# 2020 Faculty Retreat Grant Proposal Application

University of Illinois Urbana-Champaign

Applicants: Andrew Moss and Kay Emmert

**Title of proposal: Emotion and the Writing Process in the Program in Professional Writing**

This project will integrate Kort’s emotional learning spiral into the writing pedagogy for five BTW (Business and Technical Writing) classes in AY 2020-21. Teaching the process of writing is already wonderfully complex, full of discovery and hurdles. How can we spark students’ mastery of the process of writing by also considering their emotional responses to it?   
  
During this project, instructors will anticipate (and then assess, respond to, and present their reflections about) students’ affect during one of BTW 250 – Principles of Business Communication’s more complex assignments: a problem-solving unit that features research, multiple audiences, identifying and solving technical problems, and an array of composing, peer-reviewing and revising steps. What are students’ emotional responses, for example, to roadblocks in research? a peer ignoring email messages? approaching deadlines? a glowing review of a draft? Kay Emmert and Andrew Moss (Director and Associate Director of the Program in Professional Writing) will lead a training for instructors on emotion and writing pedagogy during BTW instructor orientation in August 2020, mentor instructors as they implement their creative approaches to emotion and writing in their Fall 2020 classes, and moderate a professional development seminar in Spring 2020 at which instructors present case- and research-based reflections on their innovations to the entire BTW teaching cohort.   
  
The potential impact of this project for BTW students and the wider Illinois community is vast because it is grounded in teacher training and a blockbuster of a writing assignment. BTW students and their teachers will collaborate in unique ways (to each student’s location emotionally and within the writing process) with a new lexicon and framework for their ideas and skills. Students’ learning experience will improve in the long run because the project aims to share its insights with all teachers in our department.   
  
BTW’s wide enrollment (drawing from nearly every major on campus) and this project’s insights about emotion and writing instruction promise enhanced learning for students and teachers across campus. Our approaches and findings can be applied to other process-driven learning (such as lab-based research, project management, and individual students’ final projects). And because writing is a skill that nearly every course requires, students’ performance and experience in many of their classes across campus will be enhanced as a result of this project.