



Explore new perspectives
and learn new strategies to
develop students as writers
and critical thinkers

FACULTY WORKSHOPS

ONLINE | WINTER 2023

[nps.edu/web/wccg-pme/
workshops](https://nps.edu/web/wccg-pme/workshops)

The WCCG-PME is a nationwide consortium of writing center professionals from graduate-level professional military education schools. It is recognized by the Military Education Coordination Council of the Joint Chiefs of Staff.



SERIES OVERVIEW

18 JAN, 1430-1600 EST

**BOXED IN: DEVELOPING CRITERIA
AND ACCOUNTING FOR PROCESS
IN WRITING-RELATED RUBRICS**

Jeffrey Turner, National Defense University

1 FEB, 1430-1600 EST

**OUR OWN WORST CRITIC: CHALLENGES AND
STRATEGIES FOR PEER AND SELF-CRITIQUE**

Dr. Abram Trosky, Army War College

8 FEB, 1430-1600 EST

**PROMPTING ANALYSIS FROM YOUR
STUDENTS: FEEDBACK STRATEGIES
TO FOSTER ANALYTICAL THINKING**

Nicole Cox, National Defense University
Andrea Hamlen, Marine Corps University

22 FEB, 1430-1600 EST

**WHY SHOULD WE CARE? STRATEGIES TO
TEACH WRITING ABOUT TOPIC RELEVANCE
AND REAL-WORLD APPLICATION**

Dr. Sandra Leavitt and Ali Rodgers,
Naval Postgraduate School

NEW DATE! 29 MARCH, 1430-1600 EST

**HEARTS AND MINDS: THE SOFT POWER
OF RELATIONSHIP-BUILDING WITH
INTERNATIONAL MILITARY STUDENTS**

Stase Wells, Marine Corps University

16 MARCH, 1430-1600 EST

**HOW TO USE APPLIED LINGUISTICS
IN RESPONDING TO MULTILINGUAL WRITERS**

Dr. May Chung, Karissa Wojcik, Lily Lewis,
and Rick Allen, National Defense University

18 JAN, 1430-1600 EST

**BOXED IN: DEVELOPING
CRITERIA AND
ACCOUNTING FOR PROCESS
IN WRITING-RELATED
RUBRICS**

Jeffrey Turner
National Defense University

Rubrics are critical for measuring student achievement, particularly as the new era of JPME Outcomes Based Military Education unfolds, yet writing as a product and process requires nuance whether it is for scaffolded assignments or assignments with multiple deliverables. Well thought out rubrics facilitate student learning by aligning the writing content with the assignment design and delineate a clear path of progress for students. Clarity and consistency of rubrics within a curriculum focuses faculty expectations and improves faculty feedback.

This workshop examines three facets of writing rubric development: criteria, scaling, and process. It uses models of rubrics to highlight key features of each facet. Faculty will apply those lessons to their own rubrics, sharing and revising their rubrics within the workshop group.

[Click here to register by 16 Jan.](#)

The U.S. Army War College's "Carlisle Experience" is characterized by a team-taught, dialogue-driven seminar learning environment that promotes strategic thinking and communication through critical reading, listening, and evidence-based argumentation. Typically, seminar norms build the requisite trust, respect, and rapport to not only challenge classmates' arguments and assumptions, but to give and seek candid critique and feedback on their positions or products.

1 FEB, 1430-1600 EST

**OUR OWN WORST CRITIC:
CHALLENGES AND
STRATEGIES FOR PEER
AND SELF-CRITIQUE**

Dr. Abram Trosky
Army War College

This workshop explores (sub)cultural, institutional, and cognitive sources of resistance to these positive group learning behaviors and offers resources and strategies to help overcome them. Participants receive products developed by USAWC's Applied Communication & Learning Laboratory that facilitate faculty development in Socratic dialogue and student-led seminar norming, and structure both self-editing and peer feedback on written and oral communication. The workshop concludes with participants sharing challenges to collaboration or critique, approaches they've discussed or attempted, and how these might be adapted at peer institutions.

