



Slide 1



# Writing in the discipline of CLS: Writing intensive pedagogy

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CLEC 2018



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Slide 2

## Learning outcomes for the presentation

Participants will be able to:

- List EMU university-wide writing intensive learning outcomes that support individual writing intensive courses.
- Summarize university wide assessment of writing intensive learning outcomes.
- Assess media, such as writing and presentations (genre-specific), utilized in your CLS courses that approach the goals of writing intensive course learning outcomes.
- Discuss writing in a discipline as "process" and "product" to promote critical thinking

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Slide 3

## Academic writing

3 Perspectives

- Skills Based**- a generic set of skills that could be taught and then applied in a particular disciplinary context
- Text Based**- Linguistic approach assumes a homogenous discipline with text types to be discovered, analyzed and taught
- Practice Based**- writing as both text and practice- student is learning to take up disciplinary positions in a discourse community

Baynham, M. Student Writer in Higher Education, 2000

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Slide 4

**Writing in a Discipline**

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- A *discourse community* is a "social group that communicates at least in part via written texts and shares common goals, values, and writing standards, a specialized vocabulary, and specialized genres."(UC,2018)

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Slide 5

**Writing at EMU**

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Active writing center  
Faculty and student support

*Yet*

- "students can't write"
- "students do not know how to use APA, MLA, etc."
- "I suspect students are writing at the last minute"

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Slide 6

**What is WI –Writing Intensive**

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“Writing intensive courses are more than simply courses in the discipline asking students to write. They are courses providing **pedagogical support** to help students acquire productive strategies for **writing in disciplinary contexts**. With sufficient support and instruction, students become able and flexible writers who can undertake a variety of **disciplinary writing tasks**. With appropriate support, students also gain familiarity with the **various genres** of their disciplines and with the **written conventions** for producing those genres.”

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Slide 7

**EMU Writing Intensive (WI) outcomes**

- Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in a discipline.
- Use writing strategies that achieve the purposes(s) for writing and address the expectations of audience(s) within a disciplinary context.
- Formulate research questions and employ strategies for researching and responding to those questions.
- Use discipline-specific genres to communicate information.
- Understand conventions for communicating, disseminating and interpreting information within a discipline.

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Slide 8

**Faculty asked to submit WI course syllabi**

Writing committee from the FDC evaluated the syllabi:

- Presence of writing rationale
- Syllabus contains WI outcomes
- Texts and/or readings about writing
- Scaffolding of assignments
- Class sessions dedicated to peer review and revision, writing, information literacy, research strategies.

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**University Assessment- Started January 2017**

- Likert scale /faculty asked to respond about their WI course in a holistic or single project approach.
- Faculty were asked to reflect on how effective they are addressing the writing outcomes.
- Faculty input included some examples of their assignments, approaches, and views on writing.

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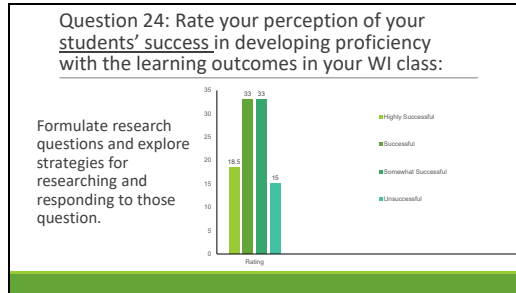
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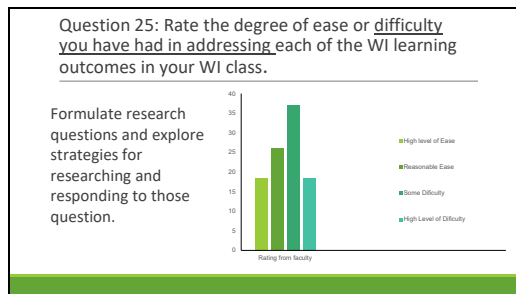
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Slide 12

Selected quotes from Q 24 and Q 25

- What is hard in teaching a capstone class in the discipline is the incredible variability in the wide range of sub-disciplines of writing and the high expectations of writing professionals across a wide variation.
- I find it difficult addressing the outcome related to research because of the type of writing students do in my class is more creative.

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Slide 13

**Your turn**

- What does Practice Based writing look like in Medical Laboratory Science?



