

## **Wicked Fast WAC: Using Model Texts to Help Students Meet Your Expectations**

Do you provide sample papers for your students to use as models? This is a terrific teaching strategy, but you may find that students don't actually use these samples. In this session we will identify the benefits of using model texts in our courses and explore ways to get your students to actually use these sample papers.

### **Why provide sample papers and teach students how to read them?**

1. The expectations for what constitutes good writing varies depending on the context. What counts as effective evidence or an effective argument in one discipline doesn't in another (see Models help students learn the expectations for good writing in a particular context, your course/discipline. Here's an example drawn from a study described in John Bean's *Engaging Ideas*:
  - A literature professor asks students to write an argumentative thesis that "sticks its neck out.
  - A history professor's assignment reads: "you don't 'set out to prove something; you set out to see where the evidence leads you."""Historians like to think they are finding reality as opposed' (p, 505) in contrast to literature professor's emphasis on the student's interpretive stance"(61).
2. Students are used to reading texts for information and most don't have experience reading texts for HOW they work.
3. Our students will need to be able to write in genres and contexts that we can't anticipate. Students who know how to read texts for HOW they work are better prepared to write in new genres and contexts.

### **How can we effectively use models?**

1. Annotate the sample texts to identify the "writing moves" you want students to emulate.
2. Work together in class to examine how they work and have students annotate them.
3. Assign students a genre analysis (students examine patterns across texts to develop their own assignment expectations)

### **Tips:**

Don't use samples of unsuccessful papers

Don't use samples that are unachievable

Don't expect students to use the sample unless you show them how

## ANNOTATED TEXT EXAMPLES:

### ABSTRACT ANNOTATION

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What writing “moves” do abstracts typically make?

1. Introduce the central problem
2. Articulate a research question
3. Identifies significance of the research and a gap in the research
4. Explain method/how the research question is answered (i.e. survey, interviews, focus groups, literary analysis, archival research)
5. Findings/conclusions/argument

### **“Examining Street Harassment: Its Contributions to Rape Culture and its Pervasiveness as it Applies to Westfield State Students” by Gabby Biseinere**

My project focuses on street harassment and its contributions to rape culture. I have embarked on answering the question: How can we bring awareness to street harassment and educate everyone on the ways it reinforces victim blaming in rape culture? According to a nonprofit organization called Stop Street Harassment, a 2008 study showed that over 99 percent of women have experienced street harassment in some way, such as catcalling, at least once in their life.

Knowing this statistic, it’s not surprising that I, or just about all women I know, have experienced street harassment before. I surveyed students at Westfield State to gather information on how street harassment affects WSU students as well as to draw attention to the consequences of our societal views about street harassment and its contribution to rape culture. My findings will also show how prevalent street harassment is on our own campus.

### **Confronting Whiteness: White U.S. social work students’ experiences studying abroad in West Africa. Olcon, K., *Journal of Teaching in Social Work*. 40(4):318-335.**

Inadequate attention to race, **racism**, and Whiteness in social work education ineffectively prepares White students to work with historically excluded racial and ethnic groups, and undermines the profession’s fundamental commitment to social justice. This article presents experiences of eight White social work students confronting race, racism and Whiteness during a study abroad program in West Africa. The students’ learning experiences included exposure to historical White dominance and exploitation through visiting former slave trade sites, connecting with modern African culture, and interactions and dialogue with their African American and African peers. This case study uncovers a continuum of students’ reactions and outcomes, including avoidance, defensiveness, White humility, and a pull toward anti-racism advocacy. As a co-creator in this work, the White researcher exposes her experiences relating to the students. Findings suggest that engagement with critical Whiteness pedagogy and skilled management of students’ emotional responses are crucial teaching strategies for social work educators. (Journal abstract)

**Working Harder than Others to Prove Yourself: High-Effort Coping as a Buffer between Teacher-Perpetrated Racial Discrimination and Mental Health among Black American Adolescents** Jelsma, Elizabeth; Chen Shanting; Varner Fatima. *Journal of Youth and Adolescence*; New York Vol. 51, Iss. 4, (Apr 2022): 694-707.  
DOI:10.1007/s10964-021-01563-4

High-effort coping (feeling like one must work harder than others to succeed due to anticipated discrimination) is an understudied concept in adolescence. The current study examined among Black American adolescents surveyed in eighth and 11th grade ( $N = 630$ , 49% female) how high-effort coping moderated the relations between teacher-perpetrated racial discrimination and psychological distress across time, and whether the buffering role of high-effort coping varied by adolescent gender and socioeconomic status. Experiencing racial discrimination from teachers in eighth grade was positively related with depressive symptoms, anger, and suicidal ideation in 11th grade. High-effort coping buffered against teacher discrimination for suicidal ideation among low socioeconomic status youth, as well as for anger among high socioeconomic status youth. Findings underscore the harmful influence of racial discrimination on Black American adolescents' mental health, as well as suggest that among certain subpopulations, high-effort coping may be one psychologically protective resource through which Black American youth retain positive feelings that are undermined by racial discrimination, and thus promote mental well-being.

**RESUME ANNOTATION** by Beverly Army Williams.

### 10 MINUTE GENRE ANALYSIS

Sample 1: [Identification of an Unknown Bacterial Skin Isolate Through Biochemical and Molecular Methods](#)

Sample 2: [Improving Our Campus Community: Racial Microaggressions at WSU](#)

Sample 3: [Trauma Among College Students and the Benefits of Bullet Journaling](#)

	Sample 1	Sample 2	Sample 3
<b>What do you notice about the title?</b>			
<b>What do you notice about how it's organized?</b>			

<b>What do you notice about layout? Use of white space? Color?</b>			
<b>What do you notice about the use of visuals? (graphs, charts, images, video)</b>			
<b>What do you notice about the intro/beginning?</b>			
<b>What do you notice about how sources are used? (hyperlinks, in-text citations, bibliography) Original data? Stats? stories?</b>			
<b>What do you notice about what IS and isn't included?</b>			
<b>What else do you notice?</b>			

<b>Trends across all 3--FIXED Features</b>	
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<b>Trends in 2-- FLEXIBLE features</b>	
<b>Based on your analysis above, what are the characteristics of an effective research poster?</b>	