I USED TO HATE WRITING ASSIGNMENTS, BUT NOW I ENJOY THEM.

I REALIZED THAT THE PURPOSE OF WRITING IS TO INFLATE WEAK IDEAS, OBSCURE POOR REASONING, AND INHIBIT CLARITY.

WITH A LITTLE PRACTICE, WRITING CAN BE AN INTIMIDATING AND IMPENETRABLE FOG! WANT TO SEE MY BOOK REPORT?

"THE DYNAMICS OF INTERBEING AND MONOLOGICAL IMPERATIVES IN DICK AND JANE: A STUDY IN PSYCHIC TRANSRELATIONAL GENDER MODES."

ACADEMIA, HERE I COME!
Writing to Think/Learn

- Writing increases students’ participation.
- Writing increases students’ communication skills.
- Writing helps students think deeply.
- Writing helps you know your students better.

I write because I don’t know what I think until I read what I say.

— Flannery O’Connor
Writing to Think/Learn

• Writing to learn (WaC) vs. learning to write (WiD)

• The problem with “thinking out loud”

• Informal/exploratory writing – “low stakes”

• Formal writing – “high stakes”
Informal/Exploratory Writing

• What kinds of low-stakes writing activities do you use in your courses?

• Benefits of low-stakes writing activities:
  – Easily constructed and not very time-consuming
  – Serve a large range of goals
  – Do not necessarily require any grading (though you could use a very simple system – check/plus/minus scale; 5-point scale; etc.)
Informal/Exploratory Writing

In Class:

• Writing at the beginning of class
  – Ask a question that reviews previous material or stimulates interest in what’s coming (e.g., Socrative)

• Writing during class
  – Refocus a lagging discussion or cool off a heated one
  – Time for students to jot down questions or ponder a complex topic/situation

• Writing at the end of class
  – Minute Paper/Exit Slips
  – POMS (Point of Most Significance) & Muddiest Point
Exit Slip Prompts

- Write down two things you learned today.
- Pretend your friend was absent from class today and s/he asks you to explain the lesson. What would you tell him/her?
- Write down one question you have about today’s lesson.
- Write down one thing I can do to help you.
- What concept has been most difficult/confusing in this chapter, article, etc.?
- What do you need to do to prepare for the upcoming test, essay, etc.?
- What would you like me to review tomorrow?
- What is the most important thing we learned today?
- If you were writing a quiz that covered today’s material, what are two questions that you would put on it?
Write!

1. Drawing on a lesson from your course (perhaps a recent one!), compose an open-ended question that you might ask students to respond to at the very beginning of class (to help with recall, to stimulate discussion, etc.).

2. Share with a neighbor!
“WHAT MAKES YOU SAY THAT?”
*Interpretation with Justification Routine*

There are two core questions for this routine. The first question asks for an *interpretation*. The second question asks for *justification*.

1. What’s going on?

2. What do you see that makes you say that?

**CLAIM / SUPPORT / QUESTION**

*A Reasoning Routine*

1. Make a claim about the image or topic.
   *Claim*: An explanation or interpretation of some aspect of the image or topic.

2. Identify support for your claim.
   *Support*: Things you see, feel, and know that support your claim.

3. Ask a question related to your claim.
   *Question*: What’s left hanging? What isn’t explained? What new questions does your claim raise?
WRITE! (Interpretation with Justification Routine)

1. What’s going on?
2. What do you see that makes you say that?
Loggerhead Blood

- Taurine
- Lactate
- Creatine
- Acetate
- Glucose
Informal/Exploratory Writing

Out of class:

• Journals/blogs
  (could also be used in class)
• Learning logs
• Discussion boards
Journal Prompt #8: Autoethnography
Is there a particular moment that defines why you relate to this group? I'm normally a guys girl – I like to hang out with the bros and my friends ...
Continue reading →

Journal Prompt #7: Gordon Allport's “The Formation of In-Groups”
Loyalty, companionship, rewards: I feel like these 3 reasons are a lot of people's reasons to want to become a part of some group. It would also be mine. For ...
Continue reading →

Journal Prompt #6: Peer Reviewing Essay from Straub
1: I feel like Straub suggests that we learn things about our own writing/ourselves when we are a peer reviewer. He's basically saying that the same things we critique someone ...
Continue reading →
Perform a 3-2-1 analysis (3 words, 2 phrases, 1 sentence) of the article you read for today, “Facing Up to Facebook.” Explain why you chose to focus on these parts of the text.

