

## Appendix B

### Workshop Schedule Learning from Your Students' Writing

June 15, 2016  
9:30 am to 12:30 pm + Writing due on June 17  
AAC 280

Led by Brad Benz and Doug Hesse

#### Schedule

- 9:00 Breakfast  
9:30 Welcome, introductions, plan for the morning. What was your most memorable undergraduate writing experience?  
9:50 Through the lens of assignments: Thinking about the (good) writing challenges we present students.  
10:20 Break  
10:30 What are the aspects and elements of student writing? (How to read papers analytically.)  
11:15 How might we explain writing that doesn't quite make it—or does?  
11:45 Break  
Noon Reading examples, preparing to write.  
12:30 *Fertig*

#### Final Project

You've identified at least two student writings in response to an assignment, one of them a relatively strong piece, the other a "less successful" or "average" (but not weak or bad) piece. By Friday, 6/17, at 2:00 pm, draft an analysis of those student writings. This analysis will a) present your assignment and explain what you hoped students would achieve and demonstrate through it; b) explain strategies or approaches that the students used, citing aspects of the responses you chose for analysis; c) explain what you thought was successful--or less so--and why; and d) discuss possible implications, including any changes you might make on this assignment or in any instruction or scaffolding you might provide. Quoting or summarizing from the papers you've chosen will help your readers understand them and what you've learned about them.

Please send your draft to [lauren.salvador@du.edu](mailto:lauren.salvador@du.edu) by Friday afternoon. Copy [dhesse@du.edu](mailto:dhesse@du.edu). We'd like to select writings—perhaps all of them!—for modest digital publication. Of course, we'll ask your permission first, and we'll ask you approve (or not!) any light editing/proofing we might suggest.