



Writing Intensive Program

NEWSLETTER

Feb 2023

REFLECTING ON FALL SEMESTER

This year's Writing Intensive Program Teaching Assistants have published a series of thoughtful reflections about learning to teach writing and coaching writing in the disciplines. In the following posts, you'll read encounters with students, moments of growth, powerful insights on pedagogy and practice, and diverse perspectives that address what it means to be a graduate student teaching and learning and writing today.

TO OUR WIP FACULTY

Thank you for participating in the Writing Intensive Program this year and making this opportunity for professional and academic development available to graduate students in your departments. We hope you'll take a few moments to browse the blog and learn what WIP means to our TAs. Enjoy!

TO OUR WIP TAs

Thank you for sharing your experiences, lessons, and thoughts with us, and for all that you do to support undergraduate student writing across the curriculum.

*"Writing is its
own reward"*
— Henry Miller



WRITING AND STORYTELLING: EMPOWERING
VOICE WHEN YOU HAVE SOMETHING WORTH
SAYING

By Justice Britton

TRAINING THE NEXT GENERATION OF
SCIENTIST-POETS

By Clara Nibbelink

FROM VOICE TO CONFIDENCE

By Faith V. Macdonald

A LITTLE KINDNESS GOES A LONG WAY IN
THE CLASS ROOM

By Devin Jerome

TRANSITIONING TO PROOF-BASED COURSES

By Isnayni Hadi

TEACHING THE COMMUNICATION OF PROCESS
IN SCIENTIFIC WRITING

By Huck Bagby

EXTRA EYES

By Stephanie Andino

WE ALL HAVE ONE

By Stephanie Andino

MOVING BEYOND THE B: WILL I EVER
WRITE GOOD WELL ENOUGH

By Will Shine

[COMFORT] FOOD FOR THOUGHT

By Matt Protsman

MATH NEEDS A BETTER PR TEAM

By Casia Siegal

IDEAS COME FIRST

By Hu Zhiwen

SPOOKY HALLOWEEN EDITION: SCARY
THOUGHTS ON WRITING GAINS (AND LOSSES)

By Saja Yim

WRITING ANXIETY: YOU'RE NOT
ALONE

By Taylor Heid

WRITING, GENERALLY SPEAKING

By Adam Kazmi

HOW TO PROCESS NEGATIVE FEEDBACK
WITH GRACE

By Nicole Rowly

HOW TO SAY "1 + 1 = 2"

By Nina Ryalls

STUDENTS DO CARE... IF YOU SHOW
THEM WHY THEY SHOULD

By Morgan McArthur

WRITING AS SELF-TRANSFORMATION

By Tommy Morrison

GAINING CONFIDENCE THROUGH
TEACHING

By Jasmine Underwood