WIPP 7001 (Fall 2019): Pedagogy of Writing in the Disciplines  
The Franklin College of Arts and Sciences Writing Intensive Program

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Class Time and Location:
- Monday 4:40-5:30pm, Bio Sciences 326  
- Monday 5:45-6:35pm, Bio Sciences 326

Course Description:
Common topics that most pedagogical courses offered at UGA address are active-learning techniques, teaching resources, and pedagogical research. This course is unique in that it...

- Allows exploration of recent research to assess the best pedagogical practices for helping students improve writing, understand course content (writing as learning), and gain familiarity with disciplinary conventions of writing in biology.
- Prepares you for your role as a graduate teaching assistant through assessment of course-specific student needs, examination of best practices for teaching/teaching writing in your own course, and creation of a teaching plan to help students meet the desired outcomes.
- Helps you transition into the teaching profession by exposing potential challenges, providing resources to prepare you to respond to these challenges, and equipping you with a basic pedagogical tool box to make your duties somewhat easier (via instructional design and stress-free feedback strategies, time-efficient teaching strategies, and simple assessment tools for analyzing the learning environment).
- Provides presentation opportunities for you to pilot teaching strategies that can assist you in developing your confidence and effectiveness as an instructor. There are also opportunities for reflection on your personal teaching style and how to incorporate teaching for your future career.

1 vs 3 Credits:
This course may be taken for 1 credit or 3-credits. To receive 3 credits you must take on a course design project that is in addition to this course’s material. For more details on the 3 credit assignments and expectations see the 3-credit section below. The optional 3-credits is designed for those interested in pursuing the Interdisciplinary Certificate in University Teaching at UGA. Make your decision, register, and notify Anya by drop deadline: August 20th.
UGA Teaching Certificate Approved Course Categories:
1) Teaching strategies, 2) Technology for teaching and learning, 3) Professional development, and 4) *Student learning and assessment of the learning environment (*This course falls into the fourth category)

Learning Outcomes:
1. You will be able to locate and assess research on writing pedagogy.
2. You will be able to perform self-reflection on your teaching.
3. You will be able to practice feedback strategies to help with grading and student learning.
4. You will develop a 5 minute lesson and teaching plan to address writing concerns.
5. You will be able to evaluate strategies for teaching writing and how they work for you.
6. You will be able to describe a discipline-specific way of communicating knowledge.

3 Credit Learning Outcomes:
1. You will be able to create an entire syllabus for a course.
2. You will be able to design low, mid and high-stakes assignments.
3. You will be able to present a course as if you are trying to convince a future employer or current department to offer the course.

Course Requirements (S/U):
● Leadership, contributions, attendance at weekly class sessions
● Preparation for weekly discussions—readings/assignments

Required Text and Materials:
● Additional readings provided (electronically or hard copy)

What is a Writing-Intensive Course?
Writing is arguably the most essential skill that students in the sciences must develop to be successful. However, many traditional lecture courses cannot attempt to develop this skill due to lack of time and personnel. Therefore, many of the smaller lab sections take on the difficult task of including writing development among their primary course goals. Writing assignments in these labs range from “low-stakes” to “high-stakes” to allow students to practice writing in lower pressure assignments and build their skill set to culminate in more extensive projects. As an instructor for one of these courses, you will introduce writing to your students as a process of reflection, revision, and resubmission.

Evaluation, Grading, and Attendance:
This course is graded on a satisfactory/unsatisfactory basis. To earn an “S” for this course, you must be present, prepared, and active in our class discussions, and complete the assignments (submit hard copies or upload them electronically to the drop boxes provided on elc) and readings on time. Please discuss any conflicts that arise with Dr. Harding and Anya to work out a solution. All academic work must meet the standards contained in “A Culture of Honesty.” All
students are responsible to inform themselves about these standards and adhere to them when completing any academic work. For more information, please see http://ovpi.uga.edu/academic-honesty/academic-honesty-policy

**Accessibility:**
We are committed to do whatever is necessary to make this learning experience as personal and fulfilling as possible for everyone. If there are any disabilities, whether visible or invisible, that we can accommodate, please let us know. For example, if you need materials presented in alternative formats, ensuring physical access to class sessions, or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities, please take the time to discuss your concerns with us early in the semester. We can work together to make the appropriate accommodations. Anything discussed on this topic will be held in the strictest confidence.

