Mike Bluing: So today we are going to be talking about prewriting [chuckle] which, as Claudia has pointed out, is the first phase of the writing process. How many people look at writing as a process? Okay, so I see like five hands, six hands; there's 40 students. How does everyone else look at writing? Do you look at it as something you just jump into? So say I'm the teacher, and I assign you an essay and say, "You guys have two weeks to complete this five-page essay," what is the -- the steps that you take? What are the steps that you take? 

Audience member: I would -- well first I would research, and then from there I would you know write down notes and stuff, the important stuff. And then I'd make an outline, and then I'd, you know, do my paper, and then I'd go back and look over it and fix any problems. And guess that'd be it.

Mike Bluing: Okay, all right. Anybody else? Yes?

Audience member: For me before I start I would like to kind of like choose my topics, like, what my thesis is going to be, what am I trying to say in my essay.

Mike Bluing: Okay.

Audience member: Then I go research so I can actually get facts that will help me support my thesis and my essay.

Mike Bluing: Good. Good, good, good. Anyone from the right side of the room? What's that man?

Audience member: Well I like to see an example.

Mike Bluing: You like to see an example?

Audience member: Yeah.

Mike Bluing: Okay, so that gives you an idea of how to kind of go about it?

Audience member: Yeah.
Mike Bluing: Okay, and then anybody else from the right side? No? Okay, well I will tell you [chuckle] throughout the presentation will be calling people up to help me, so if you're not volunteering to speak now I'm taking like mental notes of your faces because you will be the ones that I volunteer to come up. Okay, all right. So now that we got that out of the way [laughter] -- so prewriting [chuckle] [background talking] -- everyone's nervous now [laughter]. Why y'all nervous? It's all good. I'm up here talking to you; you can't come up here, too? Yeah? Okay, so prewriting like I said earlier is the first phase of the writing process. Now when you are working on a paper it's important that you view writing as a process because what's going to happen is if you just jump into it without giving the proper time and attention to hit each phase, you're going to turn in a D paper, a C paper. So how many people have done that? Kind of just jumped into the paper and started writing? What have your grades looked like, honestly? Because if you can get an A and do that then [laughter] you're a very skilled writer, because not very many people can do that. So young lady in the purple, since you raised your hand?

Audience member: Yeah, I got a D.

Mike Bluing: Yeah, see. How many people got a D? Yeah, she had a D. Who else got a C? Yeah. Did anyone get a B? Okay, y'all think y'all are special now, huh [laughter]? Okay [background talking]. Anybody get an A?

Audience member: Right here.

Mike Bluing: Really?

Audience member: Like a -- you mean like a research paper or like a write a one-page...

Mike Bluing: No, not a one -- no, an actual paper.
Audience member: Oh.
Mike Bluing: Like three to five pages, sources [background talking]. Yeah, Claudia, really? Oh.
Audience member: Claudia [inaudible].
Mike Bluing: Okay. Okay, so -- can I have everyone's attention, please? Good, all right. I'll call people out; I do not mind. So the prewriting phase, as I said before, is the invention phase. So what this means is that before you even start writing, before your pen even touches paper you have to kind of start developing ideas. You have to figure out a number of things before you actually start writing. Okay, so what that means is -- the elements that that would include would be choosing a topic. So how many people understand what that means? Like how do you go about choosing a topic? So if I assign you a paper and say, "You can write anything that you want," how do you formulate -- yes?

Audience member: You choose a topic you're familiar with.

Mike Bluing: Okay.

Audience member: Makes the process easier.

Mike Bluing: Okay, so that's one strategy.

Audience member: Or something that interests you.

Mike Bluing: That's another strategy. Good job.

Audience member: Something you're going to want to like want to stay like committed to the whole time.

Mike Bluing: Exactly. Okay, good stuff. And we're going to talk about that in a little bit more detail. The purpose is another thing that you need to figure out during the prewriting phase. Your audience, gathering and organizing information, and then outlining would be the last process in this phase. Okay [clicking].
Prewriting is the phase of invention

Elements of Pre-Writing include:

- Choose Topic
- Purpose
- Audience
- Gathering & Organizing Information
- Outlining

Choosing a topic

- Select something that interests you.
- Choose something you know.
- Narrow topic down to a manageable size.
- Research.

Ask yourself what your purpose is for writing about the subject.
Mike Bluing: Now getting a little bit more in detail about choosing a topic as some of the ladies already mentioned, selecting something that interests you, why is that important? Like why would you want to select something that interests you? Yes?

Audience member: Because if you don’t choose something that interests you like what are the chances that you’re honestly going to keep going on with that topic?

Mike Bluing: Exactly because at some point you’re going to hit that block where it’s no longer interesting, so if you find something -- if you choose something that at the get-go interests you then that's going to be further motivation for you to continue writing later on down the road. So how many people are writing like two-page papers right now? Okay, three pages? Four pages? Five pages and up? 10 pages and up? Okay, so I’m currently working on my thesis. My thesis currently is 60 pages long, and it's probably going to -- yeah, did you see that look? And it'll probably be about 100 pages when I’m done. So I had to make sure that I chose something that interested me [chuckle] because 30 pages, 40 pages in it does start to get a little bit heavy on me, but at the end of the day I find the material interesting; therefore, I continue to work on it. Okay, so that's one strategy. Choosing something that you know, why is that important? Why can that be beneficial? Yes, Desiree?

Audience member: So you can have like a -- you know like background on it so you can write more information.

Mike Bluing: Exactly, so my man with the plaid on, what's something that you know?

Audience member: Me?

Mike Bluing: Yeah, right at the top. Go.

Audience member: At the top?

