**Writing Development Initiative (WDI) Writing TA Training**

**January 7, 2020**

**Robert Gillespie Academic Skills Centre (MN3251)**

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| Time |  |
| 10-10:15 | Greetings |
| 10:15-10:45 | Identifying writing challenges in your field |
| 10:45-11:15 | Introduction to the WDI and to some of the concepts underlying academic writing instruction |
| 11:15-11:30 | **Stretch Break** |
| 11:30-12 | Working productively with ELL (English Language Learner) students and working 1-1 with students |
| 12-12:30 | Writing activities for class or tutorial |
| **12:30-1:15** | **Lunch** |
| 1:15-2:15 | Helping students on the sentence level (grammar, syntax, sentence structures) |
| 2:15-2:45 | Teaching about academic Integrity |
| **2:45-3** | **Stretch break** |
| 3:15-4:45 | Focus on assessment and giving useful feedback: practice, group work, best practices |
| 4:45-5 | Wrapup |

How long can people focus on a presentation?

Even with breaks, how long a session can we reasonably set up?

Should we consider shifting some of the training to within the term check-ins? (If so, how would that work and would it be doable?)

Standard template?

1. 10 minute presentation
2. 15 minutes group or solo activity
3. 5 minute presentation
4. 15 minutes group or solo activity
5. 10 minute wrapup, with reading material

Session 1 preparatory work

Session 1

Session 2 preparatory work

Session 2

**Identifying writing challenges in your field**

-short introductory presentation

-solo writing/thinking work

-guided by a template

-the template will include what’re the problems, why are they problems, what do students say their problems are, why do or don’t you agree, what training do you have in dealing with writing issues, what are your big worries, what is the biggest obstacle to working on writing issues, what would be helpful to you in terms of training or support, what’s one tip that you have for working with student writing that you’d like to share, etc.

-then reconvene as a full group briefly

-justify division into cross-disciplinary group: to gain from others’ experiences, to see differences and commonalities, and b/c students are often cross-disciplinary too

-then break into groups in breakout rooms for discussion and comparison

-wrapup: come back together to discuss what we learned

**Introduction to the WDI and to some of the concepts underlying academic writing instruction**

**Working productively with ELL (English Language Learner) students and working 1-1 with students**

**Writing activities**

**Helping students on the sentence level (grammar, syntax, sentence structures)**

**Teaching about academic Integrity**

**Assessment and giving useful feedback: practice, group work, best practices**

-in this case, the presentation might be a bit longer

-maybe start by asking for people’s input, then going through research, then into activities

-the activities can start with assessing and giving feedback on a piece of writing using a rubric individually

-then coming together to share the feedback and to present the feedforward concept

-then moving into groupwork to discuss how the feedback would change given a new revelation of the context

-then coming together again to present that

<https://web.microsoftstream.com/video/2d3605ff-84c4-47b4-b46b-4658c4952773>

https://ito-engineering.screenstepslive.com/s/ito\_fase/m/94256/l/1245194-how-can-i-add-a-quiz-or-survey-to-a-video-on-microsoft-stream