#### LOEX 2021

Writing and Research Are Inseparable:

Helping Instructors Integrate Research and Writing Instruction in Writing Across the Curriculum Course Planning



### Learning Outcomes

#### Participants will be able to:

- Employ new strategies for collaborative relationships with their writing faculty and other campus partners to have a direct impact on curriculum
- Recognize the challenges encountered by writing across the curriculum faculty and TAs in their approach to making students aware of the links between writing and information literacy.
- Identify train-the-trainer opportunities on their campus that raise awareness among teaching faculty of ways to help students integrate writing and research processes.

#### Session Overview

- Background & Context
- Introducing the Course Planner
- Using the Course Planner
- Train-the-Trainer Approaches to Teaching Writing & Research Together
- Next Steps & Future Projects

#### Background and Context

Writing and Research Integration Course Planner

- Originally a Writing Integration Course Planner
- Designed to aid instructors in incorporating and scaffolding writing and research skills throughout their courses

### The Core Competencies

#### Research & Information Literacy at UCLA

- Provide a programmatic view of expectations for teaching & evaluating research & information literacy skills
- Presents practice-oriented competencies to complement the ACRL Framework's threshold concepts
- Developed with UCLA's context in mind while also considering the need to adapt the competencies for different fields and experience levels

# Adapting the <u>Course</u> <u>Planner</u>

### How are writing & information literacy integrated on your campus?





### Using the **Course Planner**

### The course planner video

Our objectives in making the video:

- "Flip" our course planner instruction so that we could use our 60 minutes of class time with graduate student instructors more actively
- Condense and apply some of the best practices from the (admittedly very long) course planner document
- Give graduate student instructors a real world scenario where they might use the resources in the course planner to help their students succeed
- Inform viewers of best pedagogical practices for teaching writing and information literacy without coming across as pedantic

### Walkthrough of Video

## Questions to Consider in Designing Writing Prompts

- -- What are the intellectual demands of an assignment?
- -- What are the writing demands of an assignment?
- -- What are the research demands of an assignment?

#### Problematic Essay Prompt

Choose a case of cultural appropriation. Write an essay that makes a compelling argument about your case in the context of cultural appropriation. Your essay should:

- Have a clearly articulated thesis
- Be 5-6 pages, typed, double-spaced, with one-inch margins and standard font (usually Times New Roman)
- Draw explicitly on your research (and course readings as relevant) effectively and insightfully
- Include your own detailed analysis of relevant examples (even if you are also discussing others' interpretations/analysis)
- Use proper MLA-style parenthetical citation with a Works Cited

Your essay will be due on Thursday of Week 9.

### Writing Questions Students Will Have about the Problematic Prompt

- What criteria should be considered in order to conduct a successful case study? (how broad or specific should the case that I choose be?)
- Should it be one of the cases covered in the class or one that I find outside of class?
- If someone else has already written about this case, how do I avoid duplicating their conclusions or just copying their ideas?
- Should my thesis be an argument about the case or about cultural appropriation with the case as evidence?
- How am I supposed to analyze this case? Are there ideas about cultural appropriation that are part of the course that I should use to develop my argument?

### Research Questions Students Will Have about the Problematic Prompt

- To find a case not covered in class, where would I go to start looking? How would I look?
- What kind of research will "count" as evidence? Where will I find it? How will I identify whether or not what I've found "counts" or is "relevant"?
- How should I use the research that I find -- as a lens for understanding the case? or as context for understanding the case? or as support for an argument I might make?

### Other Questions Students Will Have about the Problematic Prompt

- What opportunities will students be given to get feedback on work in progress, and from whom?
- What are the overall goals of the assignment (and by extension, what will the focus of assessment be)? What is my purpose in writing this assignment? How will I be graded?

