

NEWSLETTER *Fall 2024*

Dear UCI colleagues,

Welcome to Fall newsletter for the Office of the Campus Writing & Communication Coordinator (CWCC). In this issue, we introduce our team and highlight programs, upcoming events, and resources that support faculty, graduate students, and staff across campus. We also offer one quick teaching tip.

Welcome, Patrick Bonczyk, WAC+WID Coordinator!



The CWCC is thrilled to announce that [Patrick Bonczyk](#) has joined our team as the WAC+WID Coordinator this fall. Patrick is a musicologist by training (PhD UCLA) and brings with him experience teaching writing across the U.S. and in China. Patrick looks forward to supporting writing teachers across campus and is particularly interested in supporting multilingual student writing and the intersection of the arts, humanities, and sciences.

He (and the CWCC team) are open for individual consultations to discuss specific course needs that faculty or graduate students may have. Please fill out this [simple form](#) to request a meeting today!

Fall Event Series

Supporting Multilingual Writers with Patrick Bonczyk

UC Irvine is one of the most linguistically diverse university campuses in the U.S. Recognizing that no one is a native reader and writer of academic English, this workshop provides participants with context and best practices (writing and decoding prompts, scaffolding exercises, giving feedback on writing) that can support multilingual students in using writing to learn across university curricula.

- **In-Person Workshop:** Thursday October 31, 2024, 2:00 PM-3:30 PM
- **Online Workshop:** Friday November 1, 2024, 9:00 AM-10:30 AM

[Register for Supporting Multilingual Writers](#)

From Un-Grading to Grading Contracts: Alternative Writing Assessments with Leah Senatro

Do you feel like the ABCs of traditional grading are not living up to your pedagogical expectations for writing assignments? In this workshop, we will explore three alternative approaches to grading writing — Ungrading, Self-Grading, and Grading Contracts.

- **In-Person Workshop:** Thursday, November 7, 2024, 2:00 PM-3:30 PM
- **Online Workshop:** Friday, November 8, 2024, 9:00 AM-10:30 AM

[Register for From Un-Grading to Grading Contracts](#)

Writing With Sources with Patrick Bonczyk

Many students struggle to engage with and integrate sources in ways that meet faculty and disciplinary demands. In this hour-long workshop, we will begin by considering some of the ways that students from various backgrounds might use sources for their source-centered assignments. Participants are encouraged to bring current assignments requiring the use of sources and/or ideas for an upcoming assignment.

- **In-Person Workshop:** Thursday, November 14, 2024, 2:00 PM-3:00 PM
- **Online Workshop:** Friday, November 15, 2024, 9:00 AM-10:00 AM

[Register for Writing With Sources](#)

Responding to Student Drafts with Leah Senatro

Commenting on in-progress writing is some of the most direct and influential teaching instructors can do. In this workshop, participants will have an opportunity to diagnose comment-worthy aspects of student drafts, practice writing comment strategies, and share their approaches with colleagues.

- **In-Person Workshop:** Tuesday, November 19, 2024, 2:00 PM-3:30 PM
- **Online Workshop:** Wednesday, November 20, 2024, 9:00 AM-10:30 AM

[Register for Responding to Student Drafts](#)

Preparing to Teach a W-Course with Daniel M. Gross

This workshop is ideal for those PREPARING to teach an upper-division writing course, for those THINKING about teaching an upper-division writing course, and for those considering PROPOSING an upper-division writing course.

- **Online Workshop:** Tuesday, November 19, 2024, 11:00 AM-12:00 PM

[Register for Preparing to Teach a W-Course](#)

Join Our Writing Pedagogy Certificate Program!