Mike Bluing: [Laughter] What's the -- how do you -- how do you -- I don't know what that -- what's another way to say that?
Audience member:  What are you asking?
Mike Bluing:  Yeah, like what are you asking me?
Audience member:  An interest?
Mike Bluing:  Yeah, what's something that you know? What's a hobby? What's -- what do you like?
Audience member:  Music.
Mike Bluing:  So you know music?
Audience member:  Not really, but I like music.
Mike Bluing:  Okay, so [laughter] -- okay, what do you -- what do you know? Let me give you an example. So I have been studying applied computer graphics for seven years, so that's something that I know. I have a little brother; I have a little sister. I'm the oldest in my family, so that's what I know. Okay, so what do you know?
Audience member:  School, I guess.
Mike Bluing:  You know school? Because you're going to get -- you've been in school for a while, right? Yeah, okay. Marcus, what do you know?
Audience member:  [Laughter] Not that much.
Mike Bluing:  Not much?
Audience member:  No.
Mike Bluing:  No? Where are you from?
Audience member:  San Diego.
Mike Bluing:  San Diego? How long been in San Diego?
Audience member:  All my life.
Mike Bluing:  All your life?
Audience member:  Yeah.
Mike Bluing:  So you know San Diego?
Audience member: Yeah.
Mike Bluing: Right? So if I gave you a topic, and I said, "Choose something that you know," what would you write about?
Audience member: San Diego.
Mike Bluing: Okay, what's another thing that you'd write about?
Audience member: I know basketball.
Mike Bluing: Basketball, okay. So you see what I'm saying? If it's not something that interests you, something that you know is also another route to take. Okay, and then also you want to make sure that you narrow down your topic to a manageable size. So why is that important?
Audience member: So you don't get overwhelmed.
Mike Bluing: Okay, overwhelmed. What else?
Audience member: [Inaudible response].
Mike Bluing: Okay, so for instance if I gave you the topic of music, that's a pretty broad topic, right? You can talk about a whole lot of things in regard to music, right? But what if I talked about something as specific as like underground Hip-Hop? Okay, cool. Now I have something very specific that I can focus on, as opposed to this broader category of music. Kind of get me?
Audience member: Yeah.
Mike Bluing: Yeah? Do you see how that would be a little bit easier? A little bit more manageable to work with? Huh? Okay, and then also research. So why is research important? It's pretty self-explanatory, but -- to gather more information about the topic that you selected, maybe?
Audience member: Yeah.
Mike Bluing: Yeah? Okay, and what type -- what's some kind of research that you guys do? Like methods when researching? Yes?
Audience member: The library catalog at the database.
Mike Bluing: Okay, good stuff. Does everyone know what she's talking about? The library catalog? Okay, what are some other means of research? Google?
Audience member: Articles?
Audience member: Ted talks.
Mike Bluing: Ted talks. Okay. You're taking English 130, aren't you? Yeah? Do you have Kim or Tom Fox?
Audience member: Kim.
Mike Bluing: You have Kim, yeah. Okay, any other types of research?
Audience member: Newspaper articles.
Mike Bluing: Newspaper articles, okay. Good stuff.
Mike Bluing: So when we're trying to figure out the purpose of your topic there are a number of ways that you can go about that, but before we get into that what is the purpose of figuring out your purpose? Do you know what I mean by that? Okay, so if I give you the topic of music there's a number of ways that you can approach that, right? So you can argue a point; you can analyze a point; you can compare and contrast. So a lot of the times your teacher is going to give that to you; they're going to provide that for you, "I want you to analyze. I want you to compare and contrast. I want you to argue a certain point." Okay, now why is it important for you to figure that out? Desiree? Why is it important for you to figure that out?

Audience member: So you can like specifically answer what they want you to talk about instead of just like talking about it as a whole. You can like narrow it down and like compare and contrast and like think about different strategies.

Mike Bluing: Okay. Do you think it'll also impact your tone? Kind of how you go about writing? Okay, so that's another thing that you want to take into consideration. You want to make sure that you know what you're arguing, what your purpose is because that's ultimately going to structure your paper, because an argumentative paper is going to look a lot different than an analytical paper, and an analytical paper is going to look a lot different than a compare and contrast paper. Okay, any questions so far? No?
Mike Bluing: Okay [clicking], and then the next thing that you'll want to take into consideration is audience awareness. Now why is it important for you to take your audience into consideration when writing? And before I -- anyone answers that, do you guys understand what I mean by audience?

Audience member: Yeah.
Mike Bluing: Yeah? Does anyone not know what I mean by audience in terms of writing? No? Okay, so why would it be important to take your audience into consideration? Yes?

Audience member: Because like if you've been [inaudible] your audience they're not going to accept what you're saying [inaudible].
Mike Bluing: Okay, okay. Anybody else?
Audience member: You don't want to bore them.
Mike Bluing: You don't want to bore them, okay.
Audience member: Maybe just stating facts and not like your own opinion so you're not biased.
Mike Bluing: Okay, all right. Anybody else? Yes?
Audience member: And also you want to like accomplish something for your paper, give it an aim like whenever your topic is for a specific audience [inaudible].
Mike Bluing: Perfect, okay. And then you also had something...
Audience member: [Inaudible] your information [inaudible].
Mike Bluing: Okay, so when you're talking about audience awareness there's a number of things that you want to take into consideration. Okay, and ultimately your audience is going to determine a number of things which include your tone, your content, and your language. Okay, so one of the things that it's going to -- that -- one
aspect of taking your audience into consideration is understanding how much your audience already knows about the subject. Now why is that important? Yes?

**Audience member:** It's important because if you're writing to a professor you want to write a more formal, more organized. If you're writing like a little kids' book for like -- like a kindergarten student or a preschool student then you want to use not too much big terms, use terms that they will understand.

**Mike Bluing:** Okay.

**Audience member:** Like the same language.

**Mike Bluing:** Okay, so if you have two papers, right? Two writing assignments, one is for your teacher, the other one is for your peers, how would those look different if you take into consideration how much an audience already knows about the subject? How would those two papers look different? Yes?

**Audience member:** Like, probably terms and stuff that [inaudible] go into like greater detail...

**Mike Bluing:** Exactly.

**Audience member:** ...your professor, so it's going to bore them, like, they already know that.

**Mike Bluing:** Exactly.

**Audience member:** And then your peers, though, they don't really know what you're talking about [inaudible].

**Mike Bluing:** Exactly. Did everyone hear that? Does everyone understand that? So if you're writing a paper for a psychology teacher, it's probably unnecessary for you to include a definition of the terminology that you're using, whereas, if you are directing that paper to a student they're probably not going to know what you're talking about.
if you’re using all this like advanced lingo specific to the field of psychology. Does that make sense? Yeah, okay. Another aspect that you want to take into consideration is how the audience feels about your topic. Why is that important? Why is it important for your audience to take that into consideration, how they feel about your topic?

