

ASEM Writing Workshops

November 30, December 1 and 2, 2016

9:30 am to 12:30 pm each day

Coffee, pastry, fruit available at 9:15 | Light working lunch provided at noon

Participants

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Schedule

Before Wednesday, November 30

- Read Chapters 1, 2, 6, and 7 in Bean, *Engaging Ideas*. Note: Everyone will receive a copy of the book. You'll receive a PDF of the chapters, as email attachment.

Wednesday, November 30

- Framing today's discussion will be Chapter 1 in John Bean's *Engaging Ideas*.
- 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 December 1

- 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 next week. Please bring enough copies of your assignments for all participants to Thursday's workshop. Alternatively, 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.
- Read Chapters 14, 15, 16 in Bean, *Engaging Ideas*, read Sandra Jamieson's "Reading and Engaging Sources"

Thursday, December 1

- Discuss draft assignments
- Grading, responding, coaching; process interventions
- Sequencing writing assignments

Homework for December 2

- Please draft response/grading rubrics that you might use for two of the assignments you wrote for December 1. 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 assess the assignments and give feedback to students.

- Please read draft article by Parrish, Hesse, and Bateman, distributed as a handout.
- Please read two short articles by Hesse in *Writing Across the Curriculum at the University of Denver: Contexts and Issues*. (Book provided.)

Friday, December 2

- Strategies for focusing class time on writing
- Research on ASEM and faculty perspectives
- Discussion of current issues in WAC/WID

Invitation to Write an Optional Article:

You're invited to write a short (8 to 10-page) relatively informal article on one of three topics.

1. Explain how and why you've designed the writing intensive component of your course. This piece should briefly introduce the course in ways that would be clear to nonexpert faculty colleagues, explain the writing assignments and teaching practices you propose, and discuss what you hope the writing component will achieve and why. You might also discuss challenges you anticipate the students facing—or that you might face in teaching the writing component of the course. Write for an audience of DU faculty members.
2. Write a reflective analysis of your ASEM course *after* you've taught it. Analyze how—and why or why not—the assignments and activities you designed actually worked. Illustrating your analysis with quotations, summaries, or characterizations of student writings would probably add interest and depth to your piece.
3. Discuss a particular issue in student writing or teaching writing that's of interest to you and importance to several of your colleagues. Perhaps this is an issue that came up in the seminar. Your discussion will be most effective if you locate it in relation to some scholarship in writing across the curriculum or writing pedagogy.

The Writing Program may select and edit some of these articles for use in future workshops, publish them on the Website, or even collect them in a print volume, as we've done with previous writings. The Writing Program will process a \$500 payment on receiving your article, and that payment will show up in your next monthly check. Send your article by June 1, 2017 as an email attachment to dhesse@du.edu.

For several articles by faculty in previous workshops, please see the collection at <http://www.du.edu/writing/documents/EssaysOnTheWritingIntensiveCore1.pdf>