

WAC Certification Modules: A syllabus with texts and tasks

All readings available on e-reserve in KCC library: WAC Readings -- password, WACK.

Workshop Modules with Readings

Assignments Due as Product of Workshop

<p>1. Introductory Readings: “The Argument for WAC,” (Toby Fulwiler) “Using Writing to Promote Thinking” (Ch 1, John Bean’s <u>Engaging Ideas</u> textbook. On e-reserve.) Wheat and Tares, (Peter Elbow)</p> <p><u>optional e-reserve readings</u></p> <ul style="list-style-type: none">• Donald Schon: The Reflective Practitioner (Why reflection?).• David Russell: “American Origins of the WAC Movement” (Historical context).• N. Lester, et al.: "WAC: A College Snapshot" (Medgar Evers study).	<p>A series of reflective writings in response to the readings. A grappling with “doubts.”</p> <p>Goal: to experience “freewriting” (reflective writing, writing-to-learn, informal writing) and imagine uses for it in your course syllabus and in-class teaching routines.</p>
<p>2. Academic Literacies: What do we want our students to be able to do?</p> <p>The recently abolished CPE test, Part 1: Two readings and a prompt. What did students need to be able to do to graduate?</p> <p>B. Walvoord and V. Anderson: <u>Effective Grading</u> (Chapters 1 – 4).</p> <p><u>optional e-reserve reading:</u></p> <ul style="list-style-type: none">• Learnweb.harvard.edu: Performances of Understanding.• Robert Frank: The Economic Naturalist, I and II.• David Bartholomae: Inventing the University.	<p>Identify the competencies you expect students to learn/refine/practice in your course as it now stands. How do they match up with the competencies required by the CPE? (make two lists; compare)</p> <p>Work with Walvoord and Anderson, pp 18 – 37 to refine course goals and sketch out a revised syllabus to reach those goals.</p>
<p>3. Support for Reading at KCC</p> <p>Bean, Ch 8, “Helping Students Read Difficult Texts.”</p> <p><u>optional e-reserve readings:</u></p> <ul style="list-style-type: none">• Mike Schmoker: Radically Redefining Literacy Instruction.• Brad Thomson: If I Quiz Them, They Will Come.• Christina Haas: Learning to Read Biology.	<p>In light of your course goals, create a handout for each major reading assignment on your syllabus: design a graphic organizer, ask an organizing question, or write a set of comprehension questions etc.</p>

<p>4. Course Design: Re-tool your syllabus</p> <p>Bean, Ch 2: “How Writing is Related to Critical Thinking.”</p> <p>Return to Barbara Walvoord and V. Anderson: <u>Effective Grading</u> (Chs 1 – 4).</p> <p><u>optional e-reserve readings</u></p> <ul style="list-style-type: none"> • B. Walvoord: Arguing and Debating -- Breihan’s History Course. • Barr and Tagg: From Teaching to Learning--A new paradigm. • W. Perry: Intellectual and Ethical Development in the College Years. • Jean Anyon: Social Class and the Hidden Curriculum of Work. • Learnweb.harvard.edu: Performances of Understanding. 	<p>Revise your 12-week course design.</p> <ul style="list-style-type: none"> • Create a <i>theme course</i> or an <i>inquiry-based course</i> organized around a question. • Think of your course as engaging students with a <i>disciplinary “practice”</i> rather than providing an information transfer mechanism. <p>Questions to consider:</p> <ul style="list-style-type: none"> • What do you want students to learn to DO in your course? • How will they learn to do it? • What changes do you need to make in the assignment structure to enable them to get practice doing things with your material? <p>Create an assignment-driven syllabus.</p>
<p>5. Creating Compelling “Formal” Writing Assignments w/ Revision</p> <p>Bean, Chapter 5, “Formal Writing Assignments.”</p> <p><u>optional e-reserve readings</u></p> <ul style="list-style-type: none"> • Robert Frank: The Economic Naturalist, I and II. (<i>Highly Recommended for Everyone!</i>) • James Knauer: Teaching Deliberative Discourse (in Political Science). <p><u>optional readings cont.</u></p> <ul style="list-style-type: none"> • Liz Grauerholz: Creating and Teaching Writing Intensive Courses. • Kate Kiefer: Integrating Writing Into Any Course. 	<p>Create several short 2 – 3 page assignments that can be revised. Have them build on one another, or progress in difficulty, or . . .</p> <p>Show how they fit in to the syllabus (course learning goals).</p> <p>Identify a situation/issue that is perplexing in the teaching of your course material.</p> <p>Formulate a researchable inquiry question that might help you get more information about that problem/question/issue.</p>