Audience member: How your audience feels about it?

Mike Bluing: Mm-hmm.

Audience member: [Inaudible response].

Mike Bluing: Mm-hmm, okay, [inaudible].

Audience member: You can try and persuade them...

Mike Bluing: Okay.

Audience member: ...kind of like [inaudible] and stuff.

Mike Bluing: Okay, anybody else? You guys are quiet; what's going on? [Laughter] It's 5 o'clock; I'm tired, too. Okay, so one reason why you want to take your audience's opinion, their feelings, into consideration is because at the end of the day it's ultimately going to dictate how you format, how you kind of go about structuring your paper. So if you're writing a paper that has something to do with religion, and you are directing it toward those who are like Christian or those who are Catholic, you might need to be a little bit kind of conscious of how you word certain things, to make sure you don't offend a certain population of people. Does that make sense?

Audience member: Mm-hmm.

Mike Bluing: Yeah? Okay, everyone good on that? Yeah? All right, another aspect is what new information can you provide? Why is that important?

Audience member: Because you don't want to tell your audience the same thing.
Mike Bluing: Exactly, so as you can probably get at this point all of these components kind of tie into each other. So Desiree you were saying -- go ahead and say that one more time.

Audience member: So you don't have to -- so you don't tell your audience what they already know.

Mike Bluing: Exactly, so in order to do that you would have to know what?

Audience member: What they don't know.

Mike Bluing: What they don't know what they already know.

Audience member: Yeah, [inaudible].

Mike Bluing: Right. So you want to be able to contribute something new to the conversation, but in order to do that you have to know already what they know. Okay, does that make sense? Yeah? Okay, and then the last component would be the relationship -- what your relationship is to the audience because that's also going to take into -- that's also going to determine how you kind of structure your paper. Okay, so I'm going to read directly from here. Are you giving orders, suggestions, or advice? Your tone may be more personal with a peer. If you're an authority you need to sound sure of yourself. So when I'm writing my thesis, when I'm writing a 60-page, 100-page paper I am an expert in my topic. If I come off as if I don't understand what I'm talking about is my audience going to take me seriously?

Audience member: No.

Mike Bluing: No, so I have to come off like I know everything, right? Now if you are say applying for position are you going to come off like you're an expert, or are you going to come off more humble?

Audience member: More humble.
Mike Bluing: More humble, why?
Audience member: More -- more like how like [inaudible] position.
Mike Bluing: Okay, so it depends on the context, okay. Everyone good with this? Yeah?
**Mike Bluing:** Okay, now we're going to spend the rest of our time kind of talking about different strategies that you can use when trying to brainstorm, when trying to gather some ideas before you actually start writing. Okay, so there's three main strategies, and what I'm going to do is I'm pretty much -- how should I do this? I don't want to split you into groups. I'm just going to call people up to help me with this. For each strategy -- we have free writing; we have listing; and we have clustering. I'm going to call on some people to come up and help me with this. Okay, but before I do that I'm actually going to discuss it in some detail. All right, cool.
**Mike Bluing:** So free writing -- does anyone know what free writing is before I get into it? Yes?

**Audience member:** Is it when you write -- like do you get a subject and then like you just write about it, like what's on top of your head or whatever?

**Mike Bluing:** Yeah, yeah. So essentially what free writing is I give you a topic and you write everything that you know about that topic in a matter of a minute, two minutes, three minutes, or five minutes. Okay, now what is the benefit of that? What is the purpose of that? Claudia?

**Audience member:** Because you just -- you write down like a lot of what you know about the topic so like instead of writing an outline, it would just be like your information just gets written down [inaudible].

**Mike Bluing:** Yeah, so that's one aspect of it. The other aspect is this gives you opportunity to kind of just dump all of your ideas out. How many people find it a lot easier to kind of like compose a paper once your paper's -- once your information's down on paper? A lot of people? Some people you guys are just good enough to get into it? Yeah [laughter]? Okay, so that is the purpose of this strategy, and understand that not all of these strategies are going to work for everybody. For some people you'll use multiple strategies to come up with the final product, but like I said I just want to give everyone the opportunity to kind of just see this. And then for some of those that I call on to kind of actually do it and see if it works out for you. Okay, and then some things that you don't want to take into consideration, some things that you don't want to worry about when you're free writing is complete sentences,
proper spelling, grammar issues, and then correct punctuation. Okay, so I need three people to come up. Volunteer yourself, or I will volunteer you to help me with the free writing process. So I'm going to give you a topic, and I'm going to have you free write for a minute.

Should I just call on people? Yeah, okay. Young lady with the glasses on her head, I'll have you come up [clicking tongue]. Try not to be biased. My man with the soft heart shirt on, you want to come up [laughter]? Thanks. And then you want to come up? Okay, okay. So I'm going to give you 25 seconds to write everything that you know about this topic. Okay, so I just want to show you that it's going to look different for everybody else. Their format, their structure might be a little different. I'll move this right here so everyone can kind of see. Cool. I'm going to put that right here.

No, you're good. And then there's a pen, okay. All right, so do you want me to give you a topic? Or would you -- yeah? Okay, so I'm going to give you the topic of puppies. Okay, you ready? Set, go. So we're going to give them 25 seconds.

[ Writing ]

Okay, you've got five seconds. Four, three, two, one. Okay, so you want to read what you got down?

**Audience member:** Puppies are very cute. They play a lot with their owners, and they are very energetic.

**Mike Bluing:** Good, so you got that information out in 25 seconds. Okay. Do you want a topic or you want me to give you one?

