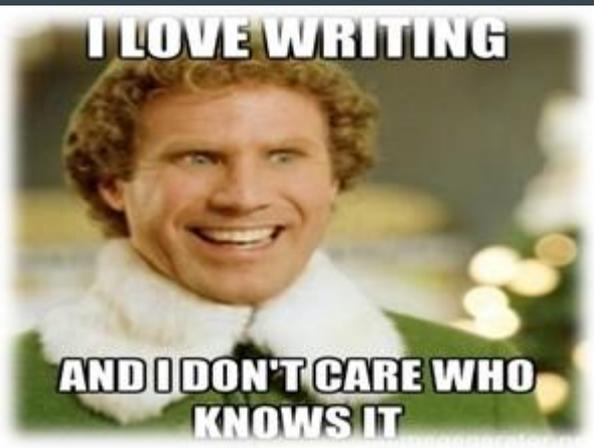


Integrating Writing Instruction into the Classroom



Lisha Daniels Storey
Scarborough Center for Writing
November 30, 2017

I LOVE WRITING



**AND I DON'T CARE WHO
KNOWS IT**

Concerns About Teaching Writing

Time: Will writing instruction be more time-consuming for an already busy instructor?

Content: Will writing instruction come at the expense of content-related instruction?

Methods: Does writing instruction involve a lecture about writing skills ... or the instructor diagramming sentences on the board?

Expertise: Am I qualified to teach writing?

Concerns About Teaching Writing

Time: Writing instruction does require time (but can take time-saving forms)

- Feedback: instructor and peer
 - Process
 - Semester
- In-class writing activity with Moodle follow-up

Concerns About Teaching Writing

Content: Writing instruction can help students engage deeply with course content

- WAC/WID, John Bean
- Genres, ways of knowing and doing in the disciplines (Carter)
- Dividing class time

Concerns About Teaching Writing

Methods: Writing instruction takes many forms

- Explain ... but support with examples, practice, feedback

Explanations “will be validated by students’ writing or their writing-based activities. After explaining, exemplifying, and pointing out the major components of a skill, you’ll want to set up a learning situation that allows students to practice the skill” (Glenn & Goldthwaite 61)

Concerns About Teaching Writing

Expertise: Naming what we know as members of our disciplines

- **Characteristics of “good writing” in our disciplines, classes**
... or bad writing? (Kaj Sand-Jenson, “How to write consistently boring scientific literature”)
- **Resources: colleagues, SCW**

Sites of Classroom Writing Instruction

Sites of Writing Instruction

Haswell (2009):

- Paper margins
- Classroom walls
- Conferences
- Digital sites

Sites of Writing Instruction: Paper Margins

- *Writers and readers*

“When students respond to feedback as an invitation to contribute something of their own to an academic conversation, they do so because **students imagine their instructors as readers waiting to learn from their contributions**, not readers waiting to report what they’ve done wrong on a given paper”
(Sommers, “Across the Drafts”)

- *Teaching discipline-specific writing and thinking*

Sites of Writing Instruction: Classroom Walls

- Haswell:
 - Revising or drafting
 - Peer evaluation
 - Prewriting, including outlining, concept mapping
 - Use of models (essays, paragraphs, articles, sections, sentences, thesis statements)
 - Sentence combining
 - Workshopping
 - Editing or proofreading
- Teaching revision: reverse outline, class model
- Reading as writers (course texts, disciplinary texts, model papers)
- Integrating sources

Sites of Writing Instruction: Conferences & Computers

- Conferences
 - In class, in lieu of class, outside of class
 - Individual or group conferences
 - Can give students more control, instructors can give over more control
 - “What do you mean by...?”
- Digital sites
 - Moodle, Classroom Salon ...
 - Google Docs comments: instructor participating with peer responders, modeling effective response

(Connected) Sites of Writing Instruction

- “... feedback shapes the way students learn to write, but feedback alone, even the best feedback, doesn't move students forward as writers if they are not open to its instruction and critique, or if they don't understand how to use their instructors' comments as bridges to future writing assignments. For students to improve as writers, a number of factors are necessary: in addition to honest comments, they need plenty of opportunities to practice writing throughout their college careers, not merely in one course or in one year, and plenty of opportunities to receive writing instruction in and beyond the first year, especially instruction in one discipline's method” (Sommers, “Across the Drafts”)

Resources

- Scarbrough Center for Writing:
 - Consultations, conversations
 - Co-Designing writing activities, workshops
 - Reading, analyzing, and writing scientific abstracts
 - Reading, analyzing, and revising literature reviews
 - Writing theater reviews
 - Group paper workshop
 - Developing a writing-based research process
- Colleagues
- Online WAC/WID resources (WAC Clearinghouse, University WAC/WID programs)

Summary

- Consider what you value and how you communicate that value with students through writing instruction
 - Writing-related SLOs: what will students be able to do by the end of the semester (FW, AW)?
- Provide multiple (connecting) opportunities for students to practice skills, receive feedback, transfer skills, reflect
- Collaborate and get feedback (you are not alone)

Questions

- What does writing instruction look like in your classes? Has your approach changed?
- Questions or concerns about writing instruction?
- Suggestions for resources or future workshops?

Works Cited

Glenn, Cheryl and Melissa A. Goldthwaite. *St. Martin's Guide to Teaching Writing*. 7th ed. Bedford/St. Martin's, 2013.

Haswell, Richard. "Teaching of Writing in Higher Education." *Handbook of Research on Writing: History, Society, School, Individual, Text*. Ed. Charles Bazerman. Routledge, 2009.

Sommers, Nancy. "Across the Drafts." *CCC Vol 58, no. 2*, 2006. 248-257.