

Knowledge transfer: Faculty and student writing workshops

Faculty workshops

Group tutoring

Research projects

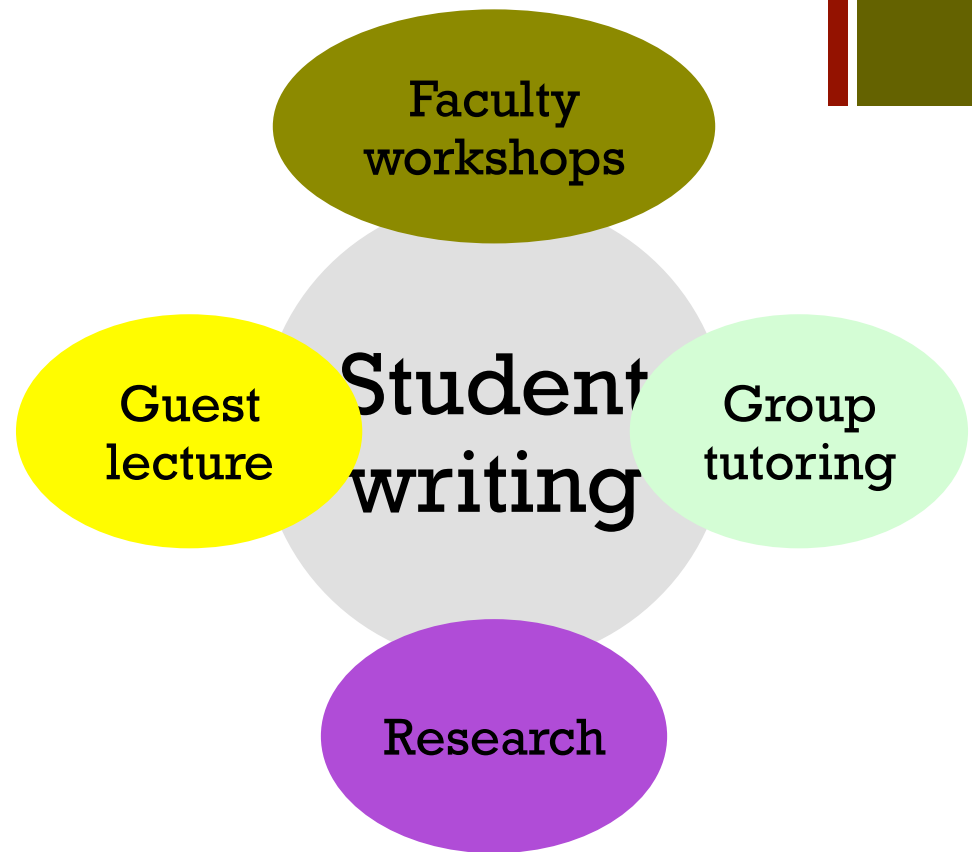
Guest lectures



Roger Graves
Director, Writing Across the Curriculum
University of Alberta

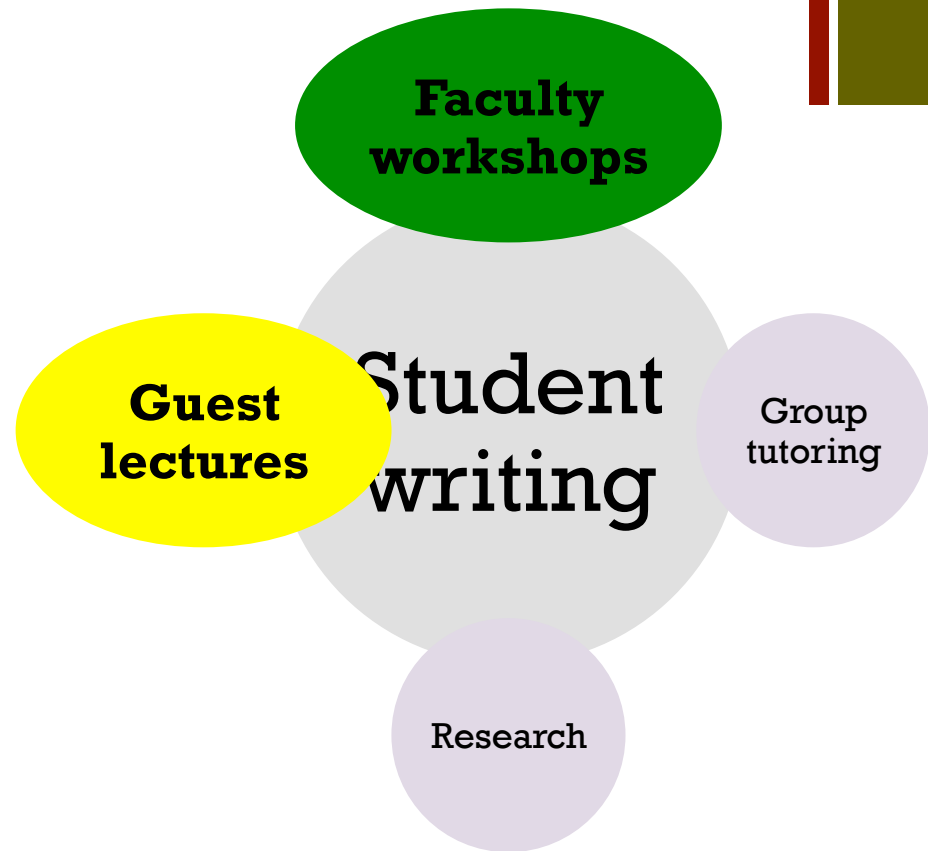
+ 4 Strategies

1. Faculty workshops that help instructors to create contexts that support students
2. Guest lectures by the WAC director to help students as they begin to work on writing assignments
3. Group workshops
4. Research into writing assignments



+ My focus

- Faculty workshops to improve writing assignments
- Guest lectures to students in classes in the disciplines



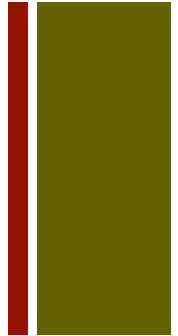
+ Interdisciplinarity

- “Interdisciplinarity: Rhetoric, reasonable accommodation, and the Toto effect,” Anthony Paré warns us against easy, surface “rhetorical tourism” approaches to interdisciplinarity (in Graves & Graves 2010).

