The UWT Writing Center as a Teaching Resource for Faculty

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In-class workshops

- Citation
- Summary and Paraphrase
- Literature Review (with the library!)
- Writing in the disciplines topics:
  - Literary close reading and textual analysis
  - Annotated bibliography
  - Persuasive writing for grants
  - Use of sources in history
  - Incorporating quotations
  - Synthesis in bio-med
- We will design something with you!
Collaboration with Urban Studies

- Anaid Yerena, TURB 480: Housing in America
- Annotated Bibliography presentation and workshop
  - Talked about annotated bibliographies in general and in the specific context
  - Discussed how the audience would use the annotated bibliography
  - Wrote and presented models
  - Did “reverse outlines” on the models and showed correlation to source material
  - Did in-class writing in groups with floating consultants
Collaboration with CORE Biology

- Karen Cowgill, TBIOL 102
- Assignment: letter with a defined audience and task
- Three-part series:
  - presentation on writing with scientific evidence for a general audience
    - “start with a point of agreement”
    - “form a personal connection”
  - writing workshop with floating consultants
  - peer review: one of the most engaged groups I’ve seen!
Collaboration with Business

• Joe Lawless, TBGEN 111
  • 57 first-year students in the TLC
  • Assignment-linked group work
  • Group rotation through three phases: peer review, reflection on grading criteria, and WC feedback on writing
    • “Based on your class instructions and our writing center work, how do you interpret “professional presentation” in a paper? Write examples from your paper or your classmates’ papers below and describe the elements in the examples that represent “professional presentation.”
  • Benefits: Got students into the TLC, demonstrated our support, and had them think about audience connection
Assignment Design

- Talk through learning objectives, instructions, and expectations for an assignment
- Consider the right assignment for the learning objective
In a nutshell:

- Consider whether the assignment is writing-to-learn or to demonstrate mastery
- Weight evaluation criteria accordingly
- Frame assignment as a **Task as an Interesting Problem** and give each assignment a **RAFT** (Bean):
  - Role for the writer
  - Audience
  - Format/genre
  - Task
- Maybe scaffold the assignment in smaller pieces
- Provide models, both student and professional
- Consider peer review during a draft stage
- Invite the writing center for an in-class workshop
- Consider providing the bulk of your feedback on a rough draft rather than the final draft
- Explicitly connect the writing assignment and process to disciplinary ways of thinking and creating knowledge
In-class Activity Design

- Design active learning activities keyed to writing assignments in your class
- Help your students “read” difficult texts
- John Bean, *Engaging Ideas*
From Bean, Engaging Ideas

- Link course concepts to previously existing knowledge (transfer)
- Explain concepts to new learners—like your mom
- Give students a thesis to defend or attack
- Give students a question to answer in exploratory writing
- Give students a template
- Have students role play a conversation between course authors
- Have students write abstracts from course articles or lectures
Facilitated Peer Review

- Works best before the final draft stage
- Outside facilitator and devoted class time gives the activity weight
- The process is contextualized as part of disciplinary, academic, and professional processes
- Students learn that the review process looks different depending on the audience, context, and purpose
- Students practice
  - How to give global, comprehensive feedback
  - How to respond as an informed audience member
  - How to phrase feedback in a productive way for the writer
Responding to Multilingual Writing

- Identifying and weighting grading criteria
- Commenting on drafts
- Consulting on best practices for responding to language issues:
  - The *if, when, how many, how* of grammar correction
- Teaching effective use of sources
  - Teachable responses to plagiarism spectrum
Course-linked Writing Groups

- Peer support, professional support
- Accentuates social context and audience of writing
- Dedicated time to write
- Can be student-led
Writing Table with PPPA

- Sarah Hampson
- 2 90-min sessions/week for students in TLC
  - Composing
  - Reading
  - Addressing questions and concerns
  - Feedback
- In-class workshops
  - Thesis workshop
  - Facilitated peer feedback
Future Directions

- Embedded tutoring
- Faculty summer retreats