



## 2<sup>nd</sup> Annual Teachers Talk (Shh!) Writing Lunchtime Series 2019-2020 Academic Year Topics

The Teachers Talk (Shh!) Writing Lunchtime Series is for teachers interested in learning about their colleagues, about teacher writers, and about teaching writing in their disciplines. The series has two primary emphases. First, we celebrate: Yes, we are teachers. Yes, we are writers. The first two sessions are for us to talk, listen, and share how we write. We celebrate and learn from our similarities and differences. Second, we celebrate that we are writers and teachers who teach writing. The next six sessions focus on teachers teaching writing across and in the disciplines; come be amazed by the great writing pedagogies used by CSULB teachers on our campus, and share your own effective approaches. Most sessions are led or co-led by colleagues from around campus.

We will have eight sessions over the 2019-2020 academic year at lunchtime (11 a.m.-12 p.m.). Check out the session topics, and sign up for as many that interest you. You can bring your own lunch, but there will be plenty of café, water, crackers and yummy cheese. Signing up lets me better calculate how much refreshments we'll need.

**[Register here, or feel free to drop in](https://www.csulb.edu/academic-advising/writing-across-the-curriculum-program/events-happenings-event-registration/form)**

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### Teachers as Writers #1 How Do You Start Writing?

Date	Time	Location
Wednesday, September 11, 2019	11 a.m.-12 p.m.	FO5 211 (nestled between PH1 & SSC)
Café, water, crackers and cheese provided = munch, talk, listen, relax		
Co-Leads	Description	
Tom Tredway, Assistant Professor of Design, Department of Design, College of the Arts, & John Scenters-Zapico	Sometimes it's hard to see how you could possibly talk about your writing, with anyone, much less students. Teachers often tell me about their writing, "It is what it is. You know, sit down, write, or type." That's a start, but we need to dig a little deeper. First off, while we have some common approaches and strategies that we use when we start writing, we also have approaches that are unique to us. If they're successful and healthy, then they're worth sharing because our students need to see the latter two points so they can discover and begin approaching their own writing successfully. Moreover, as you hear more teachers from several disciplines talk about their approaches to getting started, you'll have more ideas to share with your stuck students, and you'll better understand that all writers struggle, yet successful ones have mechanisms and strategies to get them writing. The more "getting started" strategies you hear, the more you can share with your students. This session is all about us as writers!	

### Teachers as Writers #2 Teachers as Writers: How Do You Revise?

Date	Time	Location
Tuesday, September 24, 2019	11 a.m.-12 p.m.	FO5 211 (nestled between PH1 & SSC)
Café, water, crackers and cheese provided = munch, talk, listen, relax		
Co-Leads	Description	
Bill Younglove, Instructor & English Educator, & John Scenters-Zapico	This session will talk about the many documents we write, ranging from emails to grant proposals. With this in mind, the session will adapt to whatever our revision strategies are depending on what type of document we are revising. We will start off talking about email because it is a familiar form of writing we all practice; this commonality will allow us to share how we compose and revise our emails. From emails we will transition to talking about how we revise other projects, such as lab reports, grant proposals, articles, poetry, etc. Talking about how we revise with our students is important so they know good writing is work for all of us. The more "revision" strategies you hear, the more you can share with your students. This session is all about us as writers!	



**Teachers as Writing Teachers #3**  
**Why Teach Writing as Process, and What Does It Really Mean?**

Date	Time	Location
Monday, October 14, 2019	11 a.m.-12 p.m.	FO5 211 (nestled between PH1 & SSC)
Café, water, crackers and cheese provided = munch, talk, listen, relax		
Co-Leads	Description	
Kiki Shaver, Lecturer, Departments of English and Chicano and Latino Studies College of Liberal Arts, & John Scenters-Zapico	You may or may not have heard teachers say, “writing process,” and “I teach writing as a process.” What does this mean, is there more than one process, and is it important for my classes? This session will focus on why we teach writing as a process, and share ideas on how to actually teach effective process writing in your classes. This session is all about us as writing teachers!	

