

Updated 6/16/12

USING WRITING MODULES: A GUIDE FOR FACULTY REQUESTING CWP SUPPORT

Overview: Writing Modules consist of skill-building interactive workshops on a range of writing topics, followed up by peer review (combined with self-assessment) sessions. The skills targeted, as well as the timing and format in which the sessions are run, can all be tailored to your needs.

Your engagement is crucial. When the classroom professor helps to integrate the writing instruction with the course content, the students begin to understand that “doing in the discipline” and “writing in the discipline” are not separate processes—and indeed are inseparable.

Here’s how you can help students see the connection between writing and doing:

- Make the assignment as “real” as possible—choose writing that someone in your discipline does
- Explain the purposes of this sort of writing in your discipline
- Clearly emphasize that good writing is valued in the discipline, no matter how the students eventually choose to work within the discipline
- Collaborate with the College Writing Program (CWP) in design of the course materials so that they reflect as clearly as possible your learning goals for the writing
- Attend the workshops, participate, and reflect on how the targeted skills are used in your discipline

We will be happy to discuss these issues in more detail during our initial meetings with you.

How Modules are integrated with courses: During planning meetings, we will:

- Discuss the assignments, materials, and learning goals
- Identify the best combination of module components to support the writing goals
- Work out the schedule
- Assign people to support your course
- Agree on details of workshop and/or peer review formats and content

A suggested schedule is described on the next page. This is a rough estimate only-meetings may be grouped, done by phone, and revised as necessary. However, we do need your request for module support by the **first week of classes at the latest**, and scheduling should be confirmed as soon as possible after that, to allow module leaders to plan their own teaching schedules.

If at all possible, we will try to pair you with one person for the whole semester (your “Module Leader”). However, in some circumstances, there may have to be multiple workshop and/or peer review leaders.

Also note that classes we have supported before can require less planning if everything is working well.

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A suggested planning schedule:

1. Introductory meeting (usually a couple of months before the class begins, or during the summer)

A Module Representative will meet with you to discuss:

- Your teaching objectives and the course structure
- The role teaching assistants and the professor have in designing and administering the class
- Your needs, your students' writing needs, and possible module structures to meet these needs
- Peer review formats, and the option to have a writing fellow (undergraduate peer writing tutor) help to facilitate the peer review in combination or instead of a peer review leader

After the initial discussion, a Module Representative will discuss with whether you need a dedicated Module Leader, and who your primary CWP contact will be. The primary CWP contact will then ask for:

- Course syllabus and assignment prompts and guidelines
- Grading criteria that you use to grade assignments and provide feedback
- Samples of representative student writing (to aid in module design)

We will be happy to help you develop any of these materials that you do not have, or revise yours to integrate well with modules. We also have a bank of examples that might help with development.

2. At the beginning of the semester

Your CWP contact needs the following course materials from you by the first week of the semester:

- Assignment prompts, guidelines, and grading criteria that clearly state your objectives and expectations
- Workshop/s topics and objectives and Requests for Writing Fellow peer review facilitation
- Materials showing how module components are integrated into the course objectives and grading scheme

IF AT ALL POSSIBLE,

- Course syllabus with firm dates and times for all module components. If this is not possible, please let us know no later than the 3rd week of classes (or two weeks before the workshop, for early workshops).

Note: If student work or comments during the semester suggest that adding an extra workshop or peer review would be helpful, please contact us as soon as possible-we MAY be able to accommodate additional requests.

3. At least two weeks before the workshop

You and your CWP contact will discuss:

- Workshop goals and format, and how to best prepare students for the workshop
- Peer review goals, prompts, and format, and what materials the students should bring

The Module Leader or individual workshop/peer review presenters will then prepare materials and send them to you for review and comments, and make adjustments as necessary in response to your comments.

4. Wrap-up meeting after the semester ends At the end of the semester, we would like to discuss what went well/not so well, review our Module evaluations and your course evaluations, and identify changes for the future.