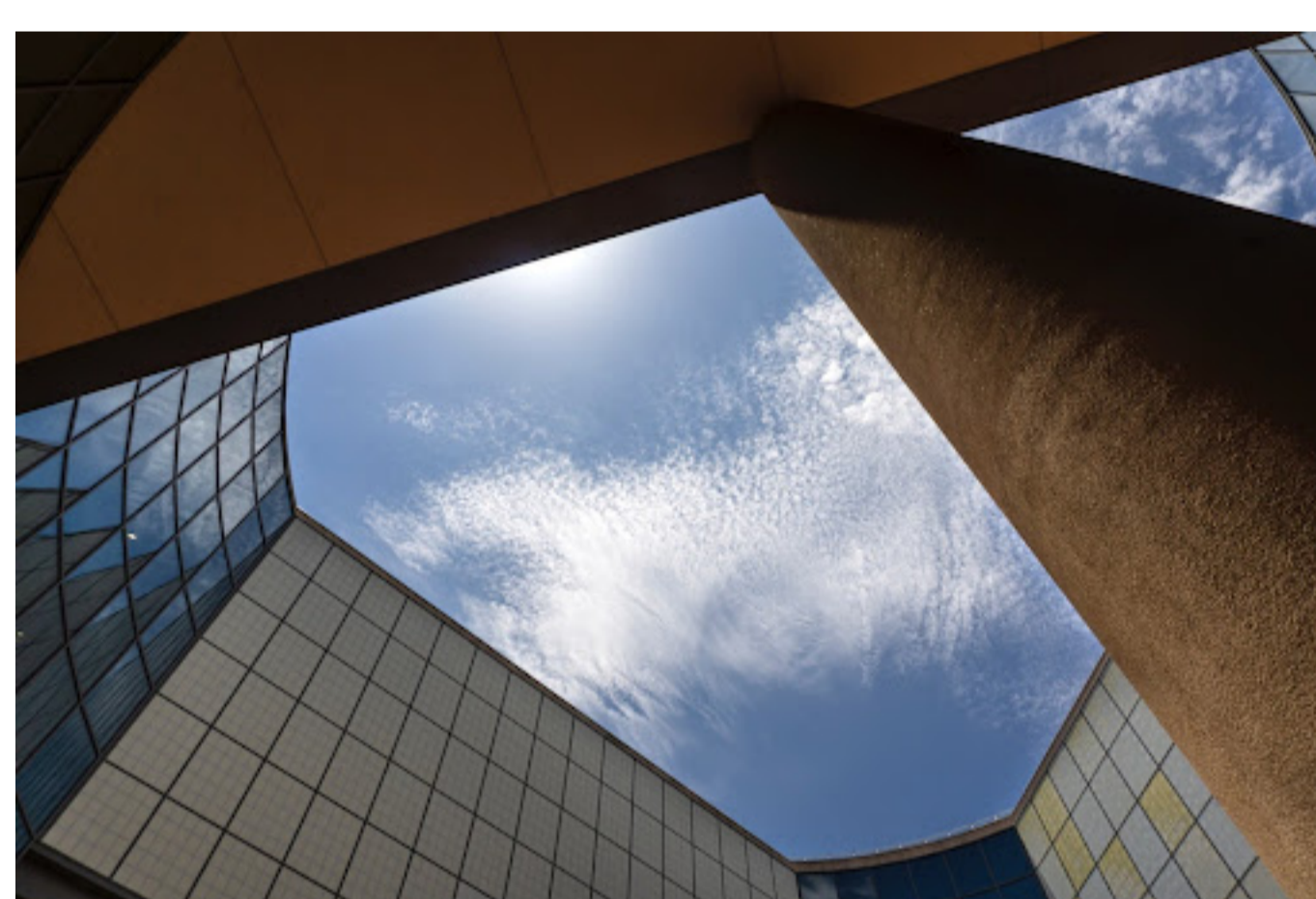


Are you working on a syllabus for a course with a significant writing assignment? Want to collaborate with other instructors across campus and receive feedback as you develop scaffolding, assessment materials, and peer review activities to support students? Join our 2024-2025 rolling cohort of the [Writing Pedagogy Certificate Program!](#)

This Certificate Program supports campus instructors and graduate teaching assistants who would like to: (1) learn more about teaching (with) writing, (2) develop teaching materials for specific courses in their discipline and department, and (3) participate in a cross-curricular learning community. To earn their certificate, participants complete a self-paced, five-module course on Canvas.

