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|  | **JEDI Writing PIE** **Launch Jan. 4, 2021**  |

On Jan. 4, the Center for Equity and Excellence in Teaching and Learning (CEETL) will launch JEDI Writing PIE[1], similar to its other offerings like the Online Teaching Lab (OTL) and JEDI PIE. This document is a draft of module topics, learning outcomes, required resources (readings and videos) and required activities for faculty to complete.

JEDI Writing PIE will require about 25 hours of faculty time.

Course requirements and assignments for budget and stipend will be posted soon, but we will be asking faculty to complete at least 50% of the requirements/assignments by February 1st in order to receive the stipend. All requirements and assignments will have to be completed to receive the badge, but you can engage with the rest of the content at your own pace.

## **Overarching JEDI Writing PIE Learning Outcomes**

\*Understand, describe and apply strategies for teaching writing that stimulate student engagement and learning.

\*Design courses and discipline-specific writing curricula that uphold values of justice, equity, diversity and inclusion and help students to improve their writing.

[1] JEDI stands for Justice, Equity, Diversity, and Inclusion and PIE stands for Pedagogies for Inclusive Excellence. We hope to develop a curriculum for faculty that upholds these as our core values and principles that guide writing pedagogy.

## **JEDI WRITING PIE Learning Outcomes**

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| **Module Topics** | **Learning Outcomes** |
| Module 1: Inclusive and Anti-Racist Writing Pedagaogy | * Describe strategies to reframe race and social justice in order to teach writing and respond to student writing more effectively.
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| Module 2: Teaching Writing in the Discipline  | * Describe how goals in your course may affect the types of writing students do
* Describe writing in your discipline, including genres, conventions and contexts
* Design a writing in the discipline (WID) handout for your students
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| Module 3: Helping students navigate the stages of writing  | * Describe the stages of the writing process
* Describe and apply teaching strategies and activities to engage students in the writing process (pre-writing, drafting, revising, editing, etc.)

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| Module 4: Designing an effective writing assignment to help students meet writing SLOs in your course   | * Design writing-focused student learning outcomes for your course
* Describe and apply the RAFT/TIP framework for assignment design
* Scaffold writing lessons to help students develop skills necessary for writing assignments
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| Module 5: Scaffolding Assignments in a Writing-Intensive Course | * Design a sequence of assignments in your course that build on each other over time
* Identify skills and knowledge (moving from simple to more complex) students will gain from each assignment
* Design writing lessons and synchronous/asynchronous activities to help students develop skills necessary to master a writing assignment
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| Module 6: Scaffolding research skills to build students’ information literacy and critical thinking skills  | * Describe and apply strategies for teaching students skills such as evaluation of sources, paraphrasing and summarizing relevant information, synthesis and proper citation of sources
* Scaffold library and research skills instruction at each stage of the writing process.
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| Module 7: Peer response | * Describe giver’s gain as it applies to peer feedback
* Describe and practice strategies for centering peer feedback in your course
* Understand how Eli Review operates as a platform for peer feedback & effectively employ the describe-evaluate-suggest framework for feedback

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| Module 8: Instructor response | * Describe the importance of meaningful interaction with students about their writing
* Identify and apply strategies to interact with students regularly about their writing without becoming overwhelmed
* Describe contract-based grading
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| Module 9: Revising your writing-intensive course syllabus with a focus on justice, equity, inclusion and diversity  | * Use backward design to appropriate assignments and lessons necessary to help students achieve student learning outcomes
* Design a writing-intensive course syllabus that upholds values of justice, equity, inclusion and diversity
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| Module 10:  |   |