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W131 and W233 online are taught as an integrated process in which learning goals and outcomes are seamlessly blended with projects and assessments. All projects are broken down into component parts so that students can see their progress towards the learning goals, and all component parts include discussion and feedback features so that critical thinking can occur within the conversation of the class.

Skills are built sequentially, and through learning diaries and discussions students are encouraged to take a metacognitive approach towards their own learning. Assessments encourage this same approach to their writing.

All projects lead to the next project, so that students understand the learning process is not a discord or bable of voices but rather a conversation in which the student becomes ever more adept in his or her level of participation.

I know that a good deal of postmodern hype is given to “critical thinking,” almost to the point that this might stand out as a second, complementary track, to the writing goals of W131 and W233. However, I don’t teach it that way, because I can’t for the life of me see how it can be taught outside the realm of traditional pre-writing activities, good form, good support and good research. I find it fairly rare that a student can write well focused and well supported paragraphs that sustain an analytical argument without having been able to critically think his or her way through the process.

That said, I hope that the following documentation indicates that my teaching supports the goals of the Writing Program.

Regards,

A handwritten signature in blue ink that reads "Worth H. Weller". The signature is written in a cursive, flowing style.

Worth Weller
Continuing Lecturer of English and Linguistics