**Teachers as Writing Teachers #4**  
**What Are Effective Writing Rough Draft Workshops, and How Can You Create Them?**

Date	Time	Location
Wednesday, November 13, 2019	11 a.m.-12 p.m.	FO5 211 (nestled between PH1 & SSC)
Café, water, crackers and cheese provided = munch, talk, listen, relax		
Co-Leads	Description	
Heather Graham, Assistant Professor of Art History, Department of Art, College of the Arts, & John Scenters-Zapico	This session will consider how Rough Draft Review Workshops may help students develop stronger drafts and become better at critically reading and commenting on each other’s writing projects. Important to making rough draft review workshops successful are the questions you ask your students to respond to when reading and making suggestions on their peers’ writing. This session is all about us as writing teachers!	

**Teachers as Writing Teachers #5**  
**What Are Low Stakes Writing Assignments with High Dividends?**  
**High to Low Tech Approaches**

Date	Time	Location
Wednesday, November 20, 2019	11 a.m.-12 p.m.	FO5 211 (nestled between PH1 & SSC)
Café, water, crackers and cheese provided = munch, talk, listen, relax		
Co-Leads	Description	
Andy Jenks, Professor of History, Department of History, College of Liberal Arts Laura Forrest, Associate Professor of Advanced Studies in Counseling and Education, College of Education, & John Scenters-Zapico	This session serves as an introduction to simple yet powerful teaching writing approaches that address issues busy teachers experience, from finding many students do not complete the needed class readings, to worrying any writing will interfere with the delivery of essential content. Once teachers see the level of their students’ engagement with their course readings and class content, they’ll want to explore more of the ideas developed in this session.  These approaches ask that your students develop intellectual connections with your readings’ authors and materials. Instead of memorizing for traditional quizzes and tests that encourage superficial reading, these approaches cultivate critical and deep reading through writing, while making a world of difference in the way your students read and engage with your course. This session is all about us as writing teachers!	



### Teachers as Writing Teachers #6

#### What Are Some Ways to Effectively and Efficiently Comment on Student Writings?

Date	Time	Location
Wednesday, December 11, 2019	11 a.m.-12 p.m.	FO5 211 (nestled between PH1 & SSC)
Café, water, crackers and cheese provided = munch, talk, listen, relax		
Lead	Description	
John Scenters-Zapico	Have you ever spent lots of hours, entire weekends, commenting on students' writings from your classes? Have you wondered if there are proven efficient approaches to commenting that also help your students learn to become better writers? If you want to save time and be more effective at commenting on your students' writing projects, this session was made for you. This session is all about us as writing teachers!	

### Teachers as Writing Teachers #7

#### Disabled Students and Writing: How Can You Be Prepared?

Date	Time	Location
Tuesday, February 4, 2019	11 a.m.-12 p.m.	FO5 211 (nestled between PH1 & SSC)
Café, water, crackers and cheese provided = munch, talk, listen, relax		
Co-Leads	Description	
Lethia Cobbs, Writing Specialist, Karen Kinsley, Case Manager, Bob Murphy Access Center	If you've ever been unprepared for working with students with a disability, this session will help you understand how to work with these students, and what campus resources are available. A key focus will be on answering, How can I help my students with disabilities to become better writers? This session is all about us as writing teachers!	

### Teachers as Writing Teachers #8

#### Student Collaboration: What are Collaborative Contracts, and Can They Ensure Professional Behavior?

Date	Time	Location
Wednesday, March 18, 2019	11 a.m.-12 p.m.	FO5 211 (nestled between PH1 & SSC)
Café, water, crackers and cheese provided = munch, talk, listen, relax		
Co-Leads	Description	
Lori Brown, Associate Professor, Department of Information Systems, College of Business Administration, & John Scenters-Zapico	A large percentage of teachers ask students to collaborate in various ways, from small to large teams. The dynamic of these student collaborations is usually a mystery, until the end of the project or semester when your students let you know the dysfunctional experiences they endured. This session will share with you ways that actually teach students functional collaborative behaviors while holding them accountable. This session is all about us as writing teachers!	

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