**Audience member:** Do I just write it down?

**Mike Bluing:** Yeah, you will just write it below.

**Audience member:** Give me a topic.
Mike Bluing: Okay, does someone want to give him a topic? [Inaudible responses].
Mike Bluing: Whoa, whoa, whoa. Okay [laughter].
Audience member: Dinosaurs.
Mike Bluing: Dinosaurs?
Audience member: Yeah.
Mike Bluing: Dinosaurs [laughter]. Can we get one more just to give him some options?
Audience member: Shoes.
Mike Bluing: Shoes? You want shoes or dinosaurs?
Audience member: I'll do dinosaurs.
Mike Bluing: Okay, ready, set, go. [Writing]
Mike Bluing: Okay, you’ve got five seconds. Four, three, no pressure, two [laughter], one. Okay, what did you get down?
Audience member: So I was thinking like cartoons and I got Flintstones have dinosaurs. They’re extinct, and T-Rexs are huge.
Mike Bluing: This is true; they were huge. Okay, good job [laughter]. And then the last one, would you like a topic?
Audience member: Yes.
Mike Bluing: Okay, someone want to give her a topic?
Audience member: [Inaudible responses] [laughter].
Mike Bluing: You want to do bras and panties [laughter]? No? [Inaudible response].
Mike Bluing: Okay [laughter], you want to go with that one?

Audience member: With Channing Tatum?

Mike Bluing: Yeah. Okay, Ready, set, go. I should have called on you to come up in here, huh [laughter]? It's all good. I'm going to give you five seconds. Four, three, two, okay one. Okay, so do you want to read what you have on there?

Audience member: 21 Jump Street is funny. He's not that cute, and he's an actor.

Mike Bluing: Okay, now how do these two differ from this one?

Audience member: It's a list.

Mike Bluing: It's a list, right? Okay, so when you're doing free writing it might look a little bit different than it would if someone else were doing it, so you have to kind of take these methods and kind of make them your own, and the list method is actually perfect because we're going to go ahead and just transition into listing. So thank you very much for participating. Want to give them a round of applause? Okay, so free writing, like I said, it's just one method.
**Mike Bluing:** Another method that you can use is listing, so does anyone know what listing is without looking at the definition?

**Audience member:** To list.

**Mike Bluing:** To list, right [laughter]. Okay, good job, see. So listing is very similar to free writing in the sense of the point is to just get all of your ideas out. The only difference is that the structure is going to look slightly different, so when you're free writing it'll typically look like a sentence/paragraph format, whereas, when you're listing you're just jotting down terms; you're jotting down individual words, anything that is related to your topic. Okay, does that make sense? So for instance if my topic is Prince -- I'm going to see a Prince concert in a couple of weeks; I'm excited [laugh]. Some of the words that I would associate with Prince would include music, "Purple Rain," music career, Revolution which is his band, and a few other terms. Okay, so would just pretty much put those all down in list format. Now they can be as related or as unrelated to my topic, but at the end of the day they will be associated. Okay, so can I get a few people to come up to help me with the listing process? No? You guys just rather me call on you? Okay, you want to come up?

**Audience member:** Sure.

**Mike Bluing:** Okay, cool. And then can I get someone from the very back? My man with the blue and white with the glasses. Yeah, and then can I get one other person to volunteer themselves? It's not that bad up here, I promise you. Young lady in the salmon pink?

**Audience member:** Me?

**Mike Bluing:** Pink, right there, yeah. Want to come up? Okay, who wants to come up? Oh, no? Okay, the one sitting on the table in the back swinging her legs? Okay, so
I'm going to move this back to the center if you don't mind. Okay, so would you like a topic?

**Audience member:** Yeah.

**Mike Bluing:** Okay, you want to give her a topic?

**Audience member:** Balloons.

**Mike Bluing:** Balloons?

**Audience member:** Yeah.

**Mike Bluing:** Okay, can we get one more topic just so she can...

**Audience member:** Finding Nemo.

**Mike Bluing:** Finding [laughter]. Okay, so you...

**Audience member:** Finding Nemo's so weird. [Inaudible].

**Mike Bluing:** Which topic are you going with?

**Audience member:** Oh, Finding Nemo.

**Mike Bluing:** Okay, you want to put the Finding Nemo at the top because we're going to have three different lists.

**Audience member:** [Inaudible] sorry [laughter].

**Mike Bluing:** All right. Do you want to write the list across rather than down?

**Audience member:** Yeah.

**Mike Bluing:** Do you know what I'm saying?

**Audience member:** Okay, okay.

**Mike Bluing:** So horizontal...

**Audience member:** Yeah.

**Mike Bluing:** ...as opposed to vertical. Okay, you ready?

**Audience member:** Yeah.
**Mike Bluing:** All right, ready, set, go.

[ Writing ]

**Mike Bluing:** Come on. So the point is you want to try to just keep writing without...

**Audience member:** Okay.

**Mike Bluing:** ...picking up your pen. So you have 10 seconds.

[ Writing ]

**Mike Bluing:** Okay, you got five seconds, and stop. Okay, so what do you have for Nemo?

**Audience member:** I honestly don't remember. A fish, Dorothy, ocean, lost his mom, and bad fin.

**Mike Bluing:** Okay, it's been a while. Okay, cool [laughter]. So would you like another topic?

**Audience member:** Like a different one or...

**Mike Bluing:** Not the same one. Do you want to choose your own topic, or do you want the audience to choose a topic for you?

**Audience member:** No, you guys should choose a topic [laughter].

**Mike Bluing:** So can she get a topic?

**Audience member:** Fashion.

**Mike Bluing:** Fashion?

**Audience member:** Cheese.

**Mike Bluing:** Cheese?

**Audience member:** Shopping, zoo.

**Mike Bluing:** Shopping, zoo? You can pick any of those. Shopping, fishing. Did I hear fishing, or did I make that up [laughter]? Made that up [laughter]. You want to do
fishing? Okay. And you got 10 seconds. Two seconds, okay, go ahead and stop. Okay, good job. Do you want to -- oh, okay.

