

## HANDOUT FOR PRESENTATION

# **Misunderstanding the assignment: First-year students and the anxieties of teaching in one clinical course**

### *ASSUMPTIONS, EXPECTATIONS, ANXIETIES*

Students	Tutors
“given” knowledge	“co-participants”
<b>Misunderstanding fuels anxiety</b>	
Exacerbated by: <ul style="list-style-type: none"><li>• High mark value (60%)</li><li>• Embedded components</li><li>• APA style of writing</li></ul>	Exacerbated by: <ul style="list-style-type: none"><li>• Short course length (6-wk)</li><li>• Feedback consistencies</li><li>• Grade leveling</li></ul>

## HOW TO ENABLE WRITING-TO-LEARN IN FIRST YEAR

### ***A. Understand the Social & Emotional Dimensions of Learning to Write***

1. LEARNING IS RELATIONAL: [Students] don't care how much you know until they know how much you care (~John C. Maxwell)
2. NEUROBIOLOGY OF LEARNING: Necessitate safe, empathic learning environment (Cozolino, 2002)
3. DECODE LANGUAGE AND EXPRESSION: Meta-messages expressed by both student and tutors (Bean, 2011; Moffett, 1992)

### ***B. Listen to Students' Messages:***

1. We are looking for the purpose behind your assignments
2. We will be trying to figure out your motivation behind your comments
3. Challenge our thinking not our grammar
4. Unexplained complimentary comments are not useful
5. No matter what, we already know there is room for improvement
6. We look to you to help us write clearly about the content
7. Our relationship with you is central to our learning

### ***C. Listen to Tutors' Messages:***

1. Allow peer-group writing sessions
2. Offer APA-specific workshops or lectures
3. Provide assignment-specific rubrics and scoring guides

## SELECTED REFERENCES

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