um... a. *He made the assertion that writers don't really consider audience until "external revision" stage- when editing and polishing* b. *But really he seemed to considered audience during the "internal revision"* Which these stages are what he calls them... *stage*

[Unintelligible reading from Berkenkotter's article]... huh so internal revision stage has... - *his consideration of audience has become automatic* and I forgot the E on automatic click ignore okay there we go. Mk that is what I have to say about audience. I would say I'm not that good about thinking about audience. *I would say considering audience is one of my weaknesses in writing because I don't really... I don't feel like I think about audience enough. I feel as though I do not think about audience enough when I am writing.* [Unintelligible reading] Again I need to edit my outline because it needs to talk about my process and then what we do the same and differently. So what we do that's the same... We both talk with people throughout the process. *Discuss our ideas with others throughout the process of writing.* Okay I guess I will do it this way... Mk we both do that... We both *Create outlines.* It kind of structures my paper. So we both create outlines um... what else did he do? He puts a lot more thought into title and practicing lead... I don't really do either of those. Oh I forgot to finish umm... after incubation it talks about introspection I forgot to include that at all. Let's see introspection is like reporting... like giving... from what I can tell... it seems to be like he's saying... Like with the titles he'll go list all the titles and then he told them this is the title I thought of... or... I think that's kind of what he's trying to say. It like you are observing yourself too... because it said he start to umm... He was going through the titles and then he stopped to evaluate his process of listing the titles... so kind of a self-evaluation... I am gonna go through and write that. *Introspection- self evaluates* I think that's what it's saying [pause] so it's saying that he - *monitors and introspects* his own writing. Yeah it's not listed. I would say I don't do that do much. We both create out lines we... *Incubation periods...* umm I can't just sit down and write an essay straight like you see here I keep going to get hot dogs and taking breaks. I

feel like I eat a lot when I am writing. Mk I think he makes more drafts than I do so... Differences I start working on those because I am thinking of a lot right now. *Differences: um he... He spends more time coming up with the perfect title, he spends more time practicing leads. He writes more drafts.* He also has a lot longer things to write than I do so it takes more time. I feel like we structure our outline a little bit differently... I think they would be... *Structure of our outlines is I am going to write probably different because I don't positively know... probably different.* [Unintelligible reading] and *There are quite a few similarities in the way people write nut...not nut [Laughing] but... [Backspace] but there are always going to be differences in the way people write.* I think I have a more lengthy way of writing [Laughs] because like my outline is two pages long. Most people in my class probably don't spend that amount of time on it especially on a paper like this. How long does this paper have to be I just thought of that... I think she said one to two pages. If I am thinking correctly. Let's check it out. [Pause] hmmm... Maybe I read it in her email. Yep 1-2. Mk. Now let's start writing the essay. I'm not sure if I will finish this tonight. I may work on it in the morning. Mk... Let's read over my outline again that will help me get ready to... okay existi... I am talking about existing problems. What is the main argument of this essay? I don't think this has to be a real essay. I am not really sure. Maybe I should do like a section on what the articles about. I think that's what I'll do so I will create that as my number 1 point. [Pause] Okay so 1. *What is the article about?* It's about umm... umm... it's similar to Perl's [unintelligible speaking] [Laughing] it is [Laughing] uhhh [sigh] I am getting really tired... Past my bedtime. I need a break. I already had so many breaks. That's what takes me so long I make things to thorough. My head feels all like ulll... [Pause] better okay its *Similar to Perl's research except the participant is a skilled writer named Donald M. Murray* You know this talking thing isn't that bad... I mean it's not that hard I kind of talk to myself anyway so it is sort of natural... it's just hard saying every thought I guess. It's mostly [Pause] I am sooo cold. I don't like sleeve on my arms when I write but it is always soo cold in my apartment. Umm... a. *The article is more concerned with the planning and*

