DearInstructors**,**

These worksheets will help you and your studentsgain insight into writing, learning, and teaching. Your students will become a little more reflective, and you will see and act on opportunities to intervene in their cognitive affect (the connection between learning and emotion) and their learning flow (the cycle of learning and un-learning, positive and negative emotion that is a part of ‘real’ or thorough learning in our model). You can ask students to engage you and communicate about their learning, or merely ask them to complete their **Emotions and the Writing Process: Student Worksheets**. For our work, it is enough for them to be aware of and reflective about their emotions and learning, and for you to do the same.

You will most likely observe many emotions in your students, and observe them in many ways. You should encourage students to (and you yourself should) be willing to use the **Emotion Wheel** at the end of this packet to name emotion, and be willing to record emotions during an activity that seem discordant or even contradictory. For example, a student might be both playful and frustrated during peer review, hopeful and discouraged when trying a new skill. You should also strive to describe 1) emotions that seem general, or common, to many students during an activity; 2) a range of varieties of different emotions that seem to differentiate types or categories of students during an activity; 3) unique emotions or interactions between you and a single student that stand out as memorable or significant.

You should help students know where their **Emotions and the Writing Process: Student Worksheets** are located or can be accessed; when they should work on them, and what kinds of information and reflection they should record. You and your students should be **observing and recording emotions** during the same activities. For example, you and your students should observe and record students’ emotional experiences during activities in which students receive feedback on an assignment.

As an instructor, during an activity, you should describe **how you observed** these emotional experiences, from long silences to chat comments to one-on-one workshops. You should describe **why you think your students experienced these emotions**, what **tasks or actions students took** in order to make progress on the activity and **how you observed** these tasks. If you cannot observe your students, please describe how you planned for or reacted to what you supposed would be their emotional reactions to activities.

As an instructor, you should also **record and reflect on your reactions or interventions to students’ emotional experiences and tasks**. These records and reflections will help you see and measure your teaching, and keep a record of what kinds of interventions are effective (and which aren’t).

We’re excited to be working with you on this grant. We think that emotion and learning are connected, and that taking up this work in the **spirit of testing and experimentation** will lead to a deeper understanding of your students. Your work will be used to design new assignments and activities in BTW course designs, be shared with your peers so that they can develop new teaching strategies, and be publicized in a campus-wide teaching retreat in the spring. We invite you to contribute new ideas, protocols, and methods during the process.

All best,

Andrew and Kay

**Noticing Emotions and the Writing Process: Instructor Worksheet**

**Name:**

For each of these parts [[listening to your instructor // reading the assignment // …]] of the Negative Letter Assignment, **complete parts A-I. If you are unable to observe your students (for many possible reasons), you may wish to only complete parts F-1.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. While students in your class were [[listening to your instructor // reading the assignment // …]] what emotions were they experiencing? List between 3-5, and then reflect on why you think they were experiencing them.

What emotions were they experiencing?

1.

2.

3.

4.

5.

What did you observe that led you to list these emotions?

Reflection: why were they experiencing these emotions?

1. (If you were able to observe or assess): While your students were [[listening to your instructor // reading the assignment // …]] what were they doing or thinking in order to work on the assignment? Describe what they were doing in a few sentences.

What did you observe that led you describe what they were doing or thinking?

1. If you were able to notice or assess a student’s emotions, how did you intervene or react? If you were able to observe or assess a student’s work flow, how did you intervene or react?
2. In what ways did or didn’t your interventions help advance the student on their learning journey?
3. Reflect on our COVID moment – what kind of additional labor or strategies did you use during this activity to intervene or otherwise work with your students’ emotions?
4. While students in your class were [[listening to your instructor // reading the assignment // …]] what emotions did you expect them to be experiencing? List between 3-5, and then reflect on why you think they were experiencing them.

What emotions were they experiencing?

1.

2.

3.

4.

5.

What online or live interactions or evidence would you expect to see or like to see in order to help you understand your students’ emotions during this activity?

Reflection: why do you think they were experiencing these emotions?

1. In what ways did you prepare or intervene or otherwise work with your students’ emotions during this activity?
2. In what ways did or didn’t your preparations or interventions or other work help advance your students on their learning journey?
3. Reflect on our COVID moment – what kind of additional labor or strategies did you use during this activity to intervene or otherwise work with your students’ emotions?

Chart, sunburst chart

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