[Learn More and Register for the 2024-25 Pedagogy Certificate Program](#)

Introducing the Graduate Writing Hub!



The [Graduate Writing Hub](#) at the CEWC empowers graduate and postdoctoral scholars to excel in writing and communication. Schedule a [writing consultation](#) or [write in community](#) at a drop-in writing room, weekly accountability group, workshop, or bootcamp!

Meet Your Consultation Team!

We're here to support you. We offer individual consultations (in person or through Zoom) on any writing pedagogical matter, including designing writing assignments, responding to student writing, organizing in-class writing activities, and writing instruction in upper-division courses.



Daniel M. Gross
Campus Writing & Communication Writing Across Campus Writing in the Disciplines Coordinator



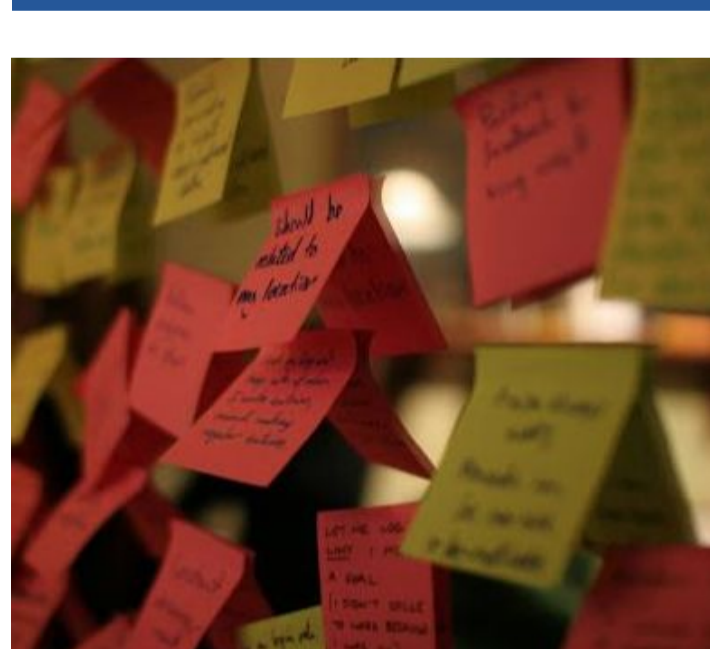
Patrick Bonczyk
Graduate Student Researcher for the CWCC



Leah Senatro
Graduate Student Researcher for the CWCC

[Request a Consultation](#)

Teaching Tip: Busy students? Use templates to slow down your class!



Today's students have more to do than ever. We suggest you use writing in the classroom to slow thinking down and help students practice the deep learning demanded by your discipline. Because writing takes time, you can use it to create intentional pauses in the flow of your classes for students to demonstrate and reflect on the learning process.

And don't be afraid to use templates! "Think-Pair-Share" is a classic formula that students might already know. But you can also use other thinking routines, such as "I see, I think, I wonder." After demonstrating a skill, show students a new source/environment/example, pause, and ask them to write using this template: "I see, I think, I wonder," placing equal emphasis on each verb. This template works particularly well at the beginning of a lesson when retention of new information and noticing changes are critical. Other templates include, "I used to think, but now I think," which could stimulate necessary reflection at the end of a lesson or a larger unit. While templates may seem elementary to many students, as Graff and Birkenstein wrote years ago, "templates do more than just organize students' ideas; they help bring those ideas into existence." Lastly, templates are not only scalable in the sense that they can be repeated in your classes, but they also travel well because they are easy for students to memorize and apply in their other learning environments.

-Teaching Tip provided by Patrick Bonczyk with Leah Senatro

Cheers,

Daniel M. Gross
Professor of English
Campus Writing & Communication Coordinator
Faculty Director, Center for Excellence in Writing and Communication



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Office of the Campus Writing & Communication Coordinator
University of California, Irvine
Irvine, CA 92697