


Classify each statement as "fact" or "myth".



OR

FACT

MYTH?

Fact or Myth: My students will need to write well in their future careers.

Fact or Myth: Students who have taken Composition should be able to do well on any assignment that involves writing.

Fact or Myth: Students can learn from writing assignments even when the assignment is neither assessed nor graded.

Fact or Myth: Teaching writing would take away from teaching content in my classes.

What is your department's greatest challenge with student writing?

Six Things that Worked for Us

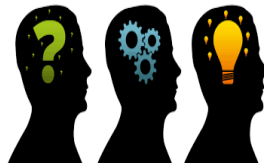


Name a complex topic in your discipline that you break into parts for your students.

Apply what you know

What works for teaching in your discipline, also works for teaching writing.

Break up larger assignments into digestible bites.



Include informal writing

Informal writing allows students to practice their skills.

1-minute papers and paragraph templates focus on the mastery of the material without involving heavy grading.



Replace error hunting

Listen to what the student is saying and only provide comments that will help him or her improve.

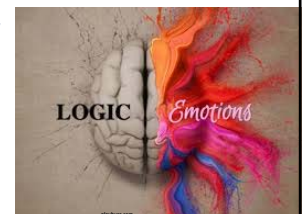
Rubrics and minimal marking (especially on early drafts) focus on main problems and allow students to recognize and improve those areas.



It's not just what you know...

When cognitive demands of the writing task rise, errors may increase, even in areas that the students previously seemed reasonable skilled.

Build confidence by allowing students to master and practice skills one step at a time.



Climb part of the mountain

Helping students avoid major misconceptions about what is expected is easier than dealing with error after it occurs.

Show **models of good work**, offer **peer review sessions** or current and previous work, and allow **students to test the grading rubric** you are using.



Work with colleagues

Identify writing skills needed for your majors and allow students to build and practice those throughout the program curriculum.

Writing ladders allow students to master and build on skills at different stages; **departmental rubrics** offer consistency.



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