



# Writing That Resonates: Meaningful Assignments Across the Curriculum

Inside U of A-Funded Scholarship

October 30, 2025

12:00 – 1:00pm



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Center for University  
Education Scholarship

# Land Acknowledgement



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# Event Introduction



**Guadalupe (Guada) Lozano, Ph.D.**

Director and Endowed Chair, CUES

Director, External Relations, School of Mathematical Sciences

Research Professor of Mathematics

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# Speaker & Panelists



**Emily Jo Schwaller, Ph.D.**

**CUES Distinguished Fellow**

Assistant Professor of Practice, UCATT

Assistant Director, Writing Across the Curriculum

Assistant Professor of Practice, College Teaching - GIDP

University Center for Assessment, Teaching & Technology (UCATT)



**Aimee Mapes, Ph.D.**

Director, Writing Across the Curriculum, UCATT

Associate Professor, Rhetoric, Composition & the Teaching of English

College of Social & Behavioral Sciences



**Amritha Wickramage, Ph.D.**

Assistant Professor of Practice, Plant Sciences

Faculty Fellow, Writing Across the Curriculum

College of Agriculture, Life & Environmental Sciences

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# Research Team

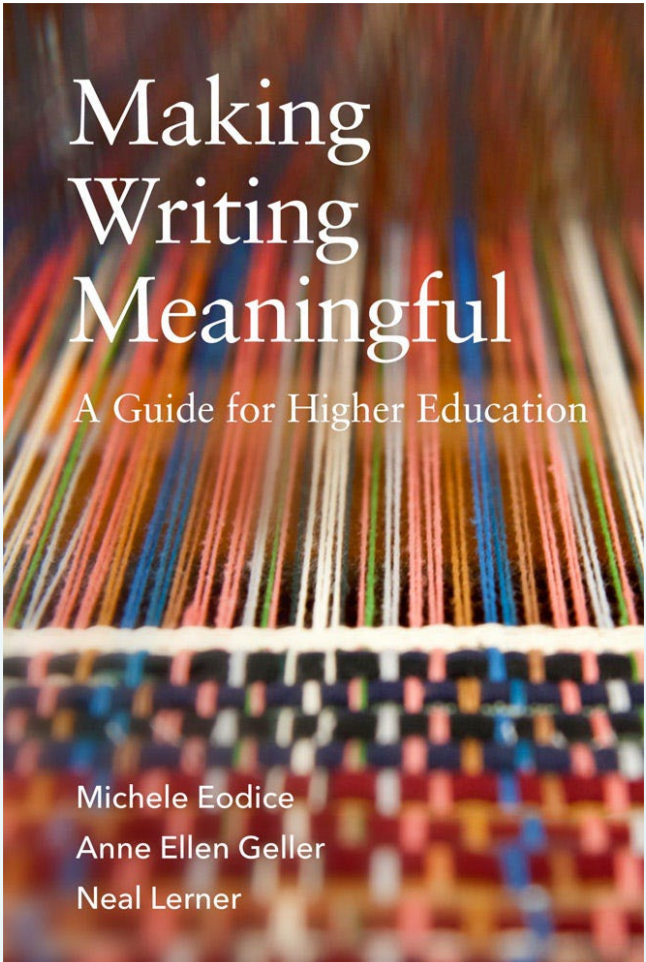
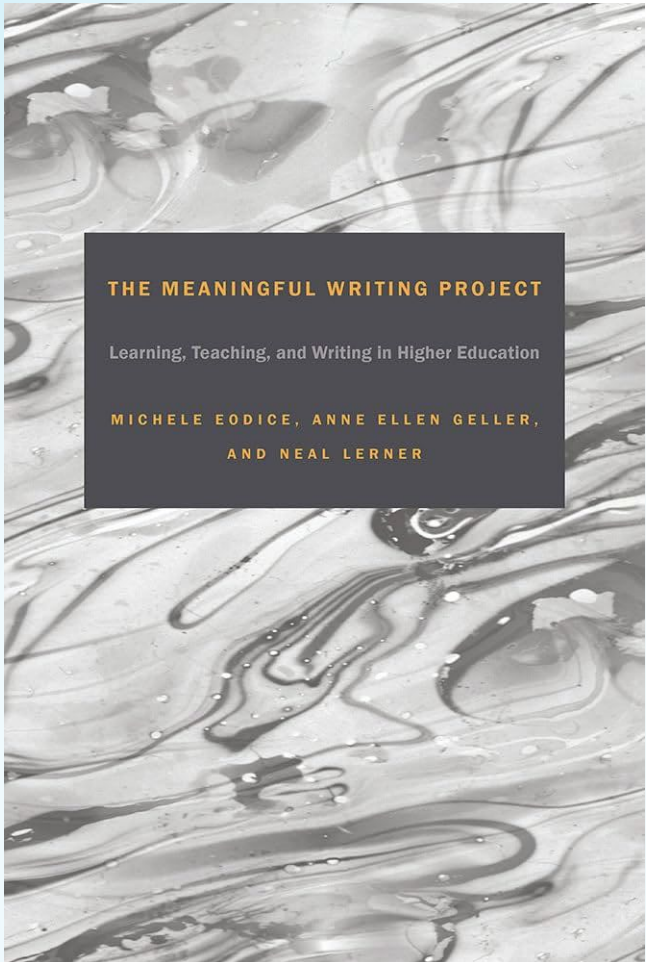