**Audience member:** I wrote death, smelly fish, worms, food, squid, poles, and salmon.

**Mike Bluing:** Okay, you said death was the first one?

**Audience member:** Yeah [laughter].

**Mike Bluing:** Okay, all right. And then the last young lady, do you want to give her one more topic?

**Audience member:** Football.

**Mike Bluing:** Football?

**Audience member:** Yeah, football.

**Mike Bluing:** Okay, you want to do football? All right, ready, set, go. Okay, 10 seconds. Five seconds. Two, one. Okay, good. So what did you get?

**Audience member:** Forty-niners, Raiders suck, Alex Smith, quarterback, fullback, [inaudible].

**Mike Bluing:** Thank you, okay, so all three -- we'll go ahead and let you sit back down. Give them a round of applause [applause]. You did a good job. Thank you. So all three of them were able to push out quite a few words in a matter of 30 seconds, so imagine if you gave yourself five minutes, 10 minutes to do this. Do you think that your list would look a lot longer than this?

**Audience member:** Oh, yeah.

**Mike Bluing:** Right? Now for those who actually came up and participated, did you find it difficult, or did you find it easy? Do you think this would help you when actually writing a paper? The ones that came up? [Laughter] I don't know you by name, so I --
I don't -- I can call you out by like features.

**Audience member:** What -- what was your question again?

**Mike Bluing:** Okay [chuckle], for the ones that came up, which would include you...

**Audience member:** Mm-hmm.

**Mike Bluing:** ...did you find the listing method -- did you find that easy? And did you find that helpful? Do you think that would be something that you would actually use? Something that you would find beneficial when actually writing a paper?

**Audience member:** Yeah.

**Mike Bluing:** Like prewriting?

**Audience member:** Yeah, I found that easy. Just the topic seemed wild, but [laughter]...

**Mike Bluing:** Okay.

**Audience member:** But easy [inaudible].

**Mike Bluing:** Okay.

**Audience member:** And I do use it sometimes.

**Mike Bluing:** Okay, anybody else [background talking]? It was just the topics? Okay, and then that would go back to what we were talking about earlier is if you have the opportunity to choose a topic you should probably choose something that you know, or something that you like. Right? Okay, now what I was originally going to do was I was going to have another group come up, but I want to give everyone in the audience an opportunity to kind of participate, too. Yeah. So what we're going to do is we're going to talk about the next step...
Mike Bluing: ...and then I'm actually going to have everyone kind of help me put everything into categories, okay? So we've already talked about free writing, and we've talked about listing, right? So what's free writing again?

Audience member: Dumping.

Mike Bluing: Okay, but what does that look, though?

Audience member: Like a quick write.

Mike Bluing: Like a quick write?

Audience member: Yeah.

Mike Bluing: Perfect, and then listing?

Audience member: It's a list.

Mike Bluing: Good job [laughter]. She's our star child today. So what is clustering? How many people have heard of clustering? Okay, so those who raised their hand, what is clustering in your own definition?

Audience member: Like somebody listing like everything.
Mike Bluing: List of everything?
Audience member: Everything that relates to each other.
Mike Bluing: Okay, good. Anybody else? Yes?
Audience member: Just a bunch of things like bunched up -- I guess, I don't know [laughter].
Mike Bluing: Okay [laughter].
Audience member: Or something just together at the end.
Mike Bluing: Okay.
Audience member: Can I guess?
Mike Bluing: What's that?
Audience member: Can I guess?
Mike Bluing: Yeah, go.
Audience member: All right, so I think you get a main idea in the middle, and then like whatever relates to it coming off of it.
Mike Bluing: Okay, now where there'd just be a bunch of things that are related to that center topic, or would it be something else?
Audience member: Not sure.
Mike Bluing: Not sure? Yes, Claudia.
Audience member: Make a list and like [inaudible].
Mike Bluing: Exactly, so like brainstorming, but brainstorming bubble's a little bit different where you have a main topic, right, and then you have a bunch of little like sun rays that come out from the middle, and then you just have a bunch of like things that are related to that center idea, all right. Now clustering is kind of like that. It's similar in the sense of you have something at the center, so your main topic, so in this particular case we have -- if I can zoom in -- we have time management.
Mike Bluing: Right, but coming from time management you have all these other things, but they are in their own category.
Mike Bluing: Okay, so the whole point of clustering is to draw connections between related ideas. Okay, does everyone understand that concept? Yeah? Okay, so that's what we're going to do with these lists right here, and if we need to add onto them we'll add onto them. Does that make sense? Yeah? Okay, Marcus?

Audience member: What?

Mike Bluing: You want to come up and help me? I need an assistant. You want to take a pen? You tired?

Audience member: Yeah.

Mike Bluing: Yeah? You going to go sleep after this? Yeah? Wrap up in your Snuggie [laughter]? Okay, so what I want you to do is we're going to -- can every see? Yeah? I'm going to turn this off real quick [clicking]. Cool okay, so all I want you to do is write just based on what they say. Okay, so...

Audience member: I'm good.

Mike Bluing: Yeah [chuckle]. So working with Finding Nemo and based on this list we have fish; we have Dorothy; we have ocean; we have lost; we have his mom. Lost his mom? Okay [laughter], and then we have bad fin. Is there any categories that we can put some of these ideas into? There might not be, so that's another thing.

Audience member: Dorothy's a fish?

Mike Bluing: Okay, Dorothy and the fish because Dorothy's a fish?

Audience member: Yeah.

Mike Bluing: Dory.

Audience member: Oh, Dory!

Mike Bluing: Is it Dory or Dorothy?