<p>6. Informal Writing-Writing to Learn Using low-stakes writing to support formal writing assignments and the learning of complex material.</p> <p>Bean, Ch 6, “Informal, Exploratory Writing Activities.”</p> <p><u>optional e-reserve readings:</u></p> <ul style="list-style-type: none"> • Peter Elbow: High Stakes, Low Stakes. • James Britton: Writing to Learn and Learning to Write. • Janet Emig: Writing as a Mode of Learning. 	<p>Create some informal writing assignments for important units/lessons in your course:</p> <p>a) as support (rough draft thinking) for your formal writing assignment.</p> <p>b) in response to a reading (double entry journals?) Revisit Bean, Ch. 8.</p> <p>b) as support for class discussion</p> <p>c) as reflective tool: consolidating, looking forward, and going meta.</p>
<p>7. Response: Supporting the Revision of Ideas, Organization, Development</p> <p>Bean, Ch 13, “Coaching the Writing Process.”</p> <p>Bean Ch 14, “Writing Comments on Students’ Papers.”</p> <p><u>optional e-reserve readings</u></p> <ul style="list-style-type: none"> • Nancy Sommers: “The Novice as Expert,” “Revision Strategies of Student Writers.” “Across the Drafts” (a draft on e-reserve). <p>“Across the Drafts,” Harvard Video on Response.</p>	<p>Look at sample student writing from your class. What are your various response options?</p> <p><i>Your syllabus:</i></p> <ul style="list-style-type: none"> • When will drafts be due? • When can you get them back to students? • What will be your practice for the paper chase? • When will final drafts be due?
<p>8. Communicating Expectations: Assessing and Scaffolding Student Performances using Rubrics</p> <p>Bean, Ch 15, “Developing and Applying Grading Criteria.”</p> <p><u>optional readings:</u> catch up on ones you haven’t had time to read.</p>	<p>Design some kind of rubric, response sheet or other “tool for noticing” that helps you share your expectations about student performance on a specific assignment.</p> <p>Inquiry question: Perhaps this thinking about rubrics will stimulate “inquiry question” issues. Revise.</p>

<p>9. Editing: Responding to Sentence Level Problems</p> <p>Bean, Chapter 4, “Dealing with Issues of Grammar and Correctness.”</p> <p>CUNY handout from the ESL Disciplinary Council on scoring of ACT.</p> <p><u>optional e-reserve readings</u></p> <ul style="list-style-type: none"> • J. Rickford: Suite for Ebony and Phonics. • M. Shaughnessy: Introduction to <u>Errors and Expectations</u>. 	<p>Look at a piece of student writing. What “surface level” issues need to be addressed? How?</p> <p>Apply principles of readings and discuss.</p>
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<p><i>Due Mid February: Provisional course portfolio MUST be handed in by February 16th at 5 PM or we will have to cancel your Spring writing intensive section.</i></p>	<p><i>Provisional Course Portfolio</i></p> <ol style="list-style-type: none"> 1. Reflective statement on changes made: What has dominated your thinking as you re-tooled your course? 2. Revised syllabus (detailed) indicating course goals, major reading and writing assignments, due dates, provisions for revision, assessment criteria. 3. The assignment sheets you will give to students. 4. Inquiry question. (separate page) <p>Please put materials in this order.</p>
<p><i>Final Course Portfolio: Due by June 30th to be eligible to teach Fall writing intensive section.</i></p>	<p><i>Note:</i> As you pilot the course, you will have time to revisit all the topics of your winter work. No doubt you will have new ideas about how to structure this course. You will have the opportunity to <u>revise the course one more</u> time as you prepare your <u>final course portfolio</u> in June. Perhaps you will want to keep a teaching journal to keep track of your thinking during the piloting process.</p>

