

Sweetland Writing Center
University of Michigan, Ann Arbor
Winter 1999

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ECB 993

TEACHING WRITING IN THE DISCIPLINES

Thursdays 4-6 or Fridays 10-12
1112 Angell Hall

This seminar is intended for Graduate Student Instructors assigned for the first time to teach a writing section or course approved by the Advanced Writing in the Disciplines Program, though any graduate student in the University may enroll in it. This seminar will be, for the most part, a practical workshop designed to develop the expertise and confidence a GSI needs to teach writing in a discipline well. Readings will consist of both short articles on writing pedagogy and actual course materials—syllabi, assignments, student papers, and instructor comments. The latter materials will be drawn from the courses the GSIs in the seminar are teaching in the current semester as well as from courses other instructors have taught in past semesters. Seminar meetings will aim to help the GSIs enrolled make use of both the assigned articles on writing pedagogy and the experiences of other instructors, including the other GSIs in the course, in current and future teaching.

The seminar will meet seven times, once a week for two hours. It is a one-unit course, graded Satisfactory/Unsatisfactory. Because the seminar will aim to be immediately useful, this syllabus is somewhat informal. The following schedule sets out the general topics to be discussed, week-by-week. However, I have purposely left a little open-ended each week's readings and discussion so that we can adjust our work as we go along in order to better meet your needs as new writing instructors. In some cases, I have listed more reading than we need to do; in others, I've listed none at all. We'll see what works and doesn't work for you as we go along.

RESOURCES FOR WRITERS

Later in the semester, I will assemble a list of useful handbooks and style manuals for writers in a variety of disciplines. For now, here are a few well-regarded general handbooks and style manuals:

Diana Hacker. *A Pocket Style Manual*. 2nd ed. Boston: Bedford Books, 1997.

Diana Hacker. *Rules for Writers*. 3rd ed. Boston: Bedford Books, 1996.

William Strunk, Jr., and E.B. White. *The Elements of Style*. 3rd ed. New York: Macmillan, 1979.

Kate L. Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 5th ed. Chicago: University of Chicago Press, 1987.

University of Chicago Press. *The Chicago Manual of Style*. 14th ed. University of Chicago Press, 1993.

In addition, the Sweetland Writing Center maintains a web page with a number of useful tools for writers, including a virtual edition of the Strunk and White classic, *The Elements of Style*. To see those tools, go to:

<http://www.lsa.umich.edu/ecb/help/resources.html>

SCHEDULE OF MEETING AND TOPICS

21-22 January What Is Good Writing?

Papers by students in Math, Comparative Literature, and Religious Studies.
Guidelines formerly used by the ECB in assessing first-year writing portfolios.
Lucille Parkinson McCarthy, "A Stranger in Strange Lands: A College Student Writing across the Curriculum," in *Research in the Teaching of English* (1987), pp. 125-55.

28-29 January Conducting Workshops and Making Comments

Katherine K. Gottschalk, *Facilitating Discussion: A Brief Guide*, pp. 1-27.
Keith Hjortshøj, "Being in the Classroom," (undated manuscript), pp. 1-20.
M. Elizabeth Sargent, "Peer Response to Low Stakes Writing in a WAC Literature Classroom," in *New Directions in Teaching and Learning* 60 (1997), pp. 41-52.
6 examples of workshop or peer review procedures.
Peter Elbow, "High Stakes and Low Stakes in Assigning and Responding to Writing," in *New Directions in Teaching and Learning* 60 (1997), pp. 5-13.

4-5 February Strategies for Grading Fairly and Efficiently

Elaine O. Lees, "Evaluating Student Writing," *College Composition and Communication* 1979), pp. 370-4.
Joyce MacAllister, "Responding to Student Writing," in *New Directions in Teaching and Learning* 60 (1997), pp. 59-65.
Ronald F. Lunsford, "When Less Is More: Principles for Responding in the Disciplines," in *New Directions in Teaching and Learning* 60 (1997), pp. 91-104.
Peter Elbow, "Grading Student Writing: Making It Simpler, Fairer, Clearer," in *New Directions in Teaching and Learning* 60 (1997), pp. 127-140.
Unknown, "What to Look for—the Holistic Approach," pp. 27-30.
Several examples of grading criteria, marking keys, and paper evaluations.

11-12 February No Meeting

18-19 February How Can We Get Students to Construct and Develop Arguments?

Kenneth A. Bruffee, "Writing and Reading as Collaborative or Social Acts, in *The Writer's Mind*, ed. Janice N. Hays, et al (NCTE, 1983), pp. 159-69.
Peter Elbow, "Teaching Two Kinds of Thinking by Teaching Writing," in *Embracing Contraries* (Oxford, 1986), pp. 55-63.
John C. Bean, Dean Drenk, and F.D. Lee, "Microtheme Strategies for Developing Cognitive Skills," in *New Directions in Teaching and Learning* 60 (1997), pp. 27-37.
George D. Gopen and Judith A. Swan, "The Science of Scientific Writing," *American Scientist* 78 (1990), pp. 550-8.
Ann J. Harrington, "Developing and Responding to Major Writing Projects," in *New Directions in Teaching and Learning* 60 (1997), pp. 67-75.
Several examples of brainstorming exercises.

25-26 February Having Effective Conferences with Students

4-5 March Winter Break – No Meeting

11-12 March Midterm Evaluations and Strategies for Addressing Problem Students

18-19 March Devising Effective Assignments and Courses