Teaching and Writing: What Teachers & TAs Need to Know
Bruce Beiderwell, Director, UCLA Writing Programs; Marilyn Gray, Coordinator, Graduate Writing Center
This workshop will cover major writing concepts, such as thesis statements, organization, and summary versus analysis. The workshop will then cover strategies for efficient ways to help students improve their writing as well as relevant resources available to graduate students. The final part of the workshop will discuss appropriate ways to respond to student writing, including etiquette for commenting on student papers and best practices for one-on-one meetings with students.
Thursday, April 30th, 4:00-6:00pm
Location: Conference Room 4, Student Activities Center (basement level)

Punctuation 101: A Refresher Workshop
Does a comma always go before “and”? What is the difference between “which” and “that”? This workshop will review commas, semicolons, colons, parallel structure, and restrictive and non-restrictive clauses. Participants will also practice editing for punctuation.
Friday, April 17th, 12:00-1:30pm / Location: Conference Room 4, Student Activities Center (basement level)

Grammar 101: A Refresher Workshop
What is the difference between “who” and “whom”? Is “politics” singular or plural? What is a dangling modifier, and how do I avoid it? Designed for both native and non-native speakers of English, this workshop will review pronoun use, tricky issues in subject-verb agreement, and dangling and misplaced modifiers. Participants will also practice editing for grammatical accuracy.
Friday, April 24th, 12:00-1:30pm / Location: Conference Room 4, Student Activities Center (basement level)

Style 101: A Refresher Workshop
I’ve been told that my writing is “dense” and “passive” and that my sentences don’t “flow.” How can I fix these problems? This workshop will help participants improve the clarity and cohesion of their sentences and paragraphs. They will also practice editing for style.
Friday, May 8th, 12:00-1:30pm / Location: Conference Room 4, Student Activities Center (basement level)

How to Write a Teaching Philosophy Statement
Teaching philosophy statements are used in applications and academic portfolios for fellowship, grants and academic jobs. This workshop presents the various components that constitute a teaching philosophy statement and explores the various approaches to how to write about your teaching. Come and learn about this early in your graduate student career!
Wednesday, May 6th, 3:00-5:00pm / Location: Conference Room 4, Student Activities Center (basement level)

Additional Resources and Information from the GWC
When you are a TA, you are welcome to use an appointment at the GWC to discuss how to address the writing issues of students in your course. You may also consult with the GWC writing consultants on specific writing topics, additional resources and material, and lesson plans for teaching writing concepts. Written material discussed in an appointment would be reviewed for content, accuracy and clarity only, as the consultants do not proofread or edit. The GWC consultants work with graduate students only, and thus would not meet directly with any undergraduate students.

The GWC consultants come from a variety of fields and do work with graduate students from all disciplines. However, it may be more helpful to meet with a writing consultant who is in your general academic area or has the most extensive teaching experience pertaining to your questions. Please review the GWC consultant bio page or contact Marilyn Gray, the GWC Coordinator (magray@saonet.ucla.edu), for this information.
For more resources, see: http://gsa.asucla.ucla.edu/gsrc/gwc/content/GWC_Info_for_TAs.htm