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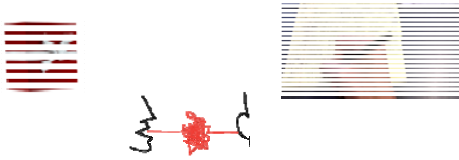
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Slide 14

**Writing**



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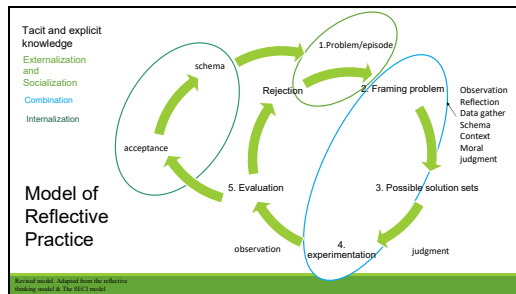
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Slide 16

**How does a writing intensive course promote critical thinking?**

- "write to learn, not learn to write"
- Create or illustrate the process
- Teach that information is not written in "stone"—*you mean disagree with science? Not necessarily, but can you present new knowledge within the context of theory, hypothesis, and empirical study.*
- Active problem-solving that involves writing

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**Process**

- Creating a product does not guarantee critical thinking
- There was some evidence of a process when people assessed disciplinary assignments
- Process examples
  - Scaffolding
  - Peer Review
  - Revise

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Slide 18

**Scaffolding**  
**Back to the faculty survey**

"If you scaffold assignments, how do you do so or what do you ask students to do?"(N=29)

- 25 scaffolded
- 4 do not
- Of those that do admit to this activity what does this look like?

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### Scaffolding

#### Groups of scaffolding

6 groups 21 Research Paper 8 do not

- Group 1  
Bib, Peer Review
- Group 2  
Project Abstract, Research Question, Bib/Ann Bib
- Group 3  
Project Proposal, Bibliography, Draft, Revision
- Group 4  
Proposal, Draft/ Peer Review, Revision
- Group 5  
Project Proposal, Research Question, Draft
- Group 6  
Project Proposal, Project Abstract, Research Question, Draft, Revision

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### Scaffolding

Question 24: Rate your perception of your students' success in developing proficiency with the learning outcomes in your WI class:

Formulate research questions and explore strategies for researching and responding to those question

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Unsuccessful				II	I	
Somewhat Successful	II		I	III	I	I
Successful		II	I	III	I	I
Highly Successful				II	I	III

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### Scaffolding

"Rate the degree of ease or difficulty you have had in addressing each of the WI learning outcomes in your WI class":

"Formulate research questions and explore strategies for researching and responding to those question"

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
High Level of Difficulty	I				I	I
Some Difficulty		II	I	II	II	II
Reasonable Ease			I	III		I
High Level of Ease				I		III
Highly Effective				III		

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**Reflect**

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How are you addressing scaffolding student work whether in an individual course or across the program?



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Slide 23

**Writing/Communicating in CLS program at EMU**

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**Across the program**

- Article Review
- Methodology Review of an Article
- Poster Presentation
- Lab write ups
- Resume
- Procedure
- Medical Case Study
- Manuscript
- Presentation
- Annotated Bib
- Management/Capstone Project

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Slide 24

**Its your turn:**

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Slide 25

### Writing to learn in the lab-Practice based

**Lab reports- active problem-solving**

**Examples:**

- Discuss what pipettes were utilized. Describe how the serial dilution was performed? List the variables in procedure and technique affecting the variation in results we obtained today.
- Evaluate your patient's results. Is the patient normal or abnormal? How does this correlate to disease in the patient? What further testing do you suggest?
- What does this error code mean? What next steps should be taken?

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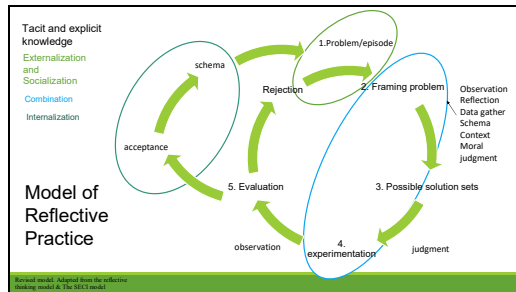
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Slide 27

### Conclusions

#### EMU Writing Intensive (WI) outcomes

- Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in a discipline.
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- Formulate research questions and employ strategies for researching and responding to those questions.
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### Conclusions

- Most professors at a EMU feel that *formulating a research question*....across the curriculum is challenging
- We have covered some of the tools that could be used in clinical lab science courses to promote the tough goals (formulate)which are also important to our profession and creating appropriately trained next generation of MLS professionals.
- Challenged you to reflect on writing in your courses/program against writing intensive learning outcomes to assist you in developing critical thinking skills in new professionals.

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### Future research

- Conduct student/faculty focus groups
- Match syllabi score to data from surveys

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