Audience member: Dory.
Mike Bluing: Dory? I haven't seen the movie in a while, my bad [laughter]. Okay.
Audience member: It was Valerie [background talking].
Mike Bluing: So -- I can do it if you want me to. Want me to do it.
Audience member: I'm sorry. I...
Mike Bluing: You sure? Okay, so what we're going to do is -- let me see this real quick. I want you to list the categories in here. So we have -- so what would that category be?
Audience member: Fish.
Mike Bluing: Fish? Okay, so just put that right there. What's another category that you can create based on the terms that we have up here? Yes?
Audience member: Characters?
Mike Bluing: Characters, okay. So like I said, you might have -- just imagine that this list is longer. Okay, because there's not a lot to work with [chuckle] based on what's up here. So what is something that we can create -- a category that we can create based on some of this stuff up here? So characters is one of them, right.
Audience member: A setting?
Mike Bluing: What was that?
Audience member: I mean, I would say a setting.
Mike Bluing: A setting because you have the ocean. Right, okay. Okay -- whoa, okay. What was that?
Audience member: Sea creatures.
Mike Bluing: Sea creatures [laughter], okay. What's that?
Audience member: What about theme?
Mike Bluing: A theme?
Audience member: Yeah.
Mike Bluing: What do you mean by theme?
Audience member: Like a -- like what's happening.
Mike Bluing: Like is it like a love story?
Audience member: Yeah, something like that.
Mike Bluing: Or someone lost their mom?
Audience member: Yeah.
Mike Bluing: Yeah? Okay. What's another thing? What's another category?
Audience member: Relationships?
Mike Bluing: Relationships? Okay. Are you getting all that?
Audience member: Right there.
Mike Bluing: Okay [background talking]. Anything else? No? Okay, cool. So do you see -- hold on real quick, let me get your attention. So do you see how we took this list, and we created broader categories for these terms and stuff to the -- take place in? Yes? Okay, so we're going to do the same thing for fishing. Yeah, just do it right up here [laughter]. Okay, so for fishing we have death [chuckle]; we have smelly fish; we have worms; we have food; we have squid.
Audience member: Yeah.
Mike Bluing: Yeah? Poles, and salmon. So what are some categories, some broader categories that we can create based on these terms?
Audience member: Material.
Mike Bluing: Material? Like fishing material?
Audience member: Mm-hmm.
Mike Bluing: Okay, so fishing material.
Audience member: Types of fish.
Mike Bluing: Types of fish. Okay equipment -- I heard equipment.
Audience member: Locations to fish.
Mike Bluing: Locations to fish.
Audience member: Food. Yeah, use of the fish.
Mike Bluing: Say that -- use of the fish?
Audience member: Mm-hmm.
Mike Bluing: Okay. Maybe the fish's like current physical state because we have death, and then we have living [laugher], right?
Audience member: Circle [inaudible].
Mike Bluing: What was that?
Audience member: It's like the circle of life.
Mike Bluing: It's like the circle of life; there we go. Anything else? There's squid. Where would squid go? Is that a -- is that a fish?
Audience member: Type of fish.
Mike Bluing: It's a -- is it a fish?
[Inaudible responses].
Mike Bluing: Say that again.
Audience member: The ones that look like kind of an octopus.
Mike Bluing: I know what a squid looks like [laughter]. I didn't realize -- I didn't realize it was considered a fish. Thought it was something else, like a pod or something [laughter]. Stop explaining it right [laughter]. Okay, so [chuckle] are these are the categories that we can come up with for this list?
Audience member: Yes.
Mike Bluing: Yeah? Okay, cool. And then there's not -- yes, okay. We'll do [inaudible]. Okay, and then the last category is football.

Audience member: Football teams, football players.

Mike Bluing: Can I -- can I list the [laughter] -- I can't read that. What does that say?

Audience member: 49ers.

Mike Bluing: Okay, so we have [chuckle] 49ers; we have Raiders suck. We have... [Inaudible response].

Mike Bluing: What is it? Okay, you want to read it for me? I can't read the...

Audience member: Alex Smith, and quarterback, and fullback.

Mike Bluing: Okay, so what are some categories that we can come up with?

Audience member: Teams.

Audience member: Positions.

Audience member: College teams.

Mike Bluing: Okay, hold on. Positions. College teams could be its own category, right?

Audience member: Mm-hmm.

Mike Bluing: And then you would have what?

Audience member: NFL?

Mike Bluing: You would have NFL, right? Professional, and then you would have...

Audience member: College.

Mike Bluing: ...college. So we have teams.

Audience member: I see an opinion.

Mike Bluing: An opinion, all right.

Audience member: Sports.
Mike Bluing: How many people like 49ers?
Audience member: Boo. Eww.
Mike Bluing: How many people like the Raiders?
[Inaudible responses].
Mike Bluing: How many people like the Chargers?
[Inaudible responses].
Mike Bluing: Hold on [laughter].
Audience member: I saw the [inaudible].
Mike Bluing: Okay, so what does -- we have positions; we have teams; we have NFL.
Audience member: Sports.
Mike Bluing: Okay, sports -- sometimes a sport. Opinions. Talk too fast, huh? So we have opinions; we have sport. What else?
Audience member: Touchdowns, like the -- not touchdowns, and Super Bowl.
Mike Bluing: Okay, so maybe like different like elements of the actual...
Audience member: Yeah.
[Inaudible responses].
Mike Bluing: Okay, so stats.
Audience member: Players.
Mike Bluing: Rankings.
Audience member: Yeah, or like skills.
Mike Bluing: Skills, okay.
Audience member: Players.
Audience member: Plays?
Mike Bluing: Plays, okay. So we -- are we listing terms, or are we listing categories
now?

**Audience member:**  Everything [laughter].

**Mike Bluing:**  No, no [laughter]. Okay, go on and sit down now. Appreciate it, thank you. Okay, so we have the list that we started off with; we have the broader categories. Now would we be able to make even more specific categories based on the categories that we already have?

**Audience member:**  Mm-hmm.

**Audience member:**  Yeah.

**Mike Bluing:**  Yeah? So if we look at this one right here, the Finding Nemo, we have fish; we have characters; we have setting, theme, and relationships. Now if we're looking at characters, how can we break that down even more specific?

**Audience member:**  Like the main character and...

**Mike Bluing:**  Okay, the main characters, right.

**Audience member:**  And then like the -- I don't know what the other ones are.

**Audience member:**  Minor.

**Mike Bluing:**  Okay, so you have like main characters; you have minor characters; you have the protagonist; you have the antagonist, right?

