

CIDR Teaching and Learning Bulletin

Information for People who Teach at the University of Washington

Vol. 6, no. 4, 2003

Pieces of the Writing Puzzle

"There are lots of sites where good work on student writing is happening. The challenge is how to fit them together."

College of Arts and Sciences Undergraduate Curriculum Writing Committee

Across the UW campus, many programs and groups work with student writing. The goal of this *Bulletin* is to familiarize the campus community with writing opportunities that students have and resources that can help instructors build on the writing experiences students bring to their classes. Knowing what experiences and expectations students bring to your courses can help you improve students' writing.

UW Study of Undergraduate Learning (UW SOUL)

Writing experiences students bring to your classes can help them succeed with the writing you assign, but to transfer the skills they bring to your context, students need to know the conventions of your discipline. Explicit assignments, opportunities to write drafts and receive feedback, and sample papers are some of the things students say help them meet writing expectations in their courses. To read more about students' perceptions of their writing experiences at UW, visit the UW SOUL report, *Writing at UW: The First Year*:
<http://www.washington.edu/oea/rptssoul.htm>

The Expository Writing Program (EWP)

The Expository Writing Program is responsible for teaching more than 4,000 students each year in one of four primary courses, each of which satisfies the University's "C" course or composition requirement. These courses present students with various types of readings from which students draw concepts and evidence for their argumentative, academic papers. To read more about what students learn in these courses, visit this site:

<http://depts.washington.edu/engl/ewphome/ewphome.shtml>

The Interdisciplinary Writing Program (IWP)

The Interdisciplinary Writing Program offers writing courses (ENG 197, ENGL 198, ENGL 199) linked with lecture courses in some 15 disciplines. Writing Links strengthen students' ability to read, write, and think critically in the context of disciplinary study. Assignments in a Writing Link always focus on materials, issues, and purposes relevant to the accompanying lecture course, and most students say that pairing a writing course with a lecture course enhances their learning in both. To read more about what students learn in Writing Links, visit this site:

<http://depts.washington.edu/engl/Undergrad/iwp.html>

Writing Centers

Rather than a single campus-wide writing center, the UW has many smaller, department-based writing centers. These centers are staffed by undergraduate majors or graduate students whose familiarity with the kinds of writing done in their disciplines makes them valuable resources for student writers. To read more about the many campus writing centers, visit this site:

<http://faculty.washington.edu/jwholmes/uwwrite.html>

Center for Instructional Development & Research (CIDR)

CIDR staff are available to consult with faculty and TAs on all aspects of writing instruction:

- integrating writing into the course as a whole
- developing writing assignments
- designing draft, peer review, and revision opportunities
- responding to student writing
- grading students written work
- exploring the role that writing can play in student learning in your course

CIDR also provides print and web resources in these areas and CIDR staff can help collect and interpret data on students' perceptions of their learning in your course.

To view CIDR's collection of writing resources, visit:

<http://depts.washington.edu/cidrweb/WritingTools.htm>

CIDR

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Pieces of the Writing Puzzle

The *Bulletin* provides people who teach at the University of Washington with *brief* descriptions of current topics related to teaching and learning in higher education. Previous issues include:

- Developing a Teaching Portfolio
- Classroom Assessment of Teaching and Learning
- Preparing for the First Day of Class
- Classroom Observation
- Designing a Course
- TA Preparation Reconsidered
- Teaching through Discussion
- Transforming a Course
- Helping Student Writers Succeed
- Teaching a Service Learning Course
- Teaching Freshman Interest Groups
- Information Literacy: The Library Connection
- More and Better Class Participation
- Teaching, Learning, and Technology in a UW Classroom
- Helping Students Read Well
- Mentoring
- What Helps Students Learn?
- Inclusive Teaching
- Talking with Colleagues about Teaching
- How Do We Change the Way We Teach?
- Problem Solving in Groups
- Engaging Students in Discussion Online
- Developing a Professional Portfolio

Issues of the *Bulletin* are available at: <http://depts.washington.edu/cidrweb/TeachingLearningBulletin.html>

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Questions for CIDR?

If you have questions about teaching and learning, or you would like to find out more about working with CIDR, you can call us at 543-6588, send a message to info@cidr.washington.edu, or visit our web site: <http://depts.washington.edu/cidrweb/>



- Would you like to be notified by e-mail when future issues of the *Bulletin* are posted to the CIDR web site?
- Do you have questions about teaching that you would like to see addressed in a future *Bulletin*?
- Has this issue of the *Bulletin* been helpful for you?



Please let us know by sending a message to info@cidr.washington.edu