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# Meaningful Writing

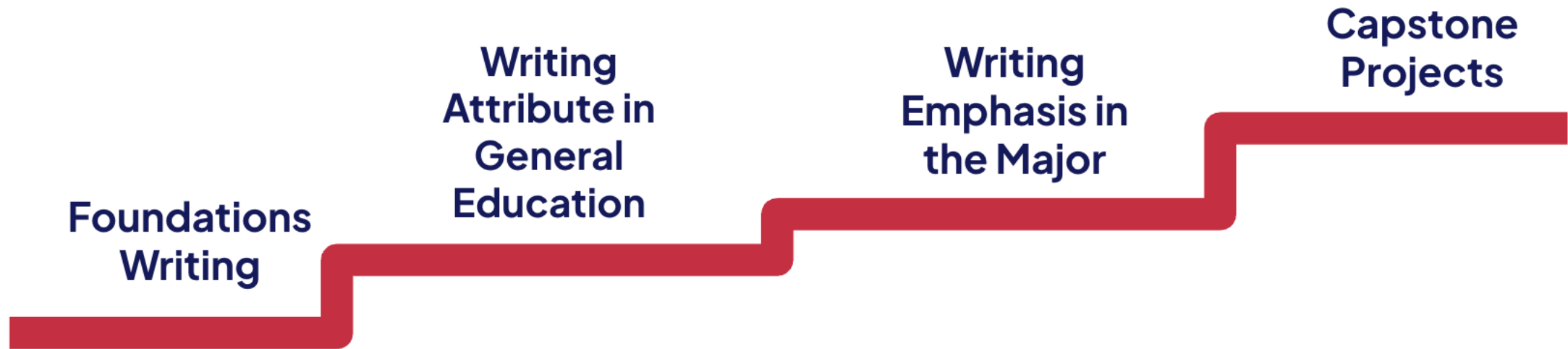


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# Writing Across U of A: 750 Courses



