

Pre-conference Workshops Speakers



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Using Informal Writing to Save Teachers' Time and Improve Student Learning

Abstract

Professors teaching in the sciences, social sciences, humanities, as well as in professions like business and nursing—along with English language instructors—all want their students to write, think, and communicate better. But many are not familiar with the principles of “writing-to-learn,” which can save teachers time and make student learning more efficient.

This 2-hour workshop will demonstrate to teachers of all disciplines how to use “informal writing” in their classes in ways that minimize grading and enhance student comprehension of course content. Grounded on long-accepted theory and practice in American English Studies, informal writing is shorter, more frequent, less time-intensive (for both teachers and students), and rarely or minimally graded. Compared to traditional longer writing assignments, this kind of written work is usually well accepted by students of all backgrounds and levels of language preparation.

Participants will receive compelling research to justify using informal writing in their classes, along with numerous examples from representative content courses. The workshop is a “how to” practical session with plenty of time for participant questions and conversation.