RHE 306: UWC Presentations & Scheduling Guide

**About UWC Presentations**

We provide cross-disciplinary writing support for student writers. Our presentations have been developed in-house over the past 35 years and are updated regularly. We offer presentations that can be requested from 8AM - 6PM throughout the long sessions and we do our best to accommodate every instructor’s first date/time preferences.

**Presentation Policies:**

* All presentations must be requested at least two weeks in advance.
* We require the requesting instructor or TA to be present during the presentation.
* If you wish to record our UWC presentation, please do not distribute any recordings outside of the context of the course.

**RHE 306:**

As RHE 306 is a first-year writing course, the Writing Center is happy to provide presentations that can be hosted in your classroom or via Zoom. Here at the Writing Center, we strive to offer support not only to all students in UT but also to instructors and affiliated faculty. As such, we have developed a **recommended scheduling guide** for when you could schedule a specific presentation based on the RHE 306 learning outcomes. Please note that these are only a handful of the available presentations the UWC offers and are only recommended based on relevancy to the course, the semester scheduling, and the discipline.

Contact [uwcpresentations@gmail.com](mailto:uwcpresentations@gmail.com) for any questions or concerns.

| **Unit 1** | Week 2 - 4:  **Introduction to the UWC (10 - 15 min)**  Showing your writing to a stranger can be intimidating. To help students feel more comfortable about coming to the UWC, many instructors invite one of our consultants to their class to give a ten-minute presentation. This is a presentation that provides all the essential details about the center (hours, location and policies) and allows students to ask questions about how we can meet their individual needs. If requested, we can provide UWC bookmarks and copies of a “Getting the Most from your visit to the UWC” handout which details what students should expect when visiting.  **Writing in Process (15 - 20 min)**  This is a presentation that focuses on the basics of writing college-level papers. It is applicable to writing in all academic genres and all disciplines. We walk students through strategies for writing planning, for creating and structuring papers, and for revising papers. This presentation is particularly effective for new college students and for students in Writing Flag courses or other courses that require at least one major writing assignment.  **Transitioning from High School to University-Level Writing (45 - 50 min)**  This is a presentation that introduces students to some of the salient expectations and conventions of university-level writing. It explores the key differences between high school and college-level and gives students an opportunity to raise questions and concerns regarding college writing standards. This presentation prepares students to close read assignment prompts and scholarly articles. It also dispels certain “myths” that new college students tend to believe about writing, such as “good writers write quickly and effortlessly.” |
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| **Unit 2** | Week 5 - 7:  **Writing Research Papers (30 - 40 min)**  This is a presentation that is applicable to research papers that argue specific thesis statements or answer non-experimental research questions. It outlines how to plan, create, structure, and revise research papers, with a focus on constructing arguments. It closely resembles the Writing in Process presentation, but focuses more closely on successful paragraphing, supporting claims, and integrating evidence.  **Sentence Clarity (45 - 50 min)**  This is a presentation that offers simple and straightforward advice for writing clear, direct sentences without resorting to complicated grammar rules. It also includes activities for students to practice the discussed writing strategies. The presenter will review the answers, as well as the process for arriving at the answers.  **Peer Review (45 - 50 min**)  This interactive workshop is a version of the Revising Essays and Research Papers workshop that has been modified for peer review. It is applicable to thesis-driven essays and papers that focus on non-experimental research. During a Peer Review workshop, a UWC presenter will lead your students through a peer review process in which they will read a partner’s paper and review it for the clarity and coherence of its thesis, main claims, evidence, analysis, and conclusion. Students should have a peer review partner and should come prepared with 1) a paper copy of their draft to share with their partner and 2) writing utensils in at least three different colors. |
| **Unit 3** | Week 11 - 12:  **Revising Essays and Research Papers (45 - 50 min)**  This is an interactive workshop applicable to thesis-driven essays and papers that focus on non-experimental research. Specifically, it asks students to locate and think critically about the essential elements of their papers: introduction, thesis/research question, body paragraphs, claims, evidence, conclusion. It also provides tips for sentence level editing and clean-up. Students should come prepared with 1) a paper copy of their draft and 2) writing utensils in at least three different colors. |
| **Misc.** | **Avoiding Plagiarism (25 - 35 min)**  This presentation advises students on how to research and write in an academically responsible way. Specifically, it defines plagiarism and academic dishonesty; discusses why academic honesty is important; and advises students on some best practices for avoiding plagiarism in their own writing. This presentation does not cover all the discipline- or style-specific rules for citing sources. It is intended to be generally applicable to any academic or professional discipline that adheres to Western notions of intellectual and academic honesty.  **Grammarly Presentation (30 - 35 min)**  This presentation offers ways of using the writing assistant software Grammarly effectively. This presentation will show you how to use Grammarly as a supplemental tool, so that you can both edit and improve your writing. |



**Schedule a Presentation**

**now by following the QR Code**

**or go to https://uwc.utexas.edu/services/presentations/**