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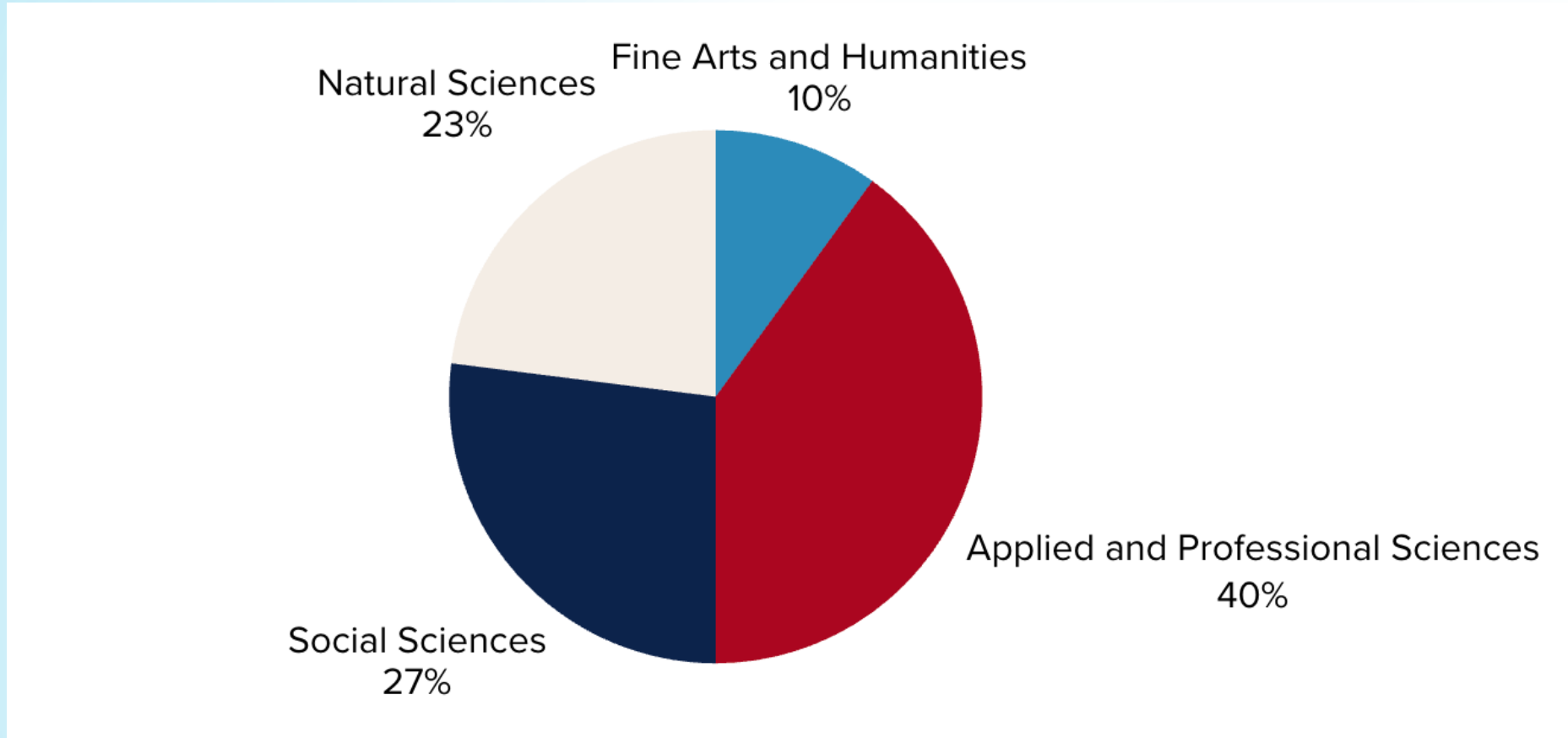
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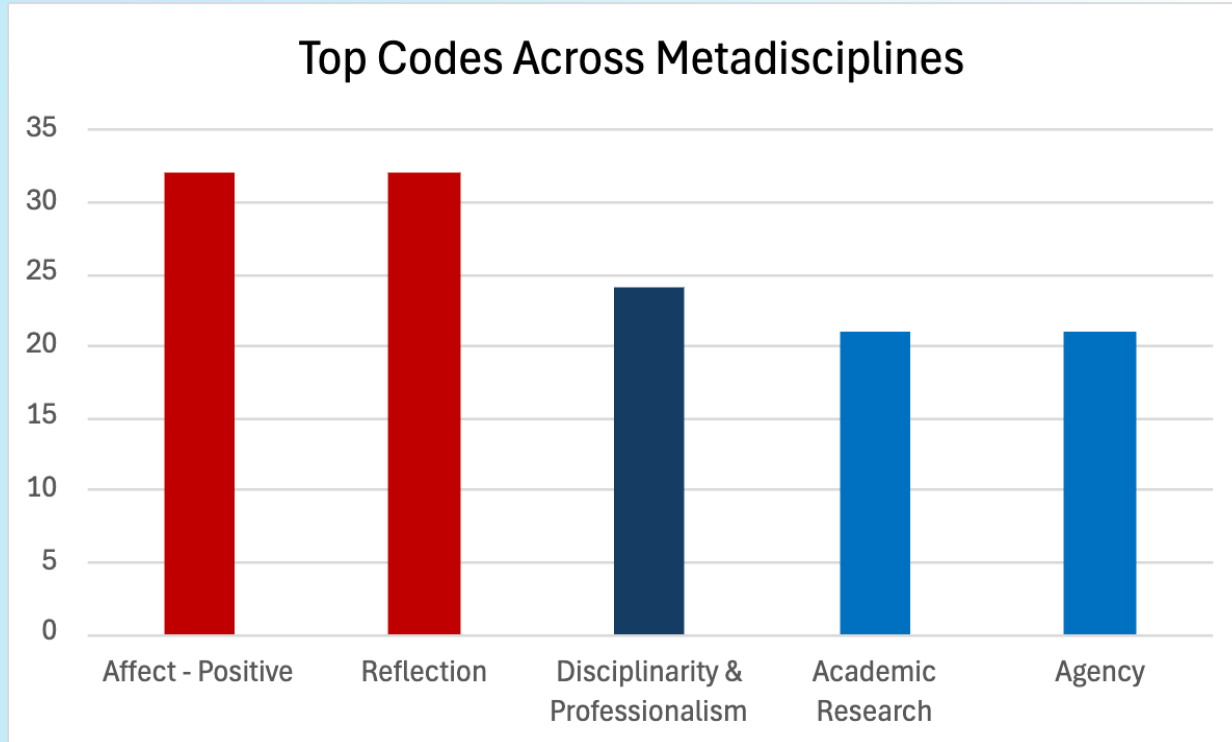
## Research Question