**Audience member:**  Yeah.

**Mike Bluing:**  So you have like the heroes and the -- and the villains, right, essentially? Did you have something in the back? Did I already say it? I'm sorry [laughter]; I apologize. And then we have setting, theme, relationships, and fish. So what's an even more specific category than those?

[Inaudible response].

**Mike Bluing:**  Okay, where would that go?
Audience member: Under theme?
Mike Bluing: Now we have setting; we have theme, and we have characters. What are those?
Audience member: Plot?
Mike Bluing: Are those a plot? Aren't those like elements of a story?
Audience member: Yeah.
Mike Bluing: Right? So you could put those into a category. So we have elements of a story, right? And the relationships we would have to kind of play with, right? Fish we might need to play with, okay, the different types of fish, squid, all right [laughter]. Okay, so if we move down to this list we have -- where was it at? We have materials -- so this is fishing. We have materials; we have equipment; we have locations, and use of the fish. So how can we break those down into even more specific categories?
Audience member: [Inaudible] location?
Mike Bluing: Say -- I'm sorry; say that again?
Audience member: Freshwater, saltwater?
Mike Bluing: Okay, so freshwater, saltwater, okay, cool. What else?
Audience member: Like colors of fish.
Mike Bluing: Colors of fish [laughter]. Okay.
Audience member: Whether they're food or decoration.
Mike Bluing: Okay, and then we have materials and equipment; are those the same thing?
Audience member: Yeah.
Mike Bluing: Can they be? Can they be separate? Because I kind of look at them as being the same thing. So we just put them in the category. Okay, and then what about
the final category? We have positions, team; this one's a little kind of all over the place. NFL, opinions, sports, stats, and skills. Are there any that we can put into a more specific category?

**Audience member:** Sports and teams.

**Mike Bluing:** I'm sorry; say that again? So like specific teams?

**Audience member:** Yeah.

**Mike Bluing:** Okay.

**Audience member:** Positions.

**Mike Bluing:** So we talk specifically about the 49ers, right. Okay, what else?

**Audience member:** Positions and skills?

**Mike Bluing:** Positions and skills, okay. What else? Yes, sir? Yeah.

**Audience member:** I was going to say like [inaudible].

**Mike Bluing:** Okay, so that would be more specific to like stats.

**Audience member:** Oh, that's stats. My bad.

**Mike Bluing:** No, no, no. No, no. That's what I'm saying. So what I'm trying to get at with all this is that you can break these down into super-specific concepts, super-specific ideas. So we went from Finding Nemo, which is pretty broad, right? To what was one of the things that we said? Elements of a story, right? We went from something as broad as fishing to the colors of the fish, and maybe [laughter] -- you know something like that. And then football we went from something as broad as football to something as specific as -- what did you say? Win and losses of a -- like the statistics of a specific team?

**Audience member:** Yeah.

**Mike Bluing:** Right, so do you think it would be easier for you to talk about
something broad like football, or would it be easier for you to talk about something a little bit more specific like the statistics of a specific team?

**Audience member:** Something more specific.

**Mike Bluing:** Yes, why?

**Audience member:** Because it's not broad, and you actually have something to go look up.

**Mike Bluing:** Exactly. Okay, so you kind of get all this? Is it all kind of coming together?

**Audience member:** Mm-hmm.

**Mike Bluing:** Yeah? Okay, now how many people think they're going to use these strategies? That's it? Man, okay. Now did anyone find one strategy more effective, or they think it might be more effective than another? Yeah? Yes?

**Audience member:** I would say clustering.

**Mike Bluing:** It would be more effective? Okay, why?

**Audience member:** Because like the paper I'm working on now has so much stuff that I need to put into it, and separating it into like different clusters [inaudible].

**Mike Bluing:** Okay, what is your topic?

**Audience member:** Modern-day slavery.

**Mike Bluing:** Modern-day slavery? Okay, and is that broader topic, or is that a...

**Audience member:** That's a broad topic.

**Mike Bluing:** That's a broad topic. So she said modern-day slavery is her broad topic. What's something more specific than that? We're about to help you with your paper [laughter].

**Audience member:** That'd be great.
Mike Bluing: Anybody? What was that? Okay, sex trafficking. Craig’s List [laughter]. You said Craig’s List [laughter]? Wait, hold on. Okay.
Audience member: [Inaudible response].
Mike Bluing: And then processed, and then processed. So we have Craig’s List; we have trafficking.
Audience member: Like a bus [laughter].
Mike Bluing: I think that’s how you spell that.
Audience member: Yeah, it is.
Mike Bluing: Is it? Yeah, I just teach English; I don’t actually know how to spell [laughter]. So we have Craig’s List; we have trafficking. What else? What are some other forms of modern-day slavery you said?
Audience member: Poor slavery.
Mike Bluing: Whore slavery?
Audience member: Poor.
Mike Bluing: Oh, sweatshops. Okay, what else?
Audience member: I think I said that. Sweatshops?
Mike Bluing: You learned something [laughter]. Okay, so we went from -- listen up. So we went from modern-day slavery to Craig's List, trafficking, and sweatshops. So we just gave you three things that you could focus on. Now if we were going to talk about trafficking, what’s something even more specific than trafficking?
Audience member: Sex trafficking.
Mike Bluing: Okay, so the type of trafficking.
Audience member: Yeah.
Mike Bluing: Right? So we have type.
Audience member: The population.
Mike Bluing: So we have the population. So we're talking about like sex trafficking in terms of women in Thailand? Okay, so what's even more specific than that?
Audience member: Who it's targeting?
Mike Bluing: Say that again?
Audience member: Who it's targeting.
Mike Bluing: Okay, so who it's targeting so mainly women, children. Right, maybe the time period. Are we talking about modern-day?
Audience member: Yeah.
Mike Bluing: Well, yeah, because it's modern-day slavery [laughter]. Stupid.
Audience member: Race.
Mike Bluing: Okay, and maybe we're talking about race. Okay, maybe a specific region of the area that we're talking about. So if we're talking about Thailand maybe we're talking about a very specific population in a very specific region in Thailand. Okay, do you kind of get what I'm getting at now?
Audience member: Mm-hmm.
Mike Bluing: So you can break it down, but you don't want to break it down too specifically because then -- why is that bad?
Audience member: You won't have enough information.
Mike Bluing: Exactly, cool. So any questions? Does everyone feel like they got something that they can leave with? Yeah? Okay, so I'm going to test you before you leave, all right [laughter]? So can someone who hasn't spoken yet, who hasn't participated, please tell me what free writing is?
Audience member: [Inaudible responses].
Mike Bluing: Free writing, what is free writing? You've already spoken, so.
Audience member: You've got to put writing on paper. I mean, because all your ideas [inaudible].
Mike Bluing: Okay, and what does it look like?
Audience member: Like it's like a [inaudible].
Mike Bluing: Okay.
Audience member: Just write everything down, like you get a topic, and you just start writing.
Mike Bluing: What is listing?
Audience member: It's a list [laughter].
Mike Bluing: Okay. What is the purpose of prewriting?
Audience member: [Inaudible responses].
Mike Bluing: Okay, no, no, no. Y'all -- you've spoken. I need someone -- I can't tell what kind of hat he has on. Yeah, you want to tell me what the purpose of prewriting is?
Audience member: [Inaudible] what you want to write about.
Mike Bluing: Okay. Now that -- would that come before writing? That was a trick question. It's prewriting. Okay, that was mean. I'm sorry [laughter]. Okay. And then what is clustering? What's clustering?
Audience member: Putting specific like ideas in [inaudible].
Mike Bluing: Okay, so building connections, right. Connecting ideas, okay. And then what are the five phases of the writing process? You don't get to say nothing.
Mike Bluing: What are the five phases of the writing process?
[ Inaudible Audience Response ]
Mike Bluing: I didn't discuss that, huh? Did I discuss that?

