WIPP 7001 (Spring 2021): Pedagogy of Writing in the Disciplines
The Franklin College of Arts and Sciences Writing Intensive Program

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Class Time and Location:
- CRN 27123, Monday 5:20 - 6:10pm, Bio Sciences 326
- CRN 27124, Monday 6:30 - 7:20pm, Bio Sciences 326

Course Description:
Common topics that most pedagogical courses offered at UGA address are active-learning techniques, teaching resources, and pedagogical research. This course is unique in that it…

- Allows exploration of recent research to assess the best pedagogical practices for helping students improve writing, understand course content (writing as learning), and gain familiarity with disciplinary conventions of writing in biology.
- Prepares you for your role as a graduate teaching assistant through assessment of course-specific student needs, examination of best practices for teaching/teaching writing in your own course, and creation of a teaching plan to help students meet the desired outcomes.
- Helps you transition into the teaching profession by exposing potential challenges, providing resources to prepare you to respond to these challenges, and equipping you with a basic pedagogical tool box to make your duties somewhat easier (via instructional design and stress-free feedback strategies, time-efficient teaching strategies, and simple assessment tools for analyzing the learning environment).
- Provides presentation opportunities for you to pilot teaching strategies that can assist you in developing your confidence and effectiveness as an instructor. There are also opportunities for reflection on your personal teaching style and how to incorporate teaching for your future career.

1 vs 3 Credits:
This course may be taken for 1 credit or 3-credits. To receive 3 credits you must take on a course design project that is in addition to this course's material. For more details on the 3 credit assignments and expectations see the 3-credit section below. The optional 3-credits is designed for those interested in pursuing the Interdisciplinary Certificate in University Teaching at UGA. **Make your decision, register, and notify Megan by drop deadline: August 24th.**

UGA Teaching Certificate Approved Course Categories:

1) Teaching strategies, 2) *Student learning and assessment of the learning environment, 3) Technology for teaching and learning, and 4) Professional development for the academy
*(*This course falls into the second category)*

Learning Outcomes:

1. You will be able to locate and assess research on writing pedagogy.
2. You will be able to perform self-reflection on your teaching.
3. You will be able to practice feedback strategies to help with grading and student learning.
4. You will develop a 5 minute lesson and teaching plan to address writing concerns.
5. You will be able to evaluate strategies for teaching writing and how they work for you.
6. You will be able to describe a discipline-specific way of communicating knowledge.

3 Credit Learning Outcomes:

1. You will be able to create an entire syllabus for a course.
2. You will be able to design a series of writing assignments for a course.
3. You will be able to present a course as if you are trying to convince a future employer or current department to offer the course.

Course Requirements (S/U):

● Leadership, contributions, attendance at weekly class sessions
● Preparation for weekly discussions—readings/assignments

Required Text and Materials:

● A Short Guide to Writing About Biology. Jan A. Pechenik. 7th ed. 2010. Provided.
● Additional readings provided (electronically or hard copy)

What is a Writing-Intensive Course?

Writing is arguably the most essential skill that students in the sciences must develop to be successful. However, many traditional lecture courses cannot attempt to develop this skill due to lack of time and personnel. Therefore, many of the smaller lab sections take on the difficult task of including writing development among their primary course goals. Writing assignments in these labs range from "low-stakes" to "high-stakes" to allow students to practice writing in lower pressure assignments and build their skill set to culminate in more extensive projects. As an instructor for one of these courses, you will introduce writing to your students as a *process* of reflection, revision, and resubmission.

Evaluation, Grading, and Attendance:

This course is graded on a satisfactory/unsatisfactory basis. To earn an "S" for this course, you must be present, prepared, and active in our class discussions, and complete the assignments and readings on time. Please discuss any conflicts that arise with Dr. Harding and Anya to work out a solution. All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about these standards and adhere to them

when completing any academic work. For more information, please see
http://ovpi.uga.edu/academic-honesty/academic-honesty-policy

Accessibility:
We are committed to do whatever is necessary to make this learning experience as personal and fulfilling as possible for everyone. If there are any disabilities, whether visible or invisible, that we can accommodate, please let us know. For example, if you need materials presented in alternative formats, ensuring physical access to class sessions, or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities, please take the time to discuss your concerns with us early in the semester. We can work together to make the appropriate accommodations. Anything discussed on this topic will be held in the strictest confidence.

UGA Student Honor Code:
"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi. Every course syllabus should include the instructor's expectations related to academic honesty.

Mental Health and Wellness Resources:
- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit https://sco.uga.edu. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (https://www.uhs.uga.edu/bewelluga/bewelluga) or crisis support (https://www.uhs.uga.edu/info/emergencies).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (https://www.uhs.uga.edu/bewelluga/bewelluga) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

COVID-19:
Face coverings: Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

How can I obtain the COVID-19 vaccine? University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – https://www.uhs.uga.edu/healthtopics/covid-vaccine.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: https://georgia.gov/covid-vaccine.

What do I do if I have COVID-19 symptoms? Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see, https://www.uhs.uga.edu/info/emergencies.

What do I do if I test positive for COVID-19? If you test positive for COVID-19 at any time, you are required to report it through the DawgCheck Test Reporting Survey. We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation guidance and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

Guidelines for COVID-19 Quarantine Period (As of 8/1/21; follow DawgCheck or see DPH website for most up-to-date recommendations): Students who are fully vaccinated do not need to quarantine upon exposure unless they have symptoms of COVID-19 themselves. All others should follow the Georgia Department of Public Health (DPH) recommendations:

Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 10 days. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to quarantine on DawgCheck (https://dawgcheck.uga.edu), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

Students, faculty and staff who have been in close contact with someone who has COVID-19 are no longer required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

Monitoring conditions: Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office or. For the latest on UGA policy, you can visit coronavirus.uga.edu.

