Teaching Writing Remotely

JC Zoom Session
April 2, 2020
Topics Covered Today

- Writing Instruction
- Grading Writing Online
- Campus Resources Online
The Writing Committee on FW/AW

- The writing curriculum was designed to be supportive of the general college curriculum and programmatic content and it should continue in this fashion. The priority is for faculty to consider their content and curriculum and how their courses will deliver that content/curriculum in a remote learning format, and then consider how writing can support students learning that content.

- Some questions to consider as you plan:
  - What are the learning outcomes of your course? How are you now planning to meet them? How can writing support those learning outcomes?
  - If you have to cut content that students were going to write about (e.g.: labs, in-class experiences, observations), is there some other component of the course students can write about instead?
  - In short: how will students be learning? How can writing support that learning?
Writing Instruction

- Ways to use writing to process
- Resources on online writing instruction
- Instructor & peer feedback
- Using digital tools
Set aside a few minutes at the start of a class session for writing, or assign for HW.

Use the Journal activity on Moodle (single-student groups), or students’ choice of medium.

Offer course-related questions, or provide space for students to choose topics, questions, concerns.

Using Writing to Process

- What has this transition to remote learning been like for you? What changes are most significant?
- What are your greatest concerns about the current pandemic?
- How has your writing process changed in your new learning environment? What are your resources for getting writing done?
Students collected evidence from Taylor Swift videos before class. At start of class, they dumped their evidence into a shared Google doc.

**THESIS:** The presentation of female performers in music videos typically focuses on women as sexual objects.

Evidence that supports all or part of the thesis:
- **OUR SONG** — She starts out the video wearing short shorts and a tank top that show a lot of her body
- **YOU BELONG WITH ME** — She is pining for a man’s attention the entire time, trying to steal him from another girl and body/slut shaming the other girl in the lyrics (she also plays the more sexualized other girl)
- **BACK TO DECEMBER** — It’s clearly cold outside, the guy is wearing clothes and she’s not wearing pants. There are also shots of her in the bath while he’s fully dressed the whole time.
- **BAD BLOOD** — The women are dressed in very few clothes, it’s extremely sexy and was meant to be
- **LOOK WHAT YOU MADE ME DO** — She’s being powerful but she’s also being extremely sexy/sexual at one point wearing lingerie
- **YOU NEED TO CALM DOWN** — She’s dressed provocatively and dancing sexually in most of the video (except when she’s dressed as fries)

Our Song- stereotypical feminine outfits and relationship roles, only has shots of
I divided the class into two groups in breakout rooms and each group went through the evidence for a particular argument and grouped it together, deleting repeats. Then we reconvened and I asked them to tell me why they made the choices they did and we talked about organizational strategies (e.g.: topical, chronological).
Then I had them write potential thesis statements based on the evidence, after which we went through them and I helped them polish them up.

Katie: The representation of female performers in music videos over time have transformed from sexual objects to sexual subjects.

Sierra: The presentation of Taylor Swift as a sexual object in her music videos has shifted over time.

Nick: As Taylor Swift’s career progresses, she goes beyond the typical sexualization of women in music videos, shifting the focus more towards her personality and status.

Marko: Taylor Swift’s presence in her music videos has become more sexually explicit, because Swift herself wishes to assert such sexuality.

Thomas: The presentation of Taylor Swift in music videos paints her as every man’s dream girlfriend.
Writing Instruction

- Ways to use writing to process
- Resources on online writing instruction
- Instructor & peer feedback
- Using digital tools
- Inviting expert visitors to class
REAL LIFE MEDIA SCHOLAR Myles McNutt!

Talked to students about:
- How he developed his topic
- How he gathered evidence
- How he revised the chapter based on peer review
- ...AND MORE!
Grading Writing Online

- Instructor feedback
- Rubrics
- Grading criteria
- TurnItIn
complete opposites and ignores bodies that do not fit into the two categories (Lorber, 1992).

With these two genders, comes attributes and activities that are assigned to each category and are used to support the idea that the genders are naturally opposite (Lorber, 1992). *Queer Eye* supports the idea that gender is a social construct by telling the stories of individuals who do not fit traditional gender norms. Through the five main characters who are all gay and the character of Jess who is lesbian, the show demonstrates that men do not only like women and women do not only like men. *Queer Eye* also discusses the unfairness of inequalities placed on LGBTQ+ individuals, which is contradictory of the idea that societal inequalities are “natural” to anyone who deviates from gender norms. In addition, *Queer Eye* supports the idea that gender is a social construct by encouraging Jess to wear both feminine and masculine clothing, which goes against
<table>
<thead>
<tr>
<th>MEDA 121: Introduction to Media Studies</th>
<th>Student Name:</th>
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<tbody>
<tr>
<td>Social Context Analysis (15% of course grade)</td>
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**BASICS**