Audience member: You didn't talk about that.

Mike Bluing: Oh, my apologies [laughter]. Well I said it was the first phase, right? Okay, so just to sum everything up, like I said prewriting is the first phase, so if you were going to come to another workshop we would talk about drafting, which would be the next phase. And then if you came to another workshop we would talk about revising, then we would talk about proofreading and editing, and then we would talk about publishing. So real quick does everyone know what drafting is?

Audience member: [Inaudible responses].

Mike Bluing: Can someone tell me what drafting is if you know what it is? Claudia?

Audience member: It's the first paper that you write.

Mike Bluing: Exactly, so what do you focus on in that first paper?

Audience member: Everything.

Mike Bluing: [Laughter] Okay, what's everything?

Audience member: All you're using would be like what you just [inaudible] from that.

Mike Bluing: Okay, so you create a fully composed paragraph, right? And what are some components of a fully-composed paragraph?

Audience member: [Inaudible response].

Mike Bluing: So you have the introduction, you have your paragraphs.

Audience member: [Inaudible response].

Mike Bluing: Okay, both would have an introduction, though, don't they [laughter]? So sentence structure and paragraph development you want to focus on a fully composed essay, so you want to make sure that everything -- all of the components of an essay are included, okay? So that would [chuckle] that was a -- I'm sorry. Those
would include the three main components which would be an introduction, your body paragraphs, and a conclusion, but more specifically you want to focus on sentence structure; you want to focus on paragraph development. Okay, then we have revising. Right? Yeah. So what's revising? Does everyone know what that is?

**Audience member:** Going over your paper, revising what you did, for your errors?

**Mike Bluing:** Ah, so this is when it gets tricky.

**Audience member:** Isn't it checking like your...

**Mike Bluing:** Go ahead. So what's revising?

**Audience member:** It's like the bigger picture. Seeing if your -- if your essay like makes sense and if it flows.

**Mike Bluing:** Okay.

**Audience member:** It's the general idea

**Mike Bluing:** Okay, so making sure that all the information that's in your body paragraphs relates to your main topic, which is typically where? Where do you specify your main topic?

**Audience member:** Thesis.

**Mike Bluing:** Your thesis. What's a thesis?

**Audience member:** [Inaudible responses].

**Mike Bluing:** Say that again?

**Audience member:** Your [inaudible] topic.

**Mike Bluing:** Okay, Desiree, what's a thesis?

**Audience member:** It's your subject, plus your opinions, plus your main points.

**Mike Bluing:** Okay, and that's usually located where?

**Audience member:** In the introduction.
Mike Bluing: Okay, so can you come up with a thesis statement right off the top? Make a thesis statement about me.
Audience member: About you?
Mike Bluing: Yeah. So I'm the subject.
Audience member: Okay.
Mike Bluing: What's your opinion?
Audience member: You are...
Mike Bluing: I'm smart [laughter].
Audience member: You are a great [inaudible].
Mike Bluing: Okay, thank you. And then what are the three main points? What are your three reasons for that opinion?
Audience member: Because you are helpful.
Mike Bluing: Okay, cool. We get -- we get the point.
Audience member: Okay [laughter].
Mike Bluing: So -- so you get it? So a thesis statement has three main components. It has your subject; it has your opinion; and then it has three reasons why you feel the way you feel about the subject. Okay, and that's in your introduction. So that's also something that you want to make sure that you have in the revision phase. So then we have proofreading, and we have editing. So what are those? How do those differ from revising? Because I think a lot of the time people think that revising, proofreading, and editing are all the same thing, but they're not. Yes?
Audience member: [Inaudible response].
Mike Bluing: Exactly-- so in revising you focus more on the higher-order concerns, that's what we call them, the bigger issues. When you are talking about proofreading...
and editing you're looking at the smaller issues, so you're looking at grammar; you're looking at punctuation; you're looking at spelling; you're looking at all of those smaller things that you can easily tweak or have someone else tweak for you. Okay, and then the last phase is publication. What is that?

**Audience member:** Published.

**Mike Bluing:** Published, and what does that mean?

**Audience member:** To finalize your paper and turn it in.

**Mike Bluing:** Exactly. Oh, any questions? 5:57; I've got three minutes. Any questions [laughter]? No? Okay, cool. Did everyone sign the sign-in sheet? Yeah? Okay, thank you for your attention. You all have a good [applause] day.