What Role the Writer? How do Students Become Academically Literate, College and Career Ready?

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In this session

1. Look for SLOs (CCSS, school system, institutional, departmental, programmatic, or more local goals).
2. Identify one student writing outcome that is most important for you.
3. Describe indicators of success in relation to that outcome.
4. Present constructs from agency/self-efficacy research.
5. What are we doing now that works and how does it align with ASE research?
6. How can we build in more of the experiences that will promote authorship?
7. Closing discussion and questions.
Where can we get SLOs other than our own?

- What schema have the greatest impact on your teaching of writing?
- Where do they come from?
- What does that audience expect/value/prioritize?
- How should students participate in meeting those expectations?
Choosing an SLO

- In terms of student writing, what is a top priority for you?
- Why?
- What role are you anticipating/hoping/wanting students to play in meeting that goal?
- What is your role in it?
What does that SLO look like?

- How do you know that SLO has been met?
- What does it look like in students’ writing?
- What does that look like in student practice?
- What might that look like in student attitudes or expressions about their writing?
Agency and Self-efficacy (ASE)

- 2500 studies of self-efficacy by 2000
- **Agency** = recognizing that there is a role to play
- **Self-efficacy** = acting on that role by believing that one can successfully reach a particular goal

- **ASE core elements**: intention, forethought, self-regulation, self-reflection
- **ASE modes**: individual, proxy, collective
- **ASE pathways**: smooth w/ increasing competence, rise and fall in adjustments and then stabilization, steady or increasing decline in adjustment
- **ASE-promoting experiences**: mastery, vicarious, social, physiological
How much ASE do you want your students to have and how do you encourage it?

- How much ASE do you want your students to have in relation to your SLO?
- What kinds of ASE-encouraging experiences can your student writers have in your class?
- What kinds of ASE will they benefit from most?
- What kinds of scaffolds need to be in place to enable that?
- Where do you want them to take that after this SLO is met?
Pulling it all together

- SLO
- Evidence in practice and product
- Relation to standards or requirements
- ASE
- What role do you want your student to play?
Talk back and remaining questions

- Reporting out from groups
  - What did you build that you like/can use?
  - What questions/concerns remain?
  - How can we be helpful to you?

- Who wants the last word?

- Thank you