**Writing in the Disciplines Syllabus: Spring 2024**

**WID Philosophy**

* Writing is a critical thinking process.
* Writing is a tool for learning across disciplines.
* Learning is collaborative among students and between students and teachers.

# Expectations for this workshop

Over the course of six meetings, you will:

* Actively participate in workshops, discussions, and communication.
* Develop course goals that apply/reflect WID philosophy.
* Create a WID ePortfolio.
* Upload the following onto ePortfolio
	+ A pre- and post-WID syllabus.
	+ Copies of all the writing assignments (both low and high stakes) that you will use in your "WIDed" course.
	+ A copy of any rubrics you will use in the target course.
	+ A two-page reflection on how WID may have helped you change or rethink your teaching practices. This should include a discussion of your term-long assignment.

**Requirements for a Writing intensive class at LaGuardia Community College:**

* Students write every week.
* Writing activities include both informal and discipline-specific, formal assignments.
* Students complete frequent, low stakes writing assignments.
* At least one assignment is a substantial, staged assignment.
* Students receive feedback on their writing from the instructor and peers.
* Students have the opportunity to revise more than one high stake paper.
* Writing counts for at least 20% of the course grade.
* Grading criteria are clearly indicated on the syllabus.

**Book:**

Bean, John C., and Dan Melzer. *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. Third edition. Hoboken, NJ: Jossey-Bass, 2021.

We have hard copies and can get you one if you would like. Here is a link to the .pdf:

https://tinyurl.com/BeanMeltzer

The following is a list of topics, reading assignments, and what you should bring with you to each session.

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| **Session** | **Topic** | **Reading****(3rd Edition)** | **Activity****(What to Do/Bring)** |
| 1 | Why WID? | Chapters 2 & 3 | Bring an electronic draft of the syllabus for the course you are targeting. As soon as convenient, schedule a class visit with your group leader. |
| 2  | Informal Writing Assignments | Chapters 5 & 6 | Bring in one low-stakes, exploratory writing assignment that you plan to use in your course.  |
| 3  | Formal Writing Assignments | Chapters 4 & 10 | Bring in a draft of a formal writing assignment. |
| 4 | Reading Disciplinary Texts & Coaching argumentation | Chapters 7 & 8:  | Bring in a revised version of your formal writing assignment.  |
| 5  | Rubrics, Coaching Writing & Giving Feedback | Chapter 12 & 13:   | Bring a newly revised version of the formal writing assignment along with a rubric that you might use to guide students and/or assess that assignment.**ALSO:** Bring a student paper (ideally that you haven’t graded yet and need to grade).  |
| 6  | Lectures | Chapter 9: | Bring electronic versions of the documents needed for your final portfolio including first and final drafts of your syllabus, informal & formal writing assignment, rubric, and reflection on your WID experience.  |