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[Writing-Enhanced Course Website](#) [Writing Center Website](#)

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: [Template \(CCO\)](#)

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Writing Support at the Learning Commons

Writing support is available for all students at Pace University

Writing to Learn

Students need the opportunity to explore and engage in critical thinking before the final writing product. Writers need to ask themselves, "How do I know what I think? How do I say what I mean?"

Writing to learn in informal writing assignments involves giving students many opportunities to:

- Explain things for themselves
- Think on paper
- Experience learning as discovery
- Practice writing as a way of objectifying thought

According to Janet Emig (1977), writing is a mode of learning, "the deliberate structuring of the web of meaning." In the process of writing, we are forced to articulate thoughts and make abstract thoughts more concrete. In the process of writing.

Reading to Write

Deep, mindful reading is important to effective writing

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Students write in the middle of da



Helps integrate writing with the course content
Helps students understand the importance of audience
Encourages students to engage in the writing process
Encourages students to hand in better, revised papers
Provides students with a variety of models and responses
Helps students develop abilities to critique something constructively
Promotes self-assessment habits and independence

Raises students' awareness of their individual strengths and weaknesses
Gives students a sense of responsibility and ownership
Makes teaching and learning goals transparent
Helps align writing assignments with assessment criteria
Reduces the "paper load" for the teacher

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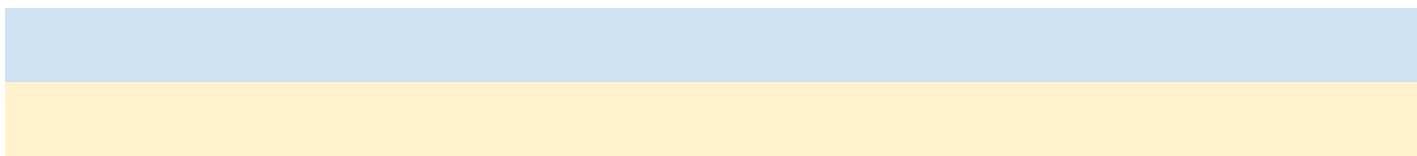
: di Gennaro, K. (2002/2003, Winter) Successfully implementing peer reviews in writing classes. *(=BF, 1 ~ (4). New York State TESOL.*

Students' observations of the value of what peer feedback helps them with:

Know if the reader can understand what we want to say
I identify areas that need more "development" or
I identify areas that are off topic

Get more ideas to add in the next draft
Correct a few grammar mistakes
Revise before handing in our papers

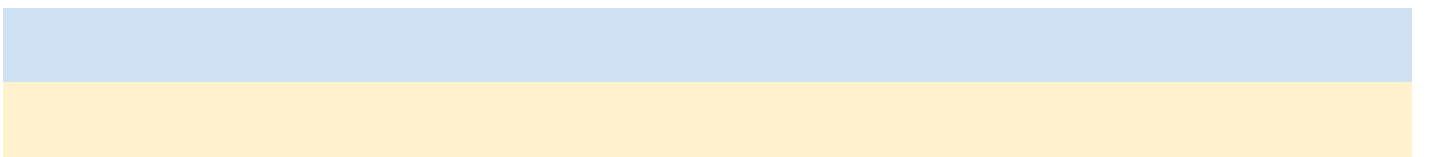
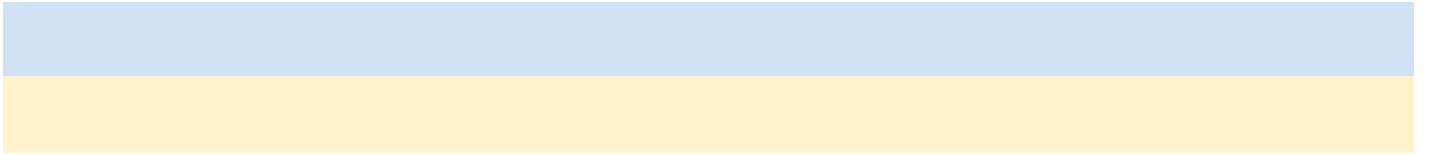
No One Writes Alone: Peer Review in the ^{ev} _{leg}



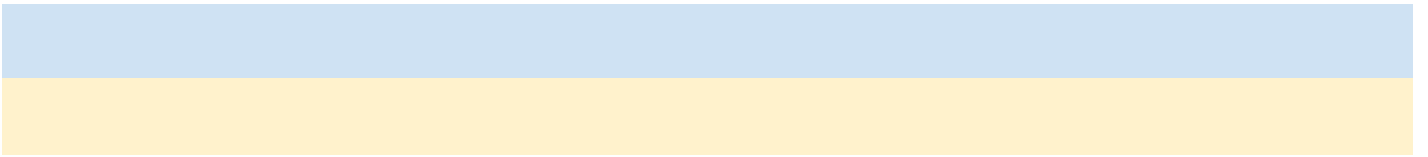
The critique includes an appropriate and supported (not simply stated) evaluation of the article.

The evaluative language is appropriate for an academic audience

The critique overall is clear and (mostly) grammatically accurate.



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The observation report is organized in a clear and coherent manner.

Citations are included for all sources.

The tone of the report is appropriate for an academic audience

The language of the report is clear and (mostly) grammatically accurate.

The project is based on a topic relevant either to students in the community site or to composition students.

The project refers to relevant theory/theories.

The project includes a clear description of the context and audience for the lesson plan.

Learning objectives and goals are labeled and explicitly stated.

Detailed instructions for a teacher or tutor are included.

At least three tasks related to the learning objectives are included for
or

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