3 words – friend, online, connection. - friends on Facebook aren’t necessarily your actual friends, I’ve been friends with people whom I’ve only meet once. Almost everything is online now a days, before it was an innovation, “Check out our store, its now online!” whereas now being online is the norm, and someone who is not online is an oddity (and pretty much impossible in college). Many people feel a strong connection to people that they don’t really even know, who’s only actual connect is that of their internet modem.

2 Phrases – “social networking”, “establish parallel realities” - so called social networking is the entire premise behind websites like facebook, but these “connections” actually replace real social interaction with an illusion of it. Facebook really does create parallel realities, where we all live exciting, dramatic lives, who’s boredom and dislike of Monday’s are supremely important.

1 Sentence – “Students’ profiles are generally easily viewed by individuals whose input is influential in the selection process.” – Moral of the story, don’t put stupid things on Facebook.

Inspiration For the Week

A Pep Talk from Kid President to You
Formal Writing

• What kinds of high-stakes writing activities do you use in your courses?

• Invention Exercises for Formal Assignments
  – Freewriting
  – Mind Mapping (MindNode, etc.)
  – Topic Brainstorming (see handout)
Lotus Blossom
Write!

In his book *The Nature of Prejudice* (1954), Gordon Allport wrote extensively about “in-groups” and how they affect our identity and behavior. Using a **mind map** or **lotus blossom**, list a few of your own “in-groups” and also consider a few different aspects of these in-groups that would be interesting to research (e.g., female STEM scholar → stereotypes; retention rates; etc.).
Formal Writing

• Scaffolding for Formal Assignments
  – Process work: Topic Proposal, Drafting, Peer Review, Metacognitive Reflection, Student Explanation of Work, etc.
  – Synthesis Matrix
The synthesis matrix is a chart that allows a researcher to sort and categorize the different arguments presented on an issue (especially helpful for evidence-based writing assignments — e.g., literature reviews, etc.)

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<th>Source #1</th>
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<td>Main Idea A</td>
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<td>Main Idea B</td>
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<td>Alteration of women’s roles because of WWII</td>
<td>Cornelsen</td>
<td>Stewart</td>
<td>Bruley</td>
<td>Scott</td>
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<td>Women accredited the WASP program for opening new doors, challenging stereotypes, and proving that women were as capable as men (p. 113) - Women could compete with men as equals in the sky because of their exemplary performance (p. 116) - WASP created opportunities for women that had never previously existed (p. 112)</td>
<td>- WAAC (Women’s Army Auxiliary Corp) was 1st chance for women to serve in army, given full army status in 1943 as WAC (p. 28) - Needs of the war were so great that women’s traditional social roles were ignored (p. 30)</td>
<td>- Women given equal opportunities (p. 223) - Women joined workforce as a break from the ordinary to help the war (p. 220) - Unconscious decision to cross into male-dominated roles (p. 221) - Seized these new opportunities to bring about change (p. 230)</td>
<td>X</td>
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| Hardships and oppositions women faced | - “From the outset male pilots resented women’s presence in a traditionally male military setting” (p. 111-4) - “The WASP were routinely assigned inferior planes that were later found to have been improperly maintained” (p. 114) - discrimination against WASP at every level of military service, women were only paid 2/3 of what men were for doing identical tasks (p. 114) | - Women in the military given extensive physical and mental tests, but still discriminated against, ridiculed, and considered inferior to men (p. 29) | - Women given unskilled labor positions by government because only seen as temporary workers, therefore no reason to train them (p. 221-2) - Women given less significant work and viewed as less intelligent and physically able (p. 224) | X |

| Opposition: WWII did NOT effect women | X | Women put in untraditional roles during/because of the war, but back to previous subservient roles after the war (p. 35) | - Women were not affected because they still remained in subordinate positions after the war (p. 217) | X |
HEADLINES:
A Routine for Capturing Essence

1. Think about all we have covered today. Write a headline that conveys the most important aspect(s) of our discussion.

2. Share your headline with a neighbor!


• Lovett, Marsha C. (2013). Make exams worth more than the grade: Using exam wrappers to promote metacognition. In M. Kaplan, N. Silver, D. LaVague-Manty, & D. Meizlish (Eds.), *Using reflection and metacognition to improve student learning: Across the disciplines, across the academy* (pp. 18-52). Sterling, VA: Stylus.
References & Further Reading, cont’d.


  – see also https://www.youtube.com/user/SocrativeVideos