revising while Perl is more concerned with the entire process. [Pause] b. *Murray was studied in natural settings ... I'll say that because I am not sure where that is... with an un-limited time limit while writing as well as in the research lab with a one- hour time limit.* Okay I am ready to start ok so what was the name of the article... That's kind of important... Okay... *Decisions and Revisions: The Planning Strategies of a Publishing Writer* is it's an article but it's a study ummm. I'll say... *article about the research...* Materials no not materials... ehh *completed by Carol Berkenkotter. The study is very similar to the setup of Sondra's Perl's* [Laughing] *Sondra's Perl's, Sondra Perl...* [Backspace] [Pause] *research on the five unskilled writers. However, Berkenkotter makes a few ...eh not makes umm...* [Backspace] *conducts the research in different manner. And... Berkenkotter* [Pause] *studies...* let me go over here to my outline and put in what I already wrote... Gosh, my mouse isn't working... okay... *a skilled writer named Donald M. Murray. This article focuses on the planning and revising stages of writing while Perl is more concerned with the entire process.* Okay... [Sigh] *Murray was studied in natural settings with an un limited time limit while writing as well as in the research lab with a one- hour time limit while writing which is more similar to the setting in which the unskilled writers were writing.* I should spell five out... okay... What am I leading into... the existing problems... *Problems with the previous methods of studying writing* I am going to look at my sheet... these are just the questions... I wrote them down. Okay. I need to explain what Berkenkotter thinks... [Backspace] *Berkenkotter explains that studying the participants* [Pause] *oh that's the perfect lead in... in a laboratory setting will alter their writing processes because ...let me go back to where she is saying this so I can make sure I am saying it right...* [Unintelligible reading] Okay um... [Backspace] I decided to delete the part um... the last sentence of my paragraph and say that umm... and talk about Berkenkotter's three stages of research because I kind of missed a couple of things earlier. *Berkenkotter conducted research in three stages. In the first stage, that is how she kind of set it up so I guess it is okay to type it this way... Murray recorded his thoughts throughout the day and submitted all texts notes and drafts made prior to the study* [Pause] so

Berkenkotter knew how the entire process came together. In the second stage, Berkenkotter gave Murray a prompt and a one-hour time limit to write a paper. He also No... [Backspace] during which Ehh... [Backspace] and to think aloud. (The first time I typed the previous sentence I typed it differently but my computer told me I was using passive voice so I reworded it) okay now the third stage. In the third stage, Berkenkotter visited Murray at his house and she watched and recorded him revising a professional journal, while thinking aloud. This is going to be a lot longer than I need it is already getting up there... it's already on the second page... After he revised the paper, Berkenkotter interviewed him; asking him questions about why he changed the things, he did. She also asked him questions about what his perceptions were of himself as a writer.

Berkenkotter believed there were much better ways to conduct research about writing than in the traditional laboratory setting. Thinking aloud also poses a new set of problems. I should add a quote here because she thinks... Berkenkotter points out "there is considerable cognitive activity that writers cannot report because they are unable to compose and monitor their ...goodness I kept spelling their wrong... processes simultaneously". [Unintelligible reading of own writing] Participants also tend to analyze their thoughts when using the think aloud protocol (157). When reading the article by Perl, I noticed these same problems with Perl's methodology. [Reference outline] Although these problems with her methodology may slightly alter her results, it is difficult to observe participants with little or no error due to methodology. It is more of a field study than an experiment like I said in my outline. Simply the fact that the participants know they are being studied affects I always confuse affects and effects... their behavior. Therefore, despite I spelt despite wrong (originally) k... Now I am looking back at my outline and [Yawn] [unintelligible speaking] these errors in methodology, I think her findings were significant and they were adequate for showing how unskilled writers write, proving that the processes can be analyzed in a systematic way, and explaining how understanding the process can help teachers

develop more effective methods for teaching. I will probably look over this tomorrow because I will need a break... [Laughing] it will be incubation time.

In observing Murray's writing process, Berkenkotter learned that planning and revision come together and are used together so frequently they are basically inseparable. She claimed that since the two are used together so frequently they are better are called preconceiving. I don't remember where I got my quote from [Pause] oh it is reconceive not preconceive... opps... so... let me fix that... [Changed it in previous sentence] *Berkenkotter defines reconceive as "to scan and rescan one's text from the perspective of an external reader and to continue re-drafting until all rhetorical, formal, and stylistic concerns have been resolved, or the writer decides to let go of the text"(162).* I wonder if.... Sense of audience...

