Readings: The reading selections provided in this binder 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, June 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 31:
- 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 two follow-up group meetings during the 2015-2016 academic year to share pedagogical plans, challenges, and results.
- Teach your designated MIWE course using the revised syllabus and requiring the formal writing 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 freewriting 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

Thursday, June 4: Introduction to MIWE and Maroon & Write QEP

June 8-11: Writing-to-Learn, Theories and Practice

M, 6/8  Readings:
Murray, Donald, “Teach Writing as a Process Not Product” (3-6)
Emig, Janet, “Writing as a Mode of Learning” (7-15)
Freire, Paulo, “The ‘Banking’ Concept of Education” (212-226)

T, 6/9  Reading:
Lindemann, Erika, “What Do Teachers Need to Know about Cognition?” (86-108)

Guest Speaker: Dr. Linda Morse, Cognition and Learning Theory

W 6/10  Readings:
Murphy, Sandra, “Assessing Portfolios” (114-135)
Elbow, Peter, “Writing Assessment: Do It Better, Do It Less” (120-134)

Th 6/11  Reading:
Bean, John C., “Dealing with Issues of Grammar and Correctness” (66-86)

June 15-18: Assignment Redesign

M 6/15  Reading:
Bean, John C., “Formal Writing Assignments” (89-119)

Guest Speaker: Dr. Stacy Kastner, Utilizing the Writing Center in Your MIWE Course

T 6/16  Reading:
Bruffee, Kenneth, “Collaborative Learning and the ‘Conversation of Mankind’” (395-416)

W 6/17  Reading:
Bean, John C., “Informal, Exploratory Writing Activities” (120-145)

Th 6/18  Reading:
Bain, Ken, “What Do They Expect of Their Students?” (68-97)

Guest Speaker: Amy Barton, Using the Case-Study Approach to Teaching Technical Writing
June 22-25: Student Engagement, Success, and the Writing Process

M 6/22  Reading:
        Bain, Ken, “How Do They Conduct Class?” (98-134)

        Guest speaker: Dr. Deborah Lee, Beyond Google: How the Library and
        Information Literacy Can Enhance Your Students’ Research

T 6/23  Reading:
        (525-533)

        Guest Speaker: Dr. Stephanie Bennett, How Writing Can Improve Reading

W 6/24  No Readings

Th 6/25 No Readings

Thursday, June 25, 3:30 p.m. Reception and MIWE Graduation!
Maroon Institute for Writing Excellence

The MIWE readings have been carefully selected to provide an introduction to learning theory and writing-to-learn strategies within the scope of the June workshop. Here are the complete citations and some additional recommended readings.

2015 MIWE Readings


**Other Recommended Readings**


**About the Maroon & Write**

To learn more about the Maroon & Write Quality Enhancement Plan, please visit our web site: www.qep.msstate.edu