*Note: Syllabus schedule is subject to change throughout the semester. Please pay attention to announcements or e-mails concerning changes.*

**Course Schedule (Subject to change):**

<table>
<thead>
<tr>
<th>Date</th>
<th>In-class Activities &amp; Due Today</th>
<th>Prepare For Next Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (8.19)</td>
<td>Course Introduction Introduction to WIP The Myth of “My students can’t write!” Introduction to Writing Pedagogy</td>
<td>Complete Intro to Writing Pedagogy Worksheet</td>
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<tr>
<td>Week 3 (9.2)</td>
<td>no class</td>
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<tr>
<td>Week 4 (9.9)</td>
<td>Five Minute Teach: ● Overview ● Writing Learning Objectives ● Brainstorming Lessons ● Sign-up</td>
<td>Complete 5MT Lesson Plan Template and create associated materials by presentation date.</td>
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</tbody>
</table>
| Week 5  (9.16) | Writing to Learn | Active Learning in the Classroom  
● Strategy Presentation & Application  
● Assessment Discussion  
● Problem-Solving Activity |
|----------------|------------------|--------------------------------------------------------------------------------|
| Week 6  (9.23) | Responding to Student Writing | Feedback Workshop II:  
● Strategy Presentation  
● Practice and Peer Review |
| Week 7  (9.30) | Teaching Writing in the Sciences | Disciplinary Conventions  
Reading Strategies  
Supporting Source Integration/Citation Practices  
5MT Presentations |
| Week 8  (10.7) | Transfer | Introduction to Learning Transfer Implications  
5MT Presentations |
| Week 9  (10.14) | Writing as a Process | Spotlight on Revision  
Process Interventions  
5MT Presentations |
| Week 10  (10.21) | Responding to Student Writing | Feedback Workshop III:  
● Assessment Strategy Mapping  
● Practice and Peer Review  
● Reflection - Response Woes |
| Week 11  (10.28) | Writing as a Process | Conferences  
Create Conferencing Exit Ticket  
Annotated Bib Entries Due Next Week |
| Week 12  (11.4) | Responding to Student Writing | Grading Workshop  
**Annotated Bib Entries Due** |
## Week 13 (11.11)
- Annotated Bib Debriefing

## Week 14 (11.18)
- 3 Credit Presentations

## Week 15 (11.25)
- No Class - Happy Thanksgiving!

### 3 Credit Option for WIPP 7001

#### 3 Credit Requirements:
Some students may choose to take this course for three credits instead of one in order to fulfill a requirement for the teaching certificate or as an opportunity for professional development in course design. If you think you may do the teaching certificate or are currently doing the certificate we highly recommend taking WIPP 7001 for the 3 credit option. You need to have decided to take the 3 credits by the drop/add deadline for the semester.

To earn the three credits you will be expected to complete each element of a course design project which is outlined below. Assignment descriptions and additional resources are available on eLC. The purpose of this project is to encourage you to think of creative assignments to use in a writing-intensive science course. Making a course writing intensive can be challenging for an instructor, but it can increase student learning and provide students with necessary writing skills particular to a given field.

This project is **in addition** to the work expected in class and the one-credit assignments. In order to receive two extra credits for this class you are expected to do extra work outside of class. Basic skills and knowledge you will need to complete your weekly project requirements will be overviewed in the regular class from week to week, however, specific 3-credit assignment details and resources may not be discussed. Please contact Anya if you have any questions or concerns. You are expected to follow the instructions given for assignments and investigate additional resources as you find necessary.
### 3 Credit Project Timeline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due by beginning of class</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Drop/Add Aug. 14-20</td>
<td>Register for 3 course credits in Athena and notify Anya via email (<a href="mailto:anya.bonanno@uga.edu">anya.bonanno@uga.edu</a>).</td>
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<tr>
<td>(8.19)</td>
<td>Decide whether you want to add additional credits. For three credits</td>
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<td>you will be responsible for the following project.</td>
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<tr>
<td>Week 3</td>
<td>An effective syllabus way no class meeting!</td>
<td>Submit: two sample syllabi and Syllabus Analysis Worksheet</td>
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<td>(9.2)</td>
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<td>Week 5</td>
<td>Design a writing intensive science course</td>
<td>Submit: Learning outcomes and course proposal worksheet</td>
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<td>(9.16)</td>
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<td>Week 8</td>
<td>Writing an effective syllabus</td>
<td>Submit: Full first draft of syllabus, bring two hard copies to class</td>
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<td>(10.7)</td>
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<td>Week 9</td>
<td>Peer Review</td>
<td>return peer reviewed syllabi in class</td>
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<tr>
<td>(10.14)</td>
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<td>Week 10</td>
<td>Low-stakes writing assignments for active learning</td>
<td>Submit: low-stakes worksheet</td>
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<td>Week 11</td>
<td>Mid-stakes writing assignments</td>
<td>Submit: mid-stakes worksheet</td>
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<td>(10.28)</td>
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<tr>
<td>Week 13</td>
<td>High-stakes writing assignments</td>
<td>Submit: high-stakes worksheet &amp; prepare a brief presentation for Nov. 18</td>
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<td>(11.11)</td>
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<tr>
<td>Week 14</td>
<td>Final presentations</td>
<td>Submit: Final syllabus due!</td>
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<td>(11.18)</td>
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