Prewriting, making notes and planning seems to be a main part of Murray's writing process.

Berkenkotter took note of two main activities done in the planning stage of Murray's writing. Okay what was the first stage again... [Referenced outline] *In the first activity, he states his process goals. He structures his writing ehh he begins to develop the structure... he doesn't really structure it yet... [Backspace] begins to develop his structure for his writing by listing his procedures. He creates sub-plans to keep him focused and to accomplish the main goal. In the second activity, he states his rhetorical goals. He determines how to reach hi audience. He considers statements made by colleagues, friends and wife in response to his first draft. He begins to think of the appropriate title, he puts much time in finding the perfect title. He creates drafts and diagrams and practices his leads. Murray makes many transitions, back and forth, between writing and planning. Murray has incubation periods in which he takes a break from writing to clear his thoughts. This allows him to come back with a new, clear view about what he is writing. Berkenkotter also notes that Murray has introspection periods where he analyzes his own process.*

My writing process has many similarities as well as differences from Murray's. I always prepare myself for writing by conducting background research, familiarizing myself with the topic and then I begin to plan the focus of my paper. After I feel comfortable with the topic and choose a focus for my paper I create an outline. In my outline, I create a structure for the paper and a list of questions that I need to answer concerning my topic. I then begin conducting research that focuses on specific aspects of the topic and generate an outline and answers to questions I listed. I confer with my grandmother, dad, and boyfriend to see if they think I am on the right track. I write down their comments and take them into consideration as I begin to write my paper, although I do not always heed their advice. As I am typing my first draft, I tend to edit and revise as I go. After I completely finish writing the first draft, I go back, reread the draft and make revisions. After revising the paper myself, I ask my grandmother, dad, and boyfriend to read it and discuss any changes they would make. I consider their statements, go back, reread and revise the paper one last time.

Hmmp... I kind of just realized I am not really saying anything but that I because I have been typing for like this entire time... I don't really think my mind has been thinking anything other than what I'm typing. So... yeah, I did at one point think about what time it is and think I should go to bed. Am I even still being recorded... I don't even know... Yeah I am I think... This is using a lot of memory space...Oh well I am almost done... I might wake up tomorrow and... Nah I don't have much more I might as well finish it... Let's see how much I have left... All I have left is talking about the similarities and differences between Murray's writing process and my writing process. And then a conclusion... I think I am kind of over my two-page limit... ahh I don't know... let's see I am double spacing it... Yeah [Laughing] I am over my two-page limit... I have written three pages. [Pause- scrolling through essay] I kind of got carried away... Sorry... [Laughing] oh well [Laughing]

Murray and my processes of writing are similar in that we both discuss our ideas with others throughout the process of writing, create outlines and incubation periods. The main differences in Murray and my

writing is that I believe he spends more time coming up with the perfect title, practicing leads, and writing drafts. In addition, I think he has a much better sense of audience than do I. He made the assertion that writers do not really consider audience until the “external revision” stage, editing and polishing. However, Berkenkotter notes that Murray seemed to consider his audience during the “internal revision” stage as well. I would consider being aware of the targeted audience one of my main weaknesses in writing.

I do not think it necessarily supports Murray’s hope for a “gloriously diverse” I don’t really understand this completely but I definitely don’t think everyone is different set of practices among writers because there are quite a few similarities in the way people write but there are always going to be differences in the way people go about the process.

I think the paragraph about what Berkenkotter learned from the study would be more useful as the last paragraph. I think it could make a pretty good conclusion. So I am just going to copy and paste it down here:

In observing Murray’s writing process, Berkenkotter learned that planning and revision come together and are used together so frequently they are basically inseparable. She claimed that since the two are used together so frequently they are better called reconceiving. Berkenkotter defines reconceive as “to scan and rescan one’s text from the prospective of an external reader and to continue re-drafting until all rhetorical, formal, and stylistic concerns have been resolved, or the writer decides to let go of the text”(162).

And that’s it. It is really long. I am way over my limit. [Laughing] She is going to be like oh my goodness seriously! However, I can’t help it. I write until I think I need to stop... Okay I am done. Bye!