#### More Instruction Needed



### Considering Purpose of Assignment

#### Students will:

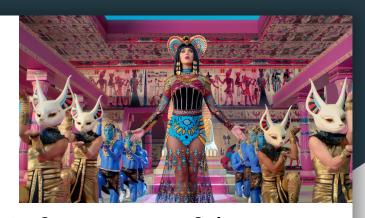
- develop their cultural competency surrounding the issue of cultural appropriation through an example of their choosing that matters to them and that hasn't been covered in the class
- apply course concepts about cultural appropriation to a novel case
- build research skills (designing a research question; finding, evaluating, and synthesizing sources; organizing research materials)
- effectively communicate their knowledge to an academic community
- hone their writing process (brainstorming, drafting, giving and receiving feedback, revising)

### Addressing a Research Pitfall

A possible student question about the prompt:

• Should I use a case study from class or find my own case study? How would I go about finding my own case study and making sure that it's appropriate for the prompt?

# Adding Clarifying Language to the Prompt



- Add details in the prompt about criteria for a successful case study or examples of successful case studies would be useful (for this prompt, one example might be Katy Perry's "Dark Horse" music video)
- Dedicate class time to discussing where to look for cases and to point out good or difficult examples could also help to clarify the expectations for students

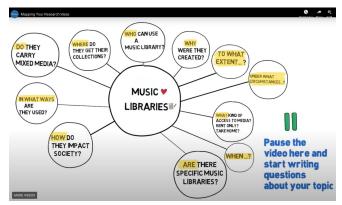
### Model the Process of Evaluating a Case Study for Relevance

- Show students how to find an example
- In class or in a recorded video, take a look at a few examples of case studies
- Discuss or work with students to identify what makes a good case or a case that may be difficult for this assignment. In the process, you're helping students develop evaluative criteria and may be able to help students figure out where to look for cases.

### Start with Questions (Use A Premade Tutorial)

 To give students a structured way to develop their research questions from their chosen case, consider incorporating a

concept mapping activity



### Addressing a Writing Pitfall

Two foundational questions students might have about the essay:

- Should my thesis be an argument about the case OR about cultural appropriation with the case as evidence?
- How am I supposed to analyze this case? Are there ideas about cultural appropriation that are part of the course that I should use to develop my argument?

### Instructional Strategies to Help Students Write to the Prompt



#### **Modeling What a Published Case Study Looks Like**

Assign a case study model that makes arguments about cultural appropriation. Ask the students to:

- evaluate the effectiveness of the author's argument
- determine how well they use the case to provide evidence for their argument.
- consider whether the author focuses their argument on the case itself OR whether they use the case to make a larger claim about cultural appropriation with the case as evidence?

### Modeling What Case Analysis Looks Like



Focus on one case of cultural appropriation (e.g., Katy Perry's "Dark Horse" music video) as a whole class.

#### Ask students to:

- identify key details, such as lyrics, costuming, musical and dance elements, that relate to cultural appropriation
- assess whether these details constitute cultural appropriation
- evaluate each element, using course concepts

#### **Experimenting with Thesis Statements**

**Before class,** ask students to develop 2 thesis statements for their case analysis and post them to the discussion board:

**Thesis Version #1** -- Write a thesis that makes an argument about the case itself

**Thesis Version #2** -- Write a thesis that uses the case to make a claim about cultural appropriation

**In-class in groups,** students workshop the 2 versions of each student's thesis statement with peers asking questions about each thesis to help the writer develop their ideas further.

Taking the Case Study for a Test Drive:
Student Presentations



### Writing Instruction Beyond Thesis & Analysis -- "Staging the Writing Process"

- Thesis statement → Outline
- "Shitty" first draft (see Anne Lamott's "Shitty First Drafts"), "zero" draft, or "down" draft (just get it down)
- Complete rough draft
- Revised draft

### Writing Instruction Beyond Thesis & Analysis -- In Class Workshops

- writing a strong introduction
- citing sources appropriately
- organizing ideas for flow
- editing for sentence-level grammar and style

### Challenges

How have you worked with instructors on assignment design and specifically incorporating research and/or writing skills?





# Teaching TAs to Integrate Writing & Research Skills

# Collegium of University Teaching Fellows (CUTF)

**Preparation Seminar** 

# ENGCOMP 495E Teaching Preparation Seminar: Writing in the Disciplines

### What are the train-the-trainer opportunities on your campus?





# Next Steps & Future Projects

#### Some Ideas

- Continue work on scaffolding the Core Competencies
- More collaboration with Writing II at UCLA
- Proposing a 495R TA training course
- Changes to how we present this work