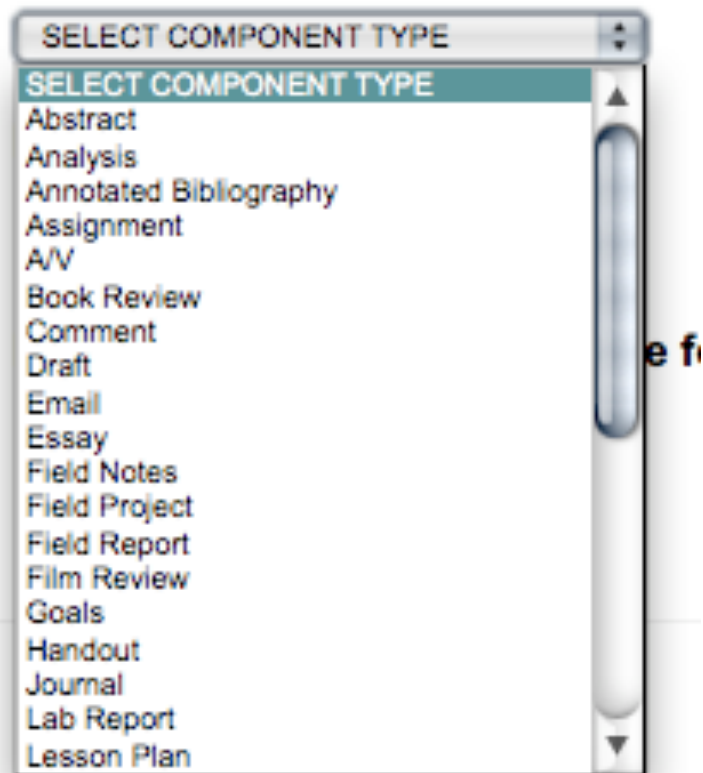


+ Guest lectures: WAC as Consultancy

- We attempt to build ongoing relationships with instructors, with curricular units, and with students to ensure that **we learn** as much as we can about how students in a particular discipline write.
- 2010-2011: 33 lectures on a variety of writing assignments
- Focus on clarifying the assignment, idea-generation, and writing strategies
- C. Schryer (1994). "A Consultancy Model of Research," in *Contextual Literacy: WAC*. Winnipeg: Inkshed Publications.
- J. Jablonski (2006). *Academic Writing Consulting and WAC*. Cresskill, NJ: Hampton Press.



+ Genres across the disciplines

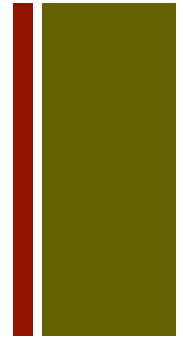


- Instructors assign dozens of genres
- Research segment of this presentation will show how they vary on a number of scales
- Genres linked to values in the discipline: Nursing students asked to reflect critically as a way of developing the sense of agency they will need to speak back to the government

+ Nursing 494: The essay

1. Introduction
2. Search and Selection
3. Annotations
4. Application to Clinical
5. Conclusion
6. References
7. Appendices

7-10 pages



+ Chem 419/519: Research proposal

3 pages

- **Introduction and Context:** importance of the problem; strong statement of aim [thesis]
- **Background:** elaborate on the research area; give preliminary results (describe what has been done)
- **Research Plan:** Rationale; General objective & specific aims; Specific aim 1 (elaborated); Specific aim 2;
- **Significance**
- **References:** List all references you have cited in your text (page 4)

+ Econ 999: Structure of paper

1. Introduction
2. Review of Literature and Industrial Context
3. Relevant Economic Theory
4. Econometric Model
5. Data Sources and Summary Statistics
6. Econometric Results and Discussion
7. Conclusions
8. References
9. Tables and Figures

30 pages

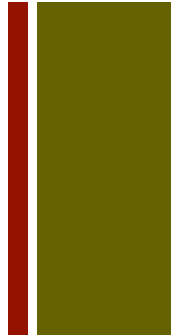


+ Faculty workshops: WAC Portfolio

- This summer we are building an ePortfolio of Powerpoint slides and other materials to distribute electronically and on flash drives to instructors

Documents:

- A quickstart guide to WAC
- Grading guidelines from Walvoord/Anderson and Bean
- Guidelines for Creating Writing Assignments



