

**Mississippi State University**  
**Maroon Institute for Writing Excellence**  
**May 8 – 25, 2017**

**Moderators: Deborah Lee and Ann Spurlock**

**Readings:** The reading selections for this institute focus on learning theory, composition theory, cognitive theory, and writing-to-learn pedagogical theory.

**MIWE Objectives**

- Understand the purpose and goal of the Maroon & Write Quality Enhancement Plan.
- Apply writing-to-learn strategies in at least one undergraduate course.
- Incorporate at least one formal writing assignment into one undergraduate course.
- Utilize writing-to-learn strategies as building blocks for the formal writing assignment, as appropriate for the class.

**Purpose**

*What is the process we should teach? It is the process of discovery through language...It is the process of using language to learn about our world, to evaluate what we learn about our world, to communicate what we learn about our world.*

Donald Murray, "Teach Writing as a Process Not Product"

*A silent classroom or one filled with the teacher's voice is anathema to learning.*

Janet Emig, "Writing as a Mode of Learning"

*This dialogic pedagogy requires two-way rather than one-way communication, suggesting that teachers move away from a transmission model of education and toward a transformative model that includes active participation from both teachers and students as collaborators.*

Lee-Ann M. Kastman Breuch, "Post-Process Pedagogy"

*Writing can give you what having a baby can give you: it can get you to start paying attention, can help you soften, can wake you up.*

Ann Lamott, *Bird by Bird*

As the quotations above indicate, our purpose is to promote teaching strategies that will improve students' writing and enhance their engagement with and mastery of course content.

## Short-term Objectives

By Thursday, May 25:

- Produce a first draft of your revised syllabus. This syllabus will include writing-to-learn strategies that provide appropriate scaffolding to build a formal writing assignment.
- Complete the framework for building your formal writing assignment. This framework will include a clear sense of purpose and expectations for the assignment.

By Friday, July 14:

- Meet at least once with your assigned writing coordinator. During this meeting, you will discuss both the syllabus and formal writing assignment and receive feedback for revision.
- Submit the final syllabus and formal writing assignment to the moderators, along with a short essay describing your pedagogical strategy for fostering learning through writing.

## Long-term Commitments

- Attend follow-up group meetings during the 2017-2018 academic year to share pedagogical plans, challenges, and results.
- Teach your designated MIWE course using the revised syllabus.
- **Incorporate a formal writing assignment into your class; this cannot be a group assignment.**
- Provide copies of students' formal writing assignments to Maroon & Write for assessment.
- Participate, as scheduling allows, in the Maroon & Write Speaker Series.
- Assist Maroon & Write in recruiting faculty members from across the curriculum to participate in MIWE so that, over time, MSU can build a culture of writing that is embraced by both faculty and students.

## Scope of MIWE

To accomplish the goals described above, we will do far more than read articles on learning theory and writing pedagogy; we will also practice the very writing-to-learn strategies that we will soon use in teaching our respective courses. To prepare for each session please:

- Read the assigned selections.
- Keep a reader-response journal, responding to what you read in the articles. Your journal may be a loose-leaf binder, a spiral notebook, or a laptop, whichever you prefer. But please bring your journal to each session and be prepared to read aloud from your journal in class.
- Bring writing materials: we will do "free-writing" during every session. These are spontaneous responses to prompts related to our readings.
- Always keep this key question in mind: **How can I use writing-to-learn strategies in my course?**

## Weekly Schedule

### May 8-11: Writing-to-Learn, Theories and Practice

M 5/8 Introduction to MIWE and Maroon & Write QEP

Readings:

Elbow, Peter. "The Believing Game—Methodological Believing." *English Department Faculty Publication Series*. Paper 5. 2008.  
[http://scholarworks.umass.edu/eng\\_faculty\\_pubs/5](http://scholarworks.umass.edu/eng_faculty_pubs/5).

