

Module: Writing

Learning Goal: The ability to express arguments about engaged citizenship clearly in writing and discussion.

Purpose of Module: To initiate a discussion between dyad partners regarding **writing** in the TEC classroom.

Overview:

- TEC Learning Goals and Shared Components
- Guiding Questions for this Module
- Examples of Writing Assignments from past TEC sections
- Resources

TEC Learning Goals and Shared Components:

All dyads share a common set of learning goals:

- The ability to comprehend and appreciate a set of complex issues relevant to being engaged citizens.
- The ability to make connections between the evidence and methods from two distinct disciplines in order to formulate arguments about engaged citizenship.
- **The ability to express those arguments clearly in writing and discussion.**
- The ability to engage in and reflect on experiential learning that connects directly to the classroom experience, preparing the students for vibrant Odyssey experiences later in their Hendrix careers.

There are four shared components, which faculty are free to interpret as they choose:

- **At least one formal writing assignment for each professor.**
- An engaged learning activity (Introductory, hands-on activity that engages academic material in or outside the classroom and is tied to the content of the course).
- Reflection upon the engaged learning activity.
- A summative experience during finals week (at the scheduled final time); can be an exam, presentations, group event, etc.

Guiding Questions for this Module:

Please consider each of these questions individually, answer them with your dyad partner (the colleague with whom you are teaching), and then share them with your partner dyad (assigned as part of this “remote” workshop). Before completing this section, you may wish to take a look at examples of writing assignments provided by previous TEC sections-next page.

Please note that the questions, techniques, and writing assignments included herein merely indicate what some instructors have done in the past. Please feel free to chart your own course!

1. What is/are the primary goal of your TEC writing assignments?

2. How will your writing assignments arise organically from your course content?
3. When, during the course of the semester, will the writing assignments be due?
 - a. Will you hold in-class writing workshops? In-office writing consultations? Will students be required/encouraged to attend the Writing Center? Will you do peer-editing in class/outside of class/at all?
4. What do you expect from a first-year writing assignment?
5. Will you grade writing assignments together?
6. As you begin fleshing out your dyad's writing assignments, what concerns do you have.
7. Finally, please consider the list of past writing assignments included below. Next, sketch out a plan for your own individual writing assignments. Those might be—or lead to—your syllabus description of the writing assignments.

Examples of Writing Assignments from Past TEC Sections

Technology Serving People (Terri Bonebright and Gabe Ferrer):

Short Papers: There will be six short papers that you write over the course of the semester. These papers will be linked with the different sections of the course. You will receive detailed instructions for each of them from your instructor at the appropriate time.

Humans, Data, and Other Problems (Toni Jaudon and Todd Tinsley)

There are two formal writing assignment in this course, each with a significant revision component to help you improve your writing skills. You will submit essays digitally through the course's page in your Moodle account so that it can be checked with the college's plagiarism software, TurnItIn. More information about each essay assignment will be distributed and discussed in class.

The Galactic Citizen (Wenjia Liu and Lars Seme)

Media and Literature Science and Fiction Papers

You will turn in (always on a Monday) two copies of your draft (one with your name, one without it) of your paper on a literary piece and will have the freedom to write another on either another literary piece or a TV show. Group A and Group B have a different order of assignments, but either way one of your two papers will address the literary aspects and the other will address the scientific aspects of a literary piece or TV show.

A copy of your paper -with no name- will be assigned to a student in the opposite group who will write comments on it and turn it to the professor on Friday. The professor will then add to his or her own comments on your paper some useful feedback of the student from the opposite group. Your paper with both sets of comments will be returned to you by Monday. You are expected to turn in a final draft bearing in mind the feedback the following Friday. The draft will be a 5% of your final grade and the final version of your paper you will be the remaining 5%.

Prompt: Consider one reading or media (depending on the order of your assignments) that we have read / watched. Write a 2-page essay relating and analyzing the literary / scientific choices made by the author. Your essay must select at least 2 literary devices/themes or scientific principles used or abused by the author. Connect these devices or principles to the class discussion and / or to secondary sources covered in class. Did the use of these principles or themes enhance or detract from the reader's

experience? How? On a Monday you will turn in two drafts, one with your name removed.

Epidemics (Laura MacDonald and Sasha Pfau)

NS and HP writing assignments. During this course, you will write one paper for each instructor as well as an integration paper that connects the historical and biological aspects of the study of epidemic disease. The first writing assignments involve brief papers in which you practice reading, analyzing, and presenting primary source material from the relevant discipline to a broad audience. For each of the first papers, you will have the opportunity to turn in a draft of the paper and get feedback from your professor in a one-on-one writing conference. You will then revise your draft based on feedback to turn in a more polished final draft that will be graded. The integration paper will be a longer paper that builds on the skills you developed in the first writing assignments to make connections between the historical and biological approaches. Specific guidelines for each paper will be provided by the relevant professor.

Resources:

- The TEC Working Group: the group has the institutional knowledge and maintains records of the many writing assignments created since the inception of the course. Members can help brainstorm or link you with colleagues who experience building TEC writing assignments.
- Moodle: <https://moodle.hendrix.edu> : the TEC Moodle site contains myriad documents dedicated to writing, including but not limited to:
 - General resources on Writing
 - Assessment of Writing
 - Commenting on student writing
 - Making grading more time-efficient
 - Providing Feedback on Student Writing
 - Rubrics
 - Assignment Design
 - Assignments for First Year Students
 - Peer Review
 - Scaffolding Strategies
 - Pre-writing, exercises, and other short out-of-class assignments to help students connect readings, discussions, and writing
 - In-class exercises and activities to help with the writing process
 - Conferencing and one-on-one work with students
- The Writing Center: <https://www.hendrix.edu/academicaffairs/default.aspx?id=77997>