

USING WRITING ACROSS THE CURRICULUM



Personal Discourse

Classroom Discourse

Public Discourse

Function

expressive writing
(self-discovery
& inner speech)

interactive writing
(speculative,
dialectical)

transactional writing
(informative,
persuasive)

Purpose

explains the
matter to
oneself

explains the matter
to classroom
colleagues

explains the
matter to distant
others

Audience

privileges
language of
the learner

privileges language
of the classroom
community

privileges language
of critical audiences

Genre

journals, diaries
logs, notebooks
freewrites
braindumps

letters, notes,
questions, poems,
parodies, e-mail,
dialogue journals

essays, articles,
reports, proposals,
memos, multimedia

Response Time

immediate shaping
at the point
of utterance

quick from “real”
audience visible
and tactile

often lengthy to
publication or
presentation



Classroom environment emulates “real” world:

- social and collaborative
- respects diversity and risk taking
- active learning and interactive teaching
- motivation for reading, writing, and talking



Developing knowledge that is personally and professionally useful