Limerick, Patricia Nelson. "Dancing with Professors: The Trouble with Academic Prose." *Something in the Soil: Legacies and Reckonings in the New West*. Norton, 2000, pp. 333-341.

T 5/9

Readings:

Murray, Donald. "Teach Writing as a Process Not Product." *Cross-Talk in Comp Theory*, 3<sup>rd</sup> ed. Eds. Charles R. Cooper and Lee Odell. National Council of Teachers of English, 2011, pp. 3-6.

Emig, Janet. "Writing as a Mode of Learning." *Cross-Talk in Comp Theory*, 3<sup>rd</sup> ed. Eds. Charles R. Cooper and Lee Odell. National Council of Teachers of English, 2011, pp. 7-15.

Freire, Paulo. "The 'Banking' Concept of Education." *Ways of Reading*, 4<sup>th</sup> ed. Eds. David Bartholomae and Anthony Petrosky. Oxford University Press, 2001, pp. 212-226.

W 5/10

Readings:

McGuire, Sandra Yancy and Stephanie McGuire. "Metacognition: What it Is and How It Helps Students Become Independent Learners." *Teach Students How to Learn*. Stylus, 2015, pp. 15-28.

McGuire, Sandra Yancy and Stephanie McGuire. "Metacognitive Learning Strategies at Work." *Teach Students How to Learn*. Stylus, 2015, pp. 43-59.

**Guest Speaker:** Dr. Deborah Lee, Professor and Coordinator, MSU Libraries

Th 5/11

Reading:

Elbow, Peter. "Writing Assessment: Do It Better, Do It Less." *Assessment of Writing: Politics, Policies, Practices*. Ed. Edward M. White. Modern Language Association, 1966, pp. 120-134.

**Guest Speaker:** Laura Pate, Coordinating Instructor of the Learning Skills Support Program (LSSP), Learning Center

### **May 15-18: Assignment Redesign**

M 5/15

Reading:

Bean, John C. "Formal Writing Assignments." *Engaging Ideas: The Professor's Guide to Critical Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, 2<sup>nd</sup> ed. Jossey-Bass, 2011, pp. 89-119.

**Guest Panel: Kayleigh Few, Director, Writing Center; Writing Coordinators Ed Dechert, Kiley Forsythe, and Chelsea Henshaw**

T 5/16

Reading:

Bruffee, Kenneth. "Collaborative Learning and the 'Conversation of Mankind.'" *Cross-Talk in Comp Theory*, 3<sup>rd</sup> ed. Eds. Charles R. Cooper and Lee Odell. National Council of Teachers of English, 2011, pp. 395-416.

W 5/17

Readings:

Bean, John C. "Informal, Exploratory Writing Activities." *Engaging Ideas: The Professor's Guide to Critical Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, 2<sup>nd</sup> ed. Jossey-Bass, 2011, pp. 120-145.

Doyle, Terry. "Is a Revolution coming? Movement, Exercise, and Learning." *Learner-Centered Teaching*. Stylus, 2011, pp. 151-159.

**Guest Panel: MIWE alums**

Th 5/18

Reading:

Bean, John C. "Dealing with Issues of Grammar and Correctness." *Engaging Ideas: The Professor's Guide to Critical Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, 2<sup>nd</sup> ed. Jossey-Bass, 2011, pp. 66-86.

**May 22 – 25: Student Engagement, Success, and the Writing Process**

M 5/22

Reading:

Bean, John C. "Coaching the Writing Process and Handling the Paper Load."  
*Engaging Ideas: The Professor's Guide to Critical Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, 2<sup>nd</sup> ed. Jossey-Bass, 2011, pp. 290-316.

T 5/23

No Readings

**Guest Speaker:** Amy Barton, Instructor of Technical Writing, Bagley College of Engineering

W 5/24

No Readings

Th 5/25

No Readings

**Thursday, May 25, 2:30 p.m. Grisham Room, MSU Library  
Reception and MIWE Graduation!**