3 Credit Option for WIPP 7001

You may choose to take this course for three credits to fulfill a requirement for the teaching certificate or as an opportunity for professional development in course design. If you think you may complete the teaching certificate, we highly recommend taking WIPP 7001 for the 3 credit option. You must decide by the drop/add deadline for the semester.

To earn three credits, you will be expected to complete each element of the course design project outlined below outside of class (in addition to regular course assignments). The purpose of this project is to develop a ***writing-intensive*** science course, including a syllabus and a writing assignment series. Making a course writing intensive can be challenging, but it can increase student learning and provide students with necessary writing skills particular to a given field. We believe that demonstrated preparation in designing and teaching writing intensive curriculum will be beneficial to you in your future job search and placement.

Basic skills and knowledge you will need to complete your weekly project requirements will be overviewed in the regular class, however, specific 3-credit assignment details and resources may not be discussed. Additional resources will be made available to you on eLC and we highly recommend using them to get the most out of this experience. Some assignments will require that you do assigned readings and we expect you to independently investigate additional resources as you find necessary. Please feel free to contact Anya if you have any questions or concerns about assignment instructions or feedback.

Project Components (see eLC for instructions and gray cells in table below for due dates):
- Reflections on integrating writing into your curriculum
- Analysis of existing syllabi
- Learning outcomes & course proposal
- Syllabus draft
- Syllabus peer review
- Low-, high-stakes, and reflective writing assignment designs
- Pitch for your course (5-7 min. presentation)
- Final syllabus

Note: Syllabus schedule is subject to change throughout the semester. Please pay attention to announcements or e-mails concerning changes.

Course Schedule (Subject to change):

*Assignments in **gray cells** apply only to students enrolled in 3-credits. 3-Credit assignments are available in the eLC "Projects" folder.

Date	In-class Activities	Prepare For Next Time
Week 1 (8.23)	Course Introduction Introduction to WIP The Myth of "My students can't write!" The Myth of Science vs. Writing Introduction to Writing in the Disciplines Discussion on Valuing Writing Decide if you want to add additional credits to complete the course design project by August 24th	Complete Intro to Writing Pedagogy Worksheet Register for 3 course credits in Athena and notify Megan via email (megan.farrer@uga.edu)
Week 2 (8.30)	Teaching Writing in the Sciences Experienced GLA visitor	STEM Writing Philosophy: Round 1 Read Gottschalk and Hortshoj Ch. 1 and complete the first reflection assignment.
Week 3 (9.6)	No class	
Week 4 (9.13)	Five Minute Teach Overview Curriculum Mapping Activity Spotlight on Style	Complete Curriculum Mapping Activity Complete the Syllabus Analysis assignment.
Week 5 (9.20)	Curriculum Map Review Feedback Workshop I: ● Strategy Presentation ● Feedback Practice and Peer Review	Finish FB practice and peer review Complete FB Self-Assessment Read Gottschalk and Hortshoj Ch. 2. Complete the second reflection assignment.
Week 6 (9.27)	Review Annotated Bib. Project 5MT Workday ● Writing Learning Objectives ● Brainstorming Lessons ● Sign-up	STEM Writing Philosophy: Round 2 Before you present your 5MT: Complete 5MT Lesson Plan Template Submit the Learning Outcomes and Course Proposal assignment.

Week 7 (10.4)	Peer Review ● Theoretical Underpinnings ● Preparing Students to Peer Review ● Objectives	Read advice from Cell Press reviewers and write your own peer review advice column. For next time, bring 2 samples of feedback on student work. Read and grade Sample 5.
		Submit full first draft of syllabus.
Week 8 (10.11)	Feedback Workshop II: ● Strategy Presentation ● Feedback Peer Review ● Grading Practice and Discussion Spotlight on Revision	Complete Mid-Semester Evaluation
		Peer review colleagues' syllabi for next week.
Week 9 (10.18)	Conferencing with Students	Submit your feedback to 5MT presenters on eLC Create Conferencing Exit Ticket.
		Begin syllabus revisions.
Week 10 (10.25)	5MT Presentations	Submit your feedback to 5MT presenters on eLC.
		Read resources on elc re: "stakes" and complete the low-stakes assignment design worksheet.
Week 11 (11.1)	5MT Presentations	Submit your feedback to 5MT presenters on eLC. Submit Annotated Bib Entries
		Complete the high-stakes assignment design worksheet.
Week 12 (11.8)	5MT Presentations	Submit your feedback to 5MT presenters on eLC. For next week, bring 2 samples of your feedback on student work and have access to the rubric for your students' final assignment

		Complete the reflective writing assignment design worksheet.
Week 13 (11.15)	Feedback & Grading Workshop III: ● Reflection - Response Woes ● Feedback Peer Review ● Rubrics ● Aligning Assessment with Assignments and Instruction ● Grading Philosophy	Annotated Bib Entries Due Next Week
		Prepare your presentation for next week (see instructions on eLC).
Week 14 (11.22)	3 Credit Presentations Annotated Bib Debriefing	
		Revise course design materials based on peer feedback to your presentation.
Week 15 (11.29)	No class meeting! Compose final STEM Writing Philosophy Statement.	
		Submit your final syllabus and cover letter explaining revisions made.
Week 16 (12.6)	No class meeting! Complete your WIP GLA evaluation: https://ugeorgia.ca1.qualtrics.com/jfe/form/SV_ojQ51lhseaphMyx?Q_JFE=qdg	