Presentation slides

ASSIGNMENTS AS INSTRUCTIONS

Creating good writing assignments



Roger Graves
Director, Writing Across the Curriculum
University of Alberta

<http://www.humanities.ualberta.ca/WAC/>

Presentation slides



MARKING ASSIGNMENTS: DESIGNING RUBRICS THAT WORK

Roger Graves

Professor, EFS

Director, Writing Across the Curriculum

Presentation slides



RESPONDING TO STUDENT WRITING

Roger Graves
Director, Writing Across the Curriculum
University of Alberta

Presentation slides

Writing to Learn: Learning to Write

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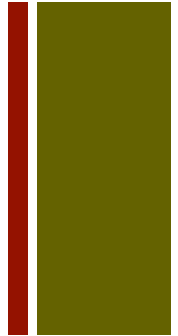
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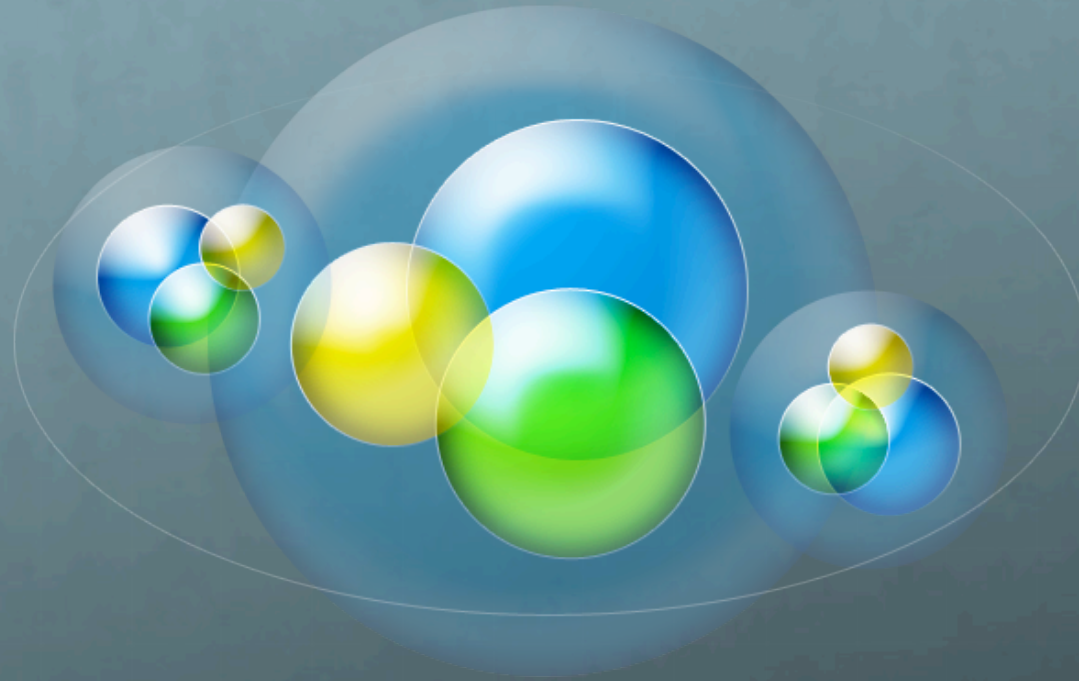
Roger Graves, Professor, English and Film Studies
Director, Writing Across the Curriculum



+ Faculty workshop: Chemical Engineering

- The next series of slides are notes I presented at the end of 3 hour faculty workshop for the Chemical Engineering department
- I was one of four presenters; the other three were all senior Engineering profs offering ideas to their colleagues in the department on how to help graduate students write well





Writing Well²

Notes from the Workshop on August 26, 2010
Building Traction and Triumph into co-Authorship

Undergrad, Grad

Make better use of recipes or instructions for creating chemical engineering texts:

- 🌐 Make these instructions/resources available
- 🌐 Drive students to these resources—send them the links, provide postcards with the web address

Murray Gray, John Nychka

Revise, revise, revise

Writing is a process

- 🌐 Get that first draft out
- 🌐 Revise it—precision comes from revision
- 🌐 Read like a reviewer/reader—audience is factor that determines what to write, what “story” to tell
- 🌐 Planning is key—notes, sketches, outlines

Jacob Masliyah

Social aspects

- 🌐 Writing is a social practice—it takes place in groups of people for other groups to read
- 🌐 Gather writers together periodically
- 🌐 Have them share texts, suggest improvements, problem-solve for others

Needs analysis

- 🌐 Identify what students need to move from novice to proficient
- 🌐 Create the right resource for each need: supervisor; student-run writing groups; documents posted on the web as resources

Collaborative writing

- 🌐 Long-term projects: gumption (grit, grind, grunt)
- 🌐 Who is an author: first is grad student; last is supervisor; rest in the middle
- 🌐 National Academy of the Sciences (US) guidelines: designed, performed, tools, analysis, drafted sections
- 🌐 No “gift” authorship

+ Collaboratively written article



Writing Well²

Building Traction and Triumph into co-Authorship

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