

Empowering Students' Voices: Engaged Writing Through the “Dunlap Method”

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Great Ideas for Teaching (GIFT) Exchange

23 February 2021

Opening Popcorn Exercise

We ask students to write, to complete writing assignments.

What do you mean by writing?

Directions

- React to the word **writing** in three words or less.
- Write your response in the chat box.



Writing

Disciplinary Conventions and Structure

Assignments

Work

Rubrics

Intention

Skill Development

Completion

Empowerment through Vulnerability

Process of Processing Writing, Words, Ideas, Evidence

Talking about writing

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Undoing the Silence



Six Tools for Social Change Writing

LOUISE DUNLAP

Dunlap Method

Background

CU-Writing Across the Disciplines group

Writing Engagement

Louise Dunlap, *Undoing the Silence* (2007)

Two-pages of writing

Peter Elbow, *Writing with Power* (1981)

Reader-based feedback

Group process

*"Gives [the writer] the main thing needed to improve writing: the experience of what it **felt like** for readers while reading [the writer's] words." – Elbow, p. 245*

Undoing the Silence



Six Tools for Social Change Writing

LOUISE DUNLAP

Dunlap Method

Preliminaries

- Writer shares writing
- Provides direction for the readers

Steps

Read aloud

- Circle Words or Phrases/Use Chat box
- Recite and Reflect

What is the writer trying to say

Tell the story of the reading process

Provide a metaphor

Engagements

- Critical Listening
- Becoming a Scribe
- Empowerment and Confidence

Example of Student Writing

third draft writing
transition from introduction to
argument

The ways in which America begins to write and re-order Islamic history begins in 1619, the year in which the first African slaves were transported to the American colonies. Few people realize that many of the Africans brought to the Americas were Muslim; however, based upon the ways in which the first Islamic empires spread into Northern and Western Africa it is no surprise that many of those captured and sold were Muslims, likely versed in Arabic to be able to read the Qur'an. One of the most famous sources available to support this narrative is *The Life of Omar ibn Said*. Omar was a west African Muslim schooled in reading and writing Arabic before his capture in 1807. This date provides some interesting information alone. The United States Constitution prohibited the purchasing of slaves from the international slave trade after 1808. [fn2] Meaning Omar was captured as one of the last generations of true African slaves. After 1808 slaves were breed and the majority of them were taught Christianity in an effort to secure slave holder's salvation and keep slaves in line. [fn3] Due to the increase in internal Christian slaves it is too easy to wipe away the Muslim voices that helped grow the United States. It is as Said said, the United States aims to create an order what is "favorable," which includes a purely Christian history.


Fn2: U.S. Const. art 1. Sec. 9.

Fn3: Charles C. Jones, *The Religious Instruction of the Negroes in the United States* (Savannah: T. Purse, 1842), 114.

The Dunlap Method can at times be a bit awkward to start with as many of us are used to doing traditional peer reviews. I think many of us forget the purpose of the Dunlap Method is to find words that stand out to support a thesis, not check for commas.

I began to find myself looking at my peer's writing (as well as my own) in different ways by finding words that stuck out, words that were repetitive, and words that simply needed to be replaced with stronger ones.

I have been working on writing around quotes and the Dunlap Method helped with that.



As a writer I have never had confidence in writing long essays with evidence to back up my ideas. The Dunlap Method used for preliminary writings and the professor's feedback really helped my confidence and see where I could improve through revisions of my final draft.

The Dunlap Method definitely was something interesting and was able to get me to participate in the classroom. It reminds me of my highschool UC history class where we watched "*America: The Story of Us*" and took notes based on what we found interesting or what info was being placed on the screen. By sticking to what caught my attention and writing down what words stuck out to me it allowed me to consider what important aspects of the topic I was writing/reading about to determine how I would be going about it and what questions to consider.

TAKE AWAYS

- Modify elements of the Dunlap Method for in class and virtual engagements
- Weave into scaffolded preliminary writing feedback
- Consider when and how to introduce conventional critical peer review rubrics
- Transforms the act of writing into an engaging, peer-based process