5: Excellent; 4: Advanced/Good; 3.75: Basic/Satisfactory; 3.5-3.0: Needs Significant Work; 2: Barely Acceptable; 1: Unacceptable

| FORMATTING: Submitted paper is properly formatted according to formatting guidelines noted in course syllabus and assignment handout. | /5 |
| CITATIONS: All sources used are cited properly in-text, and there is a properly formatted bibliography for all sources used. | /5 |
| BASICS: Submitted paper is no more than 5 pages (double-spaced) in length, well organized, with no mechanical (grammar, spelling, punctuation) errors. | /5 |

**CONTENT**

10: Excellent; 8: Advanced/Good; 7.5: Basic/Satisfactory; 7: Needs Significant Work; 6: Barely Acceptable; 1-5: Unacceptable

| THESIS: Thesis is clear, specific, and argumentative, linking together the text/representation analyzed and its potential sociocultural impact. | /10 |
| SOURCES: Submitted paper makes use of (at minimum) the source(s) indicated in the chosen paper prompt; sources are used thoughtfully and productively in support of the author’s argument and are well integrated into the writing. | /10 |
| TROPE: Submitted paper includes fully developed explanation and analysis of the trope chosen; trope is defined and applied accurately. What are the basic elements of this trope? Why is it problematic? | /20 |
| ANALYSIS: Submitted paper includes focused, relevant, and in-depth analysis of the chosen representation/text, indicating specific scenes or characterizations from the chosen media text that support the author’s argument, explaining and analyzing them fully. | /20 |
| SOCIOCULTURAL IMPACT: Submitted paper indicates and fully explains the potential sociocultural impact of the chosen representation/text. How/why is this representation/text problematic? How/why is it progressive? What is its potential impact on audiences and society more broadly? | /20 |

**TOTAL:** /95

**GRADE:**
Campus Resources Online

- The Writing Center is online
  - PWAs offering remote synchronous sessions
  - Tutorials/presentations for classes are still an option
1. Register for an account
2. Log in and choose the schedule you want to access
<table>
<thead>
<tr>
<th>Name</th>
<th>Time</th>
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<tbody>
<tr>
<td>Ben Johnson</td>
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<td>Brandoe Mal</td>
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<td>Brianna Groves</td>
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<td>Cecilia Yip</td>
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<td>Mackenzie Belen</td>
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<td>Madelyn Oliver</td>
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<td>Nick Frederick</td>
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<td>Seth Howard</td>
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<td>Spencer Dick</td>
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<td>Sydney Hardin</td>
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<tr>
<td>Varun Katipalli</td>
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Waiting List: April 2, 2020
Client

Appointment Date
Wednesday, March 25, 2020
7:00pm to 8:00pm

ONLINE
CREATED: Mar. 25, 2020 3:08pm

Staff or Resource
Carolina Gil

Post-Session Client Report Forms
View Existing

I'm a public health major and a theatre minor. I love writing because ever since I could remember I have loved to read. Reading and writing for me go hand and hand because of how easily they both intertwine with each other. My favorite type of writing would be creative writing because you can write anything that speaks to you as a writer. Writing speaks to me because it makes me feel like I can express myself in ways that I cannot express in any other way.

This slot is a group slot that can hold up to 2 appointments. You are currently viewing the only appointment in this slot.

ADD NEW APPOINTMENT TO SLOT

MEET TUTOR ONLINE?
ONLINE

If you choose an online appointment, log back in to this website approximately five to ten minutes before the start of your appointment. Then, open this appointment and click "Start or Join Online Consultation."

START OR JOIN ONLINE CONSULTATION
Holy Kapp
EDUC 598: Dr. Sandy Philopose
QTPW7: Chappuis & Stiggins Ch. 8
3/17/20

Question:
What are some concrete examples of ways to ensure that students understand that the purpose of “question and answer interchange is to clarify what they understand and do not yet understand and then to proceed with further learning”? (p. 244)

Quote I can
“I chose this quote because I think it speaks a lot of truth, and accurately displays the purpose for this type of assessment. I think that you’ll be the most successful as a teacher if you are able to effectively communicate with your students. Assessment is not exempt from this”

“there is no more powerful method for exploring and thus developing student reasoning and problem solving than a conversation while students are actually trying to solve the problem” (Chappuis & Stiggins, 2017, p. 231)

Talking Point:
- The book says to eliminate all sarcasm from the classroom (p. 234). Is this necessarily true? Is sarcasm always a bad day?
- The book says that sampling can be overdone and therefore worthless (p. 236), can this be avoided? Should I be worried about oversampling or over collecting student data?

math jax
Campus Resources Online

- The Writing Center is online
  - PWAs offering remote synchronous sessions
  - Tutorials/presentations for classes are still an option
- The library is online
  - Chat reference available 10a-12p & 2-4p M-F, 7-9pm M-Th
  - Use ILL to access PDFs of book chapters or articles
REMINDER: the library's databases, e-journals, and e-books are available off-campus, too! See the Accessing Resources Remotely page for more information.

The Library building is open Monday through Friday, 8am-5pm while classes take place remotely. We're here to help you, wherever you are!

Please see the latest "Library News" post for information about research assistance, interlibrary loan, remote access, and more.

Resources available via library homepage