Suggestions for Using *Sound Writing* in the Context of Linguistic Diversity

Helping students navigate the shifting expectations regarding third-person pronouns	• Assign students to read the "Pronouns and Correctness" (6.3.5) and the "Pronoun-Antecedent Agreement" (7.2.1.2) sections of *Sound Writing* before class. • Consider also looking at the resources posted after the September 23, 2015 Wednesday at Four session on pronouns, in Teaching and Faculty Resources on the CWLT page. • In class, ask students to think of some example sentences where pronouns might be troublesome. Offer your own thoughts on pronoun usage, as well as the position of your discipline and/or journals in your discipline, if such information is available. • Have students swap papers and look carefully for pronoun usage in a peer's draft and, if relevant, suggest revisions. If students may use computers in your class, they might use the "find" function in the word processor to find pronouns (he/she/they, her/his/their, him/her/them) and look at them individually to discuss options. • If there's time and if the revisions are digital, have students email revisions to you, and post a few especially good/interesting/discussion-worthy ones on the overhead projector for class viewing.
Helping students to write with awareness	• As homework for the class period before the peer review, assign students to read the "Peer Review" section (4.8.2) of *Sound Writing* and, in class discuss discourse norms, perhaps using faculty resources for the Knowledge, Identity, and Power courses, available on Soundnet. • As homework for the peer review class, assign students to read the "Writing With Awareness" chapter of *Sound Writing* for students to read before class, and have students exchange, read, and comment on drafts before class in groups of three or four (creating Moodle forums, labeled with the names of the students, is an easy way to facilitate the exchange of drafts). • In class, have students work in groups on the drafts they have exchanged, focusing particularly on sections where they might write with greater awareness of their own and others' positionalities. Having students work in groups rather than in pairs enables student feedback providers to see multiple examples and get practice offering feedback and enables student writers to get feedback from multiple people. • Consider having students revise in class themselves. Or have their partners try making revisions for them. Give students license—just this once—to use other people's words in their own writing, if they like what their partners have done.
Using *Sound Writing* in responding to student writing	• Read the "Writing With Awareness" section of *Sound Writing*, including "Writing and Correctness." • Consider what elements of writing are especially important to your course goals and to your goals as a teacher of lifelong learners. • Communicate your position on writing and correctness to students in class or in your syllabus. • When reading student papers, make comments first related to content. Then,

identify 2-3 specific sentence-level areas for improvement (e.g., comma splices, parallelism, subject-verb agreement) OR identify a small section (a paragraph or two) for more intensive sentence-level comments.

- Focusing on just those 2-3 concepts or on just the small section, correct one or two examples of variants from the preferred usage or suggest stylistic revisions.
- Have students identify other, related sentences in their own paper for revisions. Suggest *Sound Writing* or other resources to help students learn more about sentence-level issues they may not intuitively understand.
- Have students report back to you on their revisions, perhaps
  - for the next class session as a sentence log, with the original sentence, a revised sentence, and the section of the handbook they consulted.
  - in a cover letter for the next major assignment, identifying sentence-level aspects of the paper to which they gave particular attention.

Contributing to *Sound Writing*

Have students use the form at pugetsound.edu/soundwritingresources to offer suggestions for corrections, revisions, and additions to *Sound Writing*.