

Center for Engaged Writing

Cal Poly Humboldt

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Writing Equity in Action Workshop Series: Writing Assignment Design and Assessment Spring 2022

Dates

- **Thursdays** March 24, April 7, April 14, April 21, April 28, 2022
- On Zoom 2:00pm - 3:30pm
- Total: 8-12 participants per workshop
- [Registration Form link](#)

Facilitator

- Nicolette Amann, Center for Engaged Writing, Director of the Redwood Writing Project and English Faculty

Rationale

We are all writing teachers. In academic contexts, writing is a representation of disciplinary ways of knowing. Our goal as writing teachers “should be to help students learn to write for the...communities they choose to join” (Porter, 1986). These workshops aim to develop our *epistemologically inclusive* teaching practices; to teach in a way that makes disciplinary knowledge-making practices visible and accessible to all students; to integrate frameworks that help students critically understand and consider disciplinary practices in relationship to their lives; and to provide students with opportunities to engage with those practices in writing.

Session Topics

In each of these five workshops, we will experiment and play with developing or revising writing assignments and assessment tools (such as a rubric). You might bring an assignment that you’ve taught with success for many years. We encourage interested participants to bring ongoing high-stakes assignments, signature writing assignments, capstone assignments, or

other major writing projects to these workshop meetings as a way to anchor and help students apply disciplinary concepts to their writing.

Details

- ★ **You may register for all, one, or more than one.**
- ★ **All workshops are on Thursdays from 2:00 - 3:30pm** on the dates listed below.
- ★ There is no required work outside of the workshop meeting times, though application of these concepts through writing assignment and assessment design and revision is our intended goal. In support of this, we will explore the following topics through readings, activities, and discussions:
 - **March 24 = Writing Assignment Design: Rhetorical Situation & Purpose**
 - **Focus: Naming explicit purposes and genres for writing for accessible, inclusive writing assignments**
 - How will students understand the new knowledge or skills they will gain? What might they transfer?
 - How will students understand the specific rhetorical context (genre, audience, purpose) for the assignment?
 - How will the assignment create exigence and offer choice?
 - **April 7 = Writing Assignment Design: Disciplinary Ways of Knowing & Communicating**
 - **Focus: Making disciplinary values and ways of knowing explicit in writing assignments**
 - How will students understand the information knowledge and disciplinary ways of being this assignment will require?
 - How will they know what types of research they should be conducting and why?
 - How will they identify the required genre conventions, the space for (and consequences of) choice?
 - How will they understand the expectations for citation/documentation and the disciplinary reasons for these?
 - **April 14 = Writing Assignment Design: Scaffolding and Modeling**
 - **Focus: Supporting students as apprentices in the discipline through writing**
 - If there are steps that students should take in a specific order, how can these be made explicit?
 - How can the assignment be broken into tasks/skills with explicit instruction?
 - How can students be taught to analyze and learn from models?
 - **April 21 = Writing Assessment Design: Criteria, Choice, and Flexibility**
 - **Focus: Creating assessment processes that allow for linguistic awareness and flexibility while reducing harm**
 - How will students be assessed? Will they be offered a choice?
 - How will the characteristics of high-quality work (criteria for success) be made explicit?
 - How will the rationale for these criteria be made explicit?
 - How will this assignment help students to better understand the codes and expectations for writing in this discipline and genre?

- **April 28 = Writing Assessment Design: Revision, Peer Feedback, Reflection**

- **Focus: Inclusive, accessible designs for revision, feedback and assessment of writing**

- Will revision be required? What types of revision will be modeled and practiced?
- What is the role of peer feedback in the writing process? In what stages of the writing process and for what purposes might peer feedback be used?
- How can peer feedback be used in meaningful ways while reducing potential for harm?
- How can options for self-reflection and self assessment be integrated into this assignment?