January 2012 Professional Development Workshops
Sponsored by the Writing Liaison Committee, the Faculty Center
and the Reading and Writing Center
Scanlon Banquet Hall C

1. **What is Good Writing?** led by Neal Lerner Wednesday, January 11, 9 a.m.-12:30 p.m.
   Coffee and pastries and lunch will be provided.

2. **Writing in the Sciences** led by Neal Lerner Wednesday, January 11, 1:30 p.m.-5 p.m.
   Lunch will be provided.

3. **Making Peer Review Work for You** led by Catherine Savini and Chalet Seidel, Thursday, January 12 10 a.m.-1:30 p.m.
   Coffee and pastries and lunch will be provided.

**Neal Lerner** is Associate Professor of English and Director of the Writing Center at Northeastern University in Boston, MA. He frequently delivers talks and conducts faculty workshops on writing across the curriculum, writing centers, and writing assessment. His book *The Idea of a Writing Laboratory* won the 2011 NCTE David H. Russell Award for Distinguished Research in the Teaching of English. His is also the co-author of *Learning to Communicate as a Scientist and Engineer: Case Studies from MIT* and of *The Longman Guide to Peer Tutoring*, 2nd ed. He is a five-time winner of the International Writing Centers Association Outstanding Scholarship Award and has published articles and book chapters on the history of teaching writing, the history of teaching science, and administrative and theoretical issues in writing programs and writing centers.

**Learning to Communicate in Science and Engineering: Case Studies from MIT**
Mya Poe, Neal Lerner, and Jennifer Craig

To many science and engineering students, the task of writing may seem irrelevant to their future professional careers. At MIT, however, students discover that writing about their technical work is important not only in solving real-world problems but also in developing their professional identities. MIT puts into practice the belief that "engineers who don't write well end up working for engineers who do write well," requiring all students to take "communication-intensive" classes in which they learn from MIT faculty and writing instructors how to express their ideas in writing and in presentations. Students are challenged not only to think like professional scientists and engineers but also to communicate like them.

This book offers in-depth case studies and pedagogical strategies from a range of science and engineering communication-intensive classes at MIT. It traces the progress of seventeen students from diverse backgrounds in seven classes that span five departments. Undergraduates in biology attempt to turn scientific findings into a research article; graduate students learn to define their research for scientific grant writing; undergraduates in biomedical engineering learn to use data as evidence; and students in aeronautic and astronomic engineering learn to communicate collaboratively. Each case study is introduced by a description of its theoretical and curricular context and an outline of the objectives for the students' activities. The studies describe the on-the-ground realities of working with faculty, staff, and students to achieve communication and course goals, offering lessons that can be easily applied to a wide variety of settings and institutions.