FALL 2020 NEWSLETTER
WRITING INTENSIVE PROGRAM

S A V E   T H E   D A T E

Faculty Workshop:

Cancel Copy & Paste: Understanding and Teaching Source Integration Strategies, Friday, October 2nd, 10:15 a.m. – 11:30 a.m. Link to register: https://ugeorgia.ca1.qualtrics.com/jfe/form/SV_8kWzk16FkCxoSxf

Opportunity for Students:

The Classic Journal opens for student submissions: October 15. Learn more here: http://theclassicjournal.uga.edu/index.php/call-for-papers/

FACULTY SPOTLIGHT: MATTIA PISTONE

This fall, WIP is proud to highlight Assistant Professor in Petrology and Volcanology, Mattia Pistone.

What have you learned from your experiences as WIP faculty?

MP: I learned to be patient with the students' progress in acquiring writing skills, to assign low-stakes tasks for writing, and to write along with my students to stimulate their effort and share the challenge with them.

What is your WIP teaching philosophy?

MP: Trial and error. Continuous practice of writing.

Why is it important that students write in your class?

MP: Because students will deal with reading and writing throughout their whole professional and personal life. Writing is the best way to fix ideas and provide solid propositions. As my Roman ancestors were used to say: *verba volant, scripta manent* = spoken words fly in the wind, written words remain like solid rocks.

Read more: http://wip.uga.edu/mattia-pistone-geology/

What is epistemologically inclusive teaching?

"[T]eaching that makes explicit knowledge-making practices (epistemologies and their enactments) visible and accessible to students and provides students the opportunity to engage with those practices" (49).

Why should we want to make disciplinary practices, knowledge, and conventions more explicit?

So students can 1) "[s]ee and participate in them more readily" and 2) "Interrogate and change them."

This approach calls for faculty to intentionally design teaching practices according to four domains:

Disciplinary Knowledge (i.e., ways of thinking and engaging in the discipline)
Example: hurdles your course content presents and how you might be more conscious about explaining those.
Consider:
    1. What are your field's threshold concepts?
    2. What are your field's ways of thinking and participating?

Representational Knowledge (i.e., ways of writing and communicating the field's knowledge)
Example: guidelines for completing writing assignments in specific discipline-specific forms.
Consider:
    1. What terminology do students need to know?
    2. What writing-related skills and knowledge do students need to be successful?
    3. What models/examples do students need to support their writing in the field?

Empathetic Knowledge (i.e., considerations for others' experiences and identities)
Example: considerations for what it is like to be a learner in your class, coming from a specific background (and also taking other courses)
Consider:
    1. How might you become aware of your students' prior knowledge and experiences?
    2. How might you meet students where they are?
    3. How might you be more reflective in your pedagogy to consider your teaching in light of your students' "positions, responses, and actions" (46)?

Learning Knowledge (i.e., considerations for how learning happens, such as)
Example: strategies for navigating the course/learning environment itself
Consider:
    1. What are your expectations for your students' learning and how might you communicate those expectations with your students?
    2. How might you take into consideration time as a key factor in students' ability to learn and demonstrate their learning?
    3. How might you help your students navigate your course so they can be successful in it?
    4. How might you make explicit for students information and processes they need to be successful in your class's learning experiences?

Teaching Worksheet:
https://docs.google.com/document/d/1e1r621P0bdt44DSbY_UMgTHXsA5gsP7o3Xtf8nEbJW0/edit?usp=sharing

Source (content and figures): Adler-Kassner, L. (2019). Designing for "more": Writing's knowledge and epistemologically inclusive teaching. WAC Journal 30, 56. View here: https://wac.colostate.edu/docs/journal/vol30/adler-kassner.pdf