WHAT OBSTACLES DO YOU PERCEIVE EXIST FOR YOU AS AN INSTRUCTOR INCORPORATING WRITING IN YOUR CLASS?

I chose engineering because I don't want to write

I'm not a good writer

Time consuming – drafts + feedback

Uncomfortable grading – not my expertise

Do I focus more on content or on sentence structure

Writing a good assignment / prompt / template (1 page max)

– team of instructors agree upon what's important

Clear thinking + clear writing are linked!

Rubric (Standardized or Indiv.)

Value of peer evaluations

~~Authenticity~~ Authority of instructor to convey the importance of writing

Absence of a "common voice" about the importance of writing.

+ time grading

More class time defining assignment

More time to read + understand

teaching writing v. grammar

not trained as writing instructors

WHAT DO YOU IMAGINE A STUDENT WILL GET FROM WRITING IN YOUR CLASS?

knowing subject matter deeply enough to explain it

To develop the ability to express themselves in writing

Think deeper, slow down ← critical

Writing as a problem solving tool

Reflection

Understanding connection to the bigger picture

professional skill

Attention to detail

Develop a rigorous argument in support of something.

Clarity of thought

Better understanding of material

Deeper understanding of a particular subject

Pleasure

An appreciation for the use of interdisciplinary skills.

allowed to have opinions about material/publications - give confidence

Broader sense of being a "citizen" of the world

Better at writing / Appreciation of content / length

Translate abstract description of problem → English

HOW DO WE HELP STUDENTS FEEL THEY ARE ABLE MEMBERS OF A LARGER ACADEMIC CONVERSATION?

Interdisciplinarity in the curriculum.

New way of explaining to novices

~~Have~~ Expressing novel ideas at a capstone/independent research/Trident level.

Appreciate role of student learner.

~~LLM~~ Who is the audience for the larger conversation?

Student-to-faculty
Student-to-Student

Convince students that there is a larger audience.

Understanding audience

↓

300-level Tech. Writing class?

Show the nuance of form vs. content (abstracts, ex. summaries, technical report)

OFFICER vs. ACADEMIC?

↳ This doesn't matter

Explicitly tell them that writing matters.

Capstone - student is the expert on the topic

assign more academic literature to read

What the larger context is for citation.

Audience specified

relates to information literacy

Useful Workshop Ideas

CTL Pop-Up, 10/28/16: Writing Across the Curriculum

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