[Click here to register by 30 Jan.](#)

8 FEB, 1430-1600 EST

PROMPTING ANALYSIS FROM YOUR STUDENTS: FEEDBACK STRATEGIES TO FOSTER ANALYTICAL THINKING

Nicole Cox

National Defense University

Andrea Hamlen

Marine Corps University

Then, we'll discuss how analytical awareness offers transferable skills for students' professional lives. The workshop includes recent scholarship on types of feedback that foster analytical thinking, and shares examples of feedback that participants will critique. Participants are encouraged to bring samples of their own feedback to discuss.

[Click here to register by 6 Feb.](#)

Instructors tend to mistakenly expect their students to intuitively understand and articulate the significance of the topics they're studying and to relate new knowledge to their personal and professional experiences. Students often struggle with these tasks, which must be taught and practiced. Leveraging the science of learning and cognition, faculty can guide students to deeper levels of thought and understanding by helping them write about meaningful connections between their military experiences and academic knowledge.

Participants will learn how creating opportunities to explore relevance and practice application encourages motivation, fosters self-directed intentional learners, and develops better problem solvers. We'll explore strategies and activities where students can build skills to write cogent problem and purpose statements, powerful significance sections, and insightful conclusions—tasks they need to master for graduate work and leadership positions.

[Click here to register by 20 Feb.](#)

Students are aware that the work they produce in academic institutions is meant to exhibit analytical thought—their course objectives and assignment prompts tell them so. However, they often struggle to move from summary to analysis, even after receiving faculty feedback.

This workshop takes a two-pronged approach to exploring how we can help our students improve their analytical abilities both inside and outside of the classroom. First, we'll share feedback strategies to help faculty elicit stronger analysis from students during the drafting and revision process.

22 FEB, 1430-1600 EST

WHY DO WE CARE? STRATEGIES TO TEACH WRITING ABOUT TOPIC RELEVANCE AND REAL- WORLD APPLICATION

Dr. Sandra Leavitt & Ali Rodgers

Naval Postgraduate School

NEW DATE!

29 MARCH, 1430-1600 EST

HEARTS AND MINDS: THE SOFT POWER OF RELATIONSHIP-BUILDING WITH INTERNATIONAL MILITARY STUDENTS

Stase Wells

Marine Corps University

The instructor will share a progress update on a pilot course at Marine Corps University's Leadership Communication Skills Center designed to empower international military students to improve English language skills through relationship building. Participants will come away with strategies for fostering relationship building with their students.

[Click here to register by 27 Mar.](#)

Interdisciplinary research suggests relationship building is a key factor in students' academic achievement. Yet, there is a gap in research on faculty assessment in joint professional military education institutions as it pertains to faculty-student interpersonal relationship building, or the "winning hearts and minds" approach to learning.

Through discussion, self-reflection, and problem-based case-method activities, participants will explore the impacts of interpersonal relationship building on students' academic achievement.

Many foreign military students in PME programs are completing their first academic course in English, yet the faculty grading their written work may have limited experience teaching nonnative speakers. For these faculty, developing a working knowledge of applied linguistics can help by increasing their understanding of how language is used in different contexts and suggesting ways to capitalize on students' native languages in their research and writing.

In this workshop, participants will learn to assess international student writing using an applied linguistics approach. They will gain a better understanding of language and cultural patterns that influence student writing in academic English, which will help them hone their ability to distinguish linguistic transference from other communication mishaps. The session also presents insights and practical tips for responding to writers from a linguistics strengths-based approach.

[Click here to register by 14 Mar.](#)

16 MARCH, 1430-1600 EST

HOW TO USE APPLIED LINGUISTICS IN RESPONDING TO MULTILINGUAL WRITERS

**Dr. May Chung, Karissa Wojcik,
Lily Lewis, & Rick Allen**
National Defense University