



# 10 WAYS TO ENHANCE YOUR

# WRITING *Pedagogy*

1

Start a class discussion with 1-2 minutes of student writing, asking students to respond informally to the question or problem you'll ask them to discuss. This allows students to generate some initial ideas, making for richer and more focused conversations.

2

End your teaching session with 1-2 minutes of student writing asking students to respond informally to a prompt like "What's my biggest takeaway from today?" or "What questions do I still have?" Students can either keep these for their own metacognitive learning, or instructors/teaching assistants can collect and skim for common themes to reference at the next session.

3

Recommend campus resources such as [Student Academic Success Services \(SASS\)](#) and [EAL-specific academic skill development workshops](#) to all students, not just those who are struggling. Writing is a challenge for both native English and English as an Additional Language (EAL) learners, and both undergraduate and graduate students can benefit from peer and professional feedback on their work. SASS offers [online writing resources](#), [workshops](#), [drop-in events](#), [EAL specific support](#), and [writing appointments](#).

4

Design your assignment handout so that the learning outcomes, audience, format, and expectations are clear to students from diverse writing cultures. Genres and instructions in one class, discipline, or culture may not look the same as genres and instructions in another class, discipline, or culture. For instance, think about the way that news articles on the same story are quite different from one news source to another or the way that terms can change meaning depending on their context.

5

Give assignments in stages, incorporating peer and instructor feedback and student revision at various points along the way. This helps students see writing as a process rather than as something that is done once and then submitted.

6

Work with [Student Academic Success Services](#) to design class- or assignment-specific workshops. This helps you focus on your disciplinary expertise and allows those with writing-specific expertise to advise students appropriately. It also allows students to make personal contacts with valuable student supports on campus.

7

Provide revision-oriented feedback that helps students understand what to improve upon in future. Keep your assignment's learning goals and rubric weighting in mind, use models of good work as the starting point for discussions, and focus your attention on higher-order concerns where possible.

8

Use rubrics for every assignment and make sure both students and graders understand them. By considering rubrics as a conversation-starter around expectations, you'll help students, graders, and yourself understand what it is you're really looking for in an assignment. A well-designed rubric can give students flexibility and freedom rather than forcing them to submit standardized submissions.

9

See peer review as an extra opportunity for feedback and as a way of teaching students how to give it effectively. The CTL can help you design peer review activities and find technological approaches to peer review that integrate with onQ.

10

Pose your final paper topics as problems to be solved rather than information gathering, to foster critical thinking. For instance "What design flaws led to the Challenger space shuttle disaster?" or "What operations and management flaws led to the Challenger space shuttle disaster?" rather than "Write a paper discussing the Challenger space shuttle disaster."