How do U of A students and instructors define and experience meaningful writing in courses across all disciplines?



# Student Participants (499)





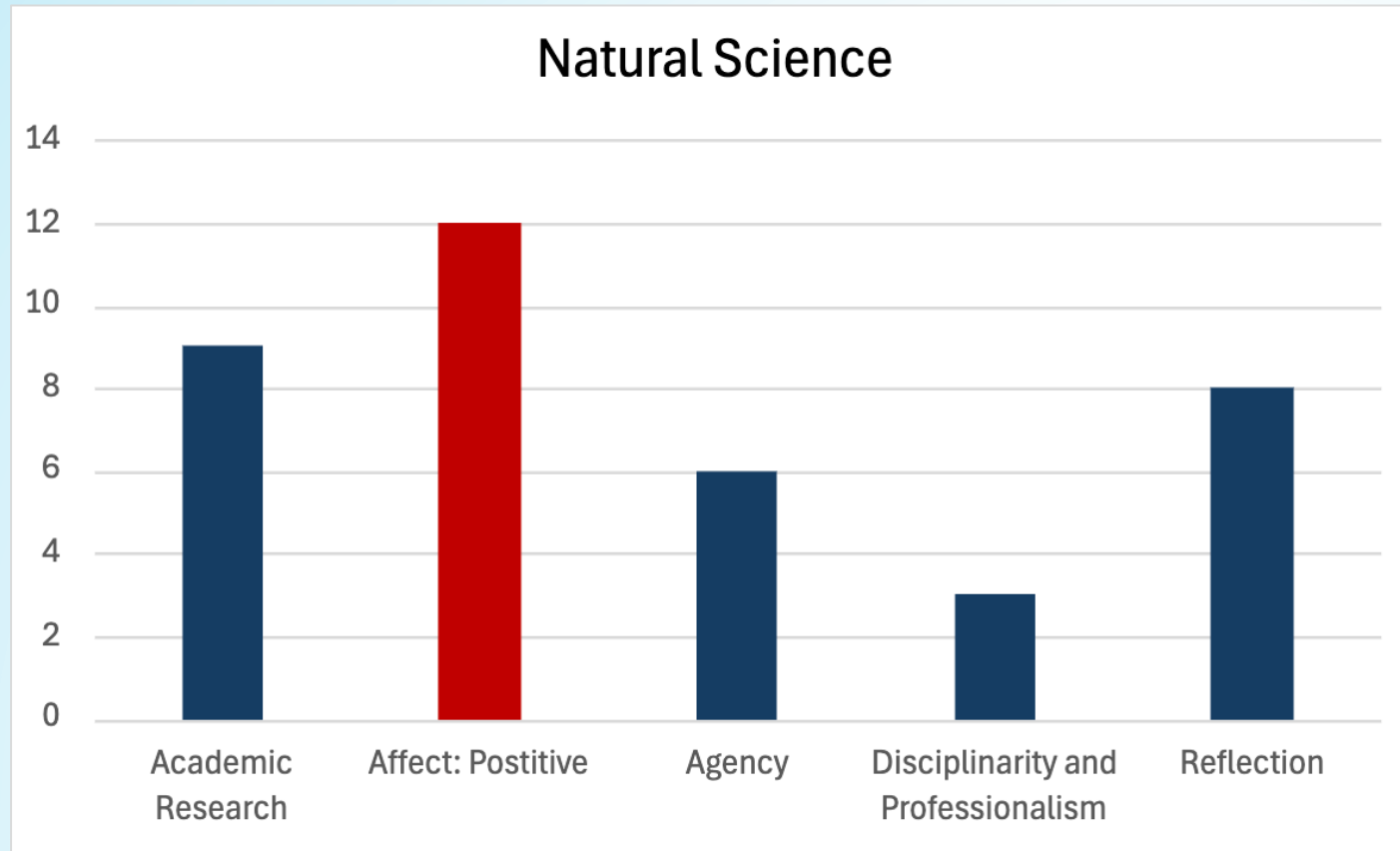
**Affect-Positive:** These are responses where students directly mention having positive experiences with writing and/or feeling positive emotions such as pride

