

ASEM Writing Workshop

November 28-30, 2018

9:30 am to 12:30 pm each day in AAC 284

Participants

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|-----------------------|----------------------------|----------------------------|
| • Karen Albright | Sociology & Criminology | karen.albright@du.edu |
| • William Depper | Emergent Digital Practices | william.depper@du.edu |
| • Aleksandr Prighozin | English & Literary Arts | aleksandr.prighozin@du.edu |
| • Casey Stockstill | Sociology & Criminology | casey.stockstill@du.edu |
| • Brad Benz | Writing Program | bradley.benz@du.edu |
| • Lauren Salvador | Writing Office Manager | lauren.salvador@du.edu |

Schedule

Before Wednesday, November 28

- Read "Introduction: Issues in Undergraduate Writing at DU" (p 1-7), in *Writing Across the Curriculum at the University of Denver* (pdf)
- Read Part 1 (p 1-13), *Writing Beyond Writing Classes: Resources for University of Denver Faculty* (pdf)
- Read Ch. 1 and 2 in Bean, *Engaging Ideas*. Note: Everyone will receive a copy of the book in campus mail. You'll receive a PDF of the chapters, as email attachment.

Wednesday, November 28

- Framing today's discussion will be Chapters 1 and 2 in John Bean's *Engaging Ideas*, as well as the selections in two DU anthologies.
- Students' writing experiences at DU
- Different roles and purposes of writing in courses
- Appropriate assignments as a key to teaching, learning, and responding

Homework for November 29

- Please draft at least two formal writing assignments that you might use in your course. By "formal," I mean assignments that require extended student effort, by virtue of their length, complexity, and/or the degree of polish. Frequently, they require several hours of student effort (more than typically can happen in a single setting), and they include drafting and revision, usually following feedback from the professor or peers. Evaluation responds to multiple aspects of the paper. Class time often includes discussing strategies for completing the paper, models of strong work, and so on. John Bean discusses formal writing assignments in his chapter 6.
- Please draft at least two informal or exploratory or "Writing to Learn" assignments that you might use in your course. These assignments are characterized by relative brevity (from a paragraph to a page or two), by being generally written in a single sitting (from 5 minutes in-class to more extended times outside of class), by being a single draft (students don't revise them based on feedback), by receiving pretty narrowly focused feedback from the instructor, and by having the central purpose of fostering student engagement, learning course concepts, or developing thinking skills. John Bean discusses informal assignments in his chapter 7.
- Write your assignments as if you could hand them out to students; in other words, the student is the audience for the assignments. We will read and discuss these drafts during the workshop. Please put all assignments into **a single file** and send it as a single email attachment to bradley.benz@du.edu by 8:00 am on Thursday and I'll make copies for everyone.
- Read: Part 2 (p 14-18) in *Writing Beyond Writing Classes* (pdf)

- Read: Chapters 6 and 7 in Bean, *Engaging Ideas*

Thursday, November 29

- Discuss draft assignments
- Sequencing writing assignments
- Strategies for focusing class time on writing

Homework for November 30

- Please draft response/grading rubrics that you might use for two of the assignments you wrote for November 29. In addition to simply naming the aspects you might evaluate, try to write a description of what a strong v. an average performance might look like for each aspect. Option: if you don't favor rubrics (and many don't), please write an explanation of how you'll evaluate the assignments and give feedback to students.
- Read: pages 19-34 in *Writing Beyond Writing Classes* (pdf)
- Read: essays by Kateri McRae (p 13-17) and Hava Gordon (18-22) in *Writing Across the Curriculum at the University of Denver* (pdf)
- Read three essays (your choice) in *Student Writing in First-Year and Advanced Seminars* (pdf)
- Read: Chapters 14, 15, 16 in Bean, *Engaging Ideas*

Friday, November 30

- Responding to student writing
- Instructional time given to writing
- Research on ASEM and faculty perspectives
- Discussion of current issues in WAC/WID