

# What We Value in ENG-W131

## An Ongoing Collaborative Inquiry

Presented by Bob Broad  
To the IU-WPD Symposium  
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## Thanks to...

- The Indiana Commission on Higher Ed. for catalyzing the Moves process
- The IU WPDs and others who undertook and shared the Moves process and map
- Becky Torstrick (IU's Assistant VP for Regional Affairs and Academic Planning), who seems to keep everything on track
- Everyone who cares about teaching and assessing writing and how they connect

## What Bob is here to do

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- Provide color commentary on the MOVES process & document to complement the preceding session's play-by-play account
- Offer observations from an interested, independent, across-the-border outsider
- Point out further options and possibilities
- Pose productively provocative questions
- Provide hands-on experience with collaborative, exploratory assessment of students' texts to discover values

## Contexts for the Moves Process

Indiana Commission on Higher Education wanted IU to “graduate students [more] quickly and in larger numbers... to provide large numbers of college-trained workers who can make the state of Indiana competitive in a global economy.”

(an IU WPD)

# Benefits of the Moves Process

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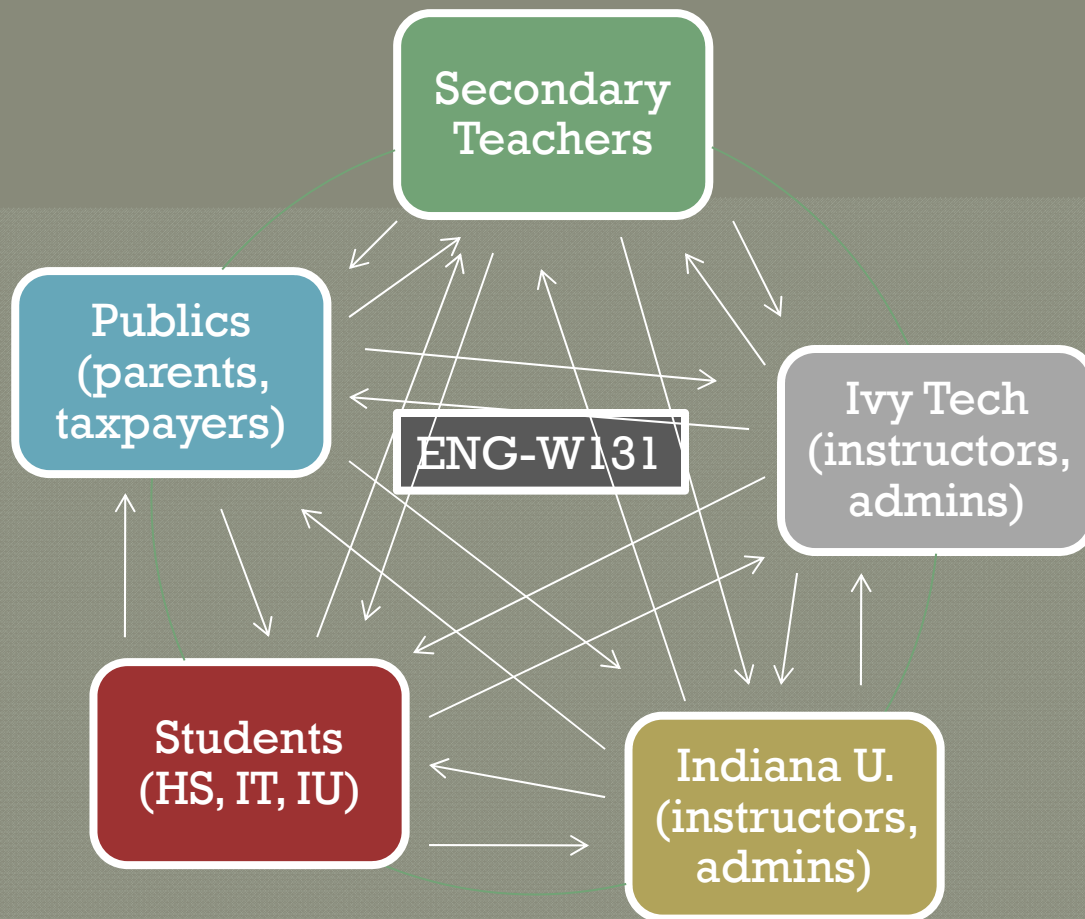
“I had felt isolated on my campus...”

“...to see the pedagogy we had developed for first-year writing in relation to... other campuses as a way to prevent [our] program from becoming too insular and complacent.”

“I felt embattled and frustrated by the transfer agreement that allowed students to take a much less rigorous version of our first year writing course and transfer it in.”

(an IU WPD)

# Stakeholders around ENG-W131



# Beyond the Moves Document

...the work of truly broadening out the conversation to include faculty of all levels from the IU campuses, from community colleges and high schools, and students still needs to be done.”

(an IU WPD)

When our goals bump up against  
our students' writing...

...as WPAs we have all worked over our  
own program's goals with teachers in  
various settings, where everyone seems  
to be in happy agreement until we  
actually start reading student papers in  
the light of those goals and all hell breaks  
loose.”

(an IU WPD)

# What is Researched Writing?

Actually, a research paper is... an intellectual **adventure** rather like solving a mystery: a form of **exploration** that leads to **discoveries** that are new—at least to you if not to others. The mechanics of the research paper, important though they are, should never override the intellectual **challenge** of pursuing a question that **interests you**. This quest or search should guide your research and your writing.” *(MLA Handbook for Writers of Research Papers)*

## What is “Academic Writing”?

... analytic writing in which a writer becomes cognizant of a conversation or conversations related to the issue he or she is writing about, and attempts to step into the conversation(s) with **his or her own ideas.**

(An IU ENG W-131 coordinator)

# From the Framework for Success in Writing (NCTE, CWPA, NWP)

Curiosity

● Persistence

Openness

● Responsibility

Engagement

● Flexibility

Creativity

● Metacognition

## Questions for discussion

How can the stakeholders around IU's ENG-W131 continue productive conversations?

How can we keep the evaluative discussion a *dialogue* through which goals statements and live evaluations inspire and shape each other?

How can we link students' learning about researched writing in ENG W-131 more emphatically to writing situations: 1) across-the-curriculum and 2) in the world beyond the university?

# Quick-Start Guide to DCM

Select rhetorically diverse texts

Read the texts and talk about what you valued (liked) and didn't value (disliked)

Record all the criteria mentioned

Analyze those "raw" criteria to reveal patterns, themes, and relationships

Publish your dynamic criteria map

Publish sample texts to illustrate criteria

(Repeat)