

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

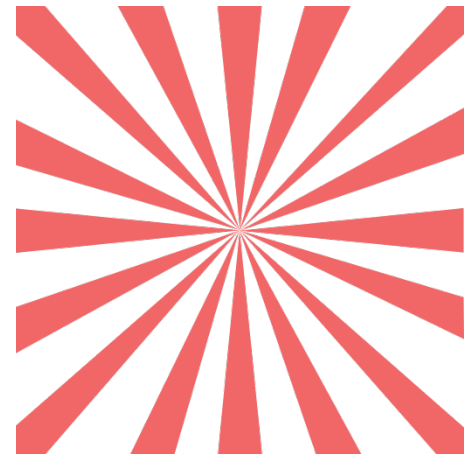
- Karen Cowgill, TBIOL 102
- Assignment: letter with a defined audience and task
- Three-part series:
 - presentation on writing with scientific evidence for a general audience
 - “start with a point of agreement”
 - “form a personal connection”
 - writing workshop with floating consultants
 - peer review: 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



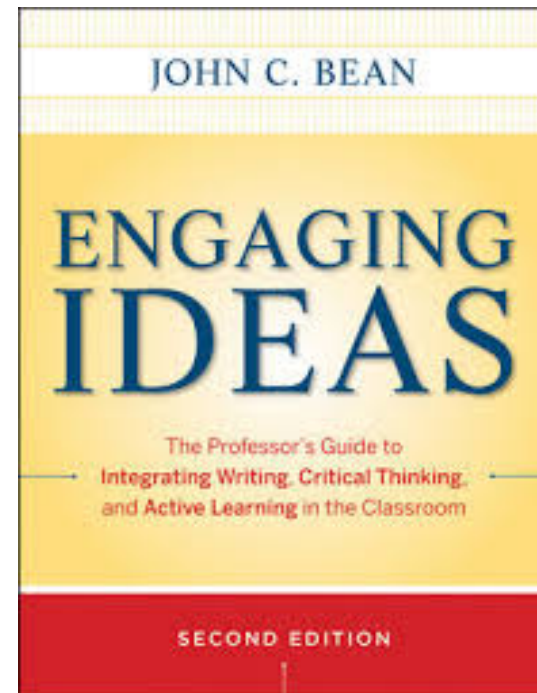
In a nutshell:



- 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

