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Notes

# 08.21.18

* Partner: James Kunz:
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* When looking at an assignment look at the first verb and that is part of understanding what the assignment is.
* If a student doesn’t like your grading methods, give them 24 hours to think about it
* If there is a student that is talking about things that are so outrageous then you can write something like “Let me play devil’s advocate…” in the comments.
* This course can be used towards a teaching certificate through TILT
  + Sets you apart from others just doing a GTA

# 08.23.18

* Julies class has writing workshops.
* Psy 101: writing learning objective: *To teach the students to write scientifically and at an academic level.*
* When writing objectives, you need to write specific verbs when writing them. (i.e. analyze, critically consume).
* Ideal learning objective and writing assignment for psy 101:
  + Come up with own learning objective: *Identifying the major concepts & methods in the field of psychology.*
* Describe what you have this paper be about: *Placing psychology as an empirical science and identifying the evolution in the field. Compare/contrast the philosophical roots of the field.*
* Read the article on responding to student questions on writing.
* There is a link that takes you to a writing resource that helps you analyze writing.
* Some rules for writing assignment goals:
  + *Does the assignment achieve what you want it to do*
  + *Make it specific what you want the student to learn*
  + *The assignments should progress throughout the semester*
  + *Writing assignments need to have a workable context*
  + *Think of alternative formats for the writing assignments*
  + *Build evaluative criteria directly into the assignment*
  + *Present example papers. An A, a B, and a C paper*
    - *This helps you grade fast!*
* A lot of students don’t know how to write a simple summary
* Student love wicked cool comments duuuude
  + Make the direct and forward looking.
    - i.e. I encourage you to do more research, add two more sources and incorporate them in the research.
* Don’t assume a student knows anything!
* A paper
  + Has a clear thesis
  + Present the topic
  + Good sentence structure
  + All of the B paper qualities
  + No errors in MLA formatting
* B paper
  + Should cite sources correctly (To MLA formatting)
  + Thesis is present but not obvious
  + Has a direction
  + Objective is clear
  + Some errors in MLA formatting
* C paper
  + Not a clear thesis
  + Okay sentence structure
  + Lacks sources
  + Direction is slightly present but not clear
  + Many errors in MLA formatting
* Holistic grading
  + Sitting with other TAs and agreeing on grades for the first few
  + Making sure that you have an agreement on grading

# 08.28.18

* In an awkward situation, with a class. Call a student out but give a low-ball question as to not embarrass them.
* NEVER EMBARESS A STUDENT – Talk to them after class.
* Never say or do anything that you wouldn’t say to the other gender in class.
* If you are giving constructive-criticism, avoid the word, “but” use “and instead.
* When grading, think of the paper rhetorically rather than as something that needs to be graded.
* Think of writing as something that is being *said* to an audience.
  + In other words, don’t get caught up on grammar.
    - This will *not* improve student writing
* Help students read actively.
* Pleonasm = empty writing

# 08.30.18

* No Notes

# 09.04.18

* No class
* No Notes

# 09.06.18

How do you see yourself as a writer?

I see myself as someone who is still learning to write. I am struggling finding my style within the world of scientific writer. Which I feel I will eventually find over time with practice and the courage to take criticism from peers and advisors. I recognize that others are in a similar position to me and, although I feel a slightly lower in my writing ability, I will be able to survive and write words that will positively contribute to the literature.

* Liberal arts = Knowledge that a free citizen should know.
* TEACHING JOURNAL:
  + It is a set of ideas of your observances while watching Alyssa lecture.
  + Write about the observations of how your ideas are shifting of undergrads and the idea of teaching.

# 09.11.18

* Palladium Window
  + Window with an arch on top
  + Metaphorically, it means it means that it’s a word that directs your attention to different people and world
* Barthalameu Article (spelling?)

# 09.13.18

* Coming Up:
  + You can sit in on any section of e608 you’d like
  + Writing ambassador program
    - Help grad students get practice in presentations
  + Truisms assignment:
    - She will create a Google Doc
      * 3 or 4 truisms on the Google doc
    - Due by next Friday: by 6pm
    - Jenny Holser: Truism writer
    - Example truism: Undergrads are lazy
  + Teaching Journal
    - Turn in a couple if pages from the Teaching Journal
    - This will be on a discussion board
    - This will be a series of successes, questions, or, like problems or whatever
* Exegeses: critical explanation or interpretation of a text, especially of scripture.
* Tenure professor:
  + Evaluated a lot based on what you publish
  + You will not be tenured if you have published a book
* Sabbatical: Happens your 7th year at university
  + Need to have a research project
    - Take a year off at half salary or one semester at full salary
    - Must come up with 2 or 3 published articles or a book
* Rubrics:
  + Have at least 12 point font
  + Never use “In order to”
  + Create a double spaced version online
  + Learning objectives are great
    - One line is even better
  + Undergrads love objectivity and clarity
  + Use clear verbs:
    - Narrate, analyze, synthesize,
* Plagiarism
  + Comes from word for “Kidnapping”
    - Kidnapping of words
  + Plagiarism definition changes across time and is different across cultures.

# 09.18.18

* Did not attend class

# 09.20.18

* Any remaining questions regarding writing instructions & pedagogy:
* If a student keeps coming to me, and I refer them to the writing center and they still aren’t improving… What next?
* At what point will I feel comfortable giving advice and teaching writing?
* Beyond this class, what are the best resources to improve grading abilities?
  + She will be sending out from resources.
  + Want a workshop on creative writing.
* How do you get students go to your office hours?
  + Encourage it?
* English Language Learner (ELL) students
  + Native speakers legitimately will not understand errors
  + 4 strategies
    - Diagnose
    - Explain
    - Revise
    - Encourage
  + It’s important to understand what the writing and learning is in that culture
  + Assume nothing; Teach everything
  + Don’t say, “They did this paper wrong”
  + Most frequent errors:
    - Repetition
    - Subject verb disagreements
    - Random use of semicolons
    - Look for the same error that keeps happening.
  + Help one on one with these students
  + When conferencing with ELL students
    - Ask what they are trying to accomplish in this paper.
    - Ask them for an organizational plan. i.e. an outline
  + Encourage students read books that have writing that fits your subject.
* Learning Disabilities
  + Never say to a student “You have a learning disability”
  + You can say “I recommend you go to the office of disabilities, not because you are dumb, or I think you have one, but your writing has features similar to one that has one.”