**Reflection:** These responses are about reflective assignments or the process of reflection

**Disciplinarity & Professionalism:** These responses are about connections/transfer to disciplinarity identity or future careers

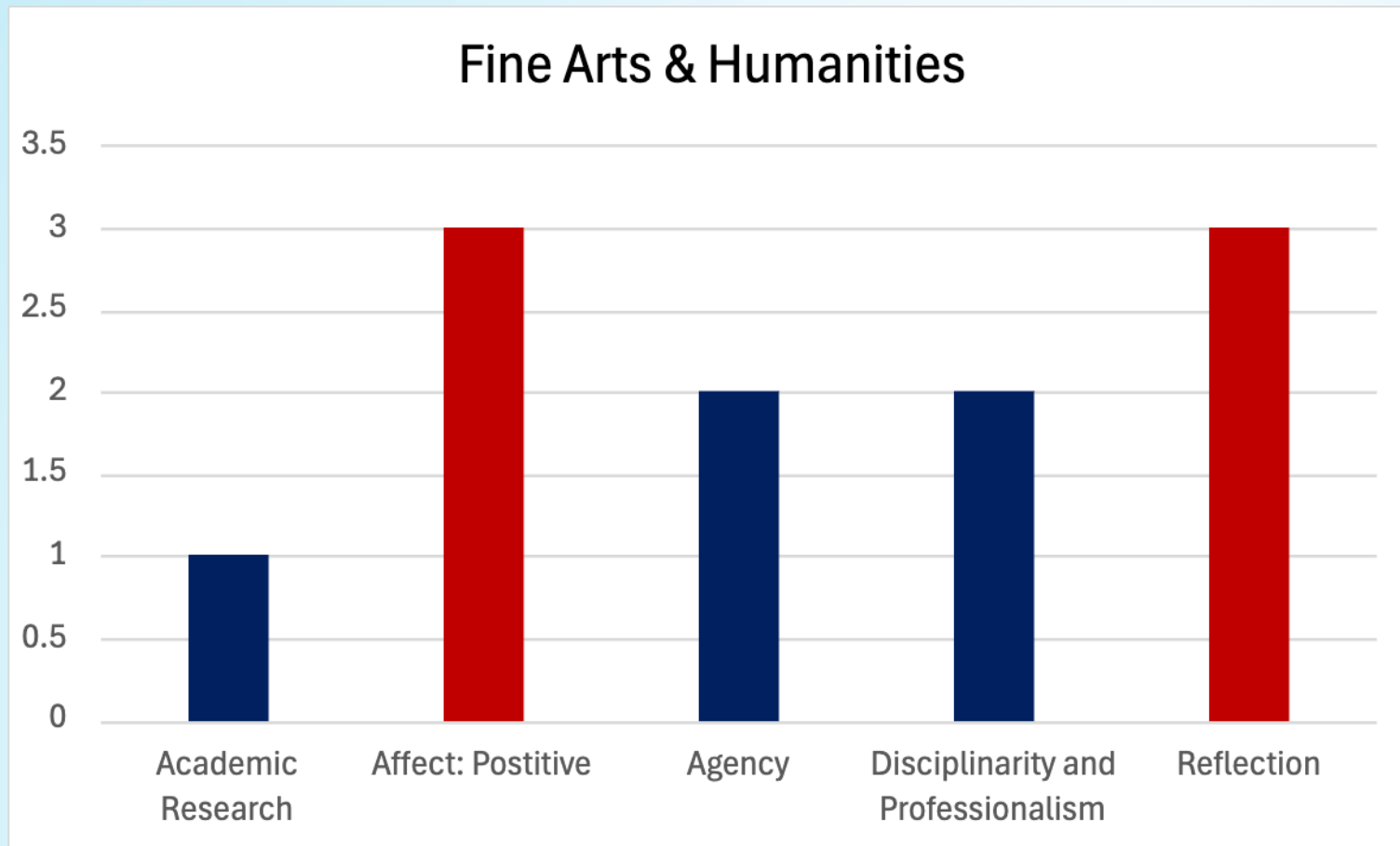
**Academic Research:** These responses are about research assignments or the research process

**Agency:** These responses are about picking topics/genres of writing, having choices within an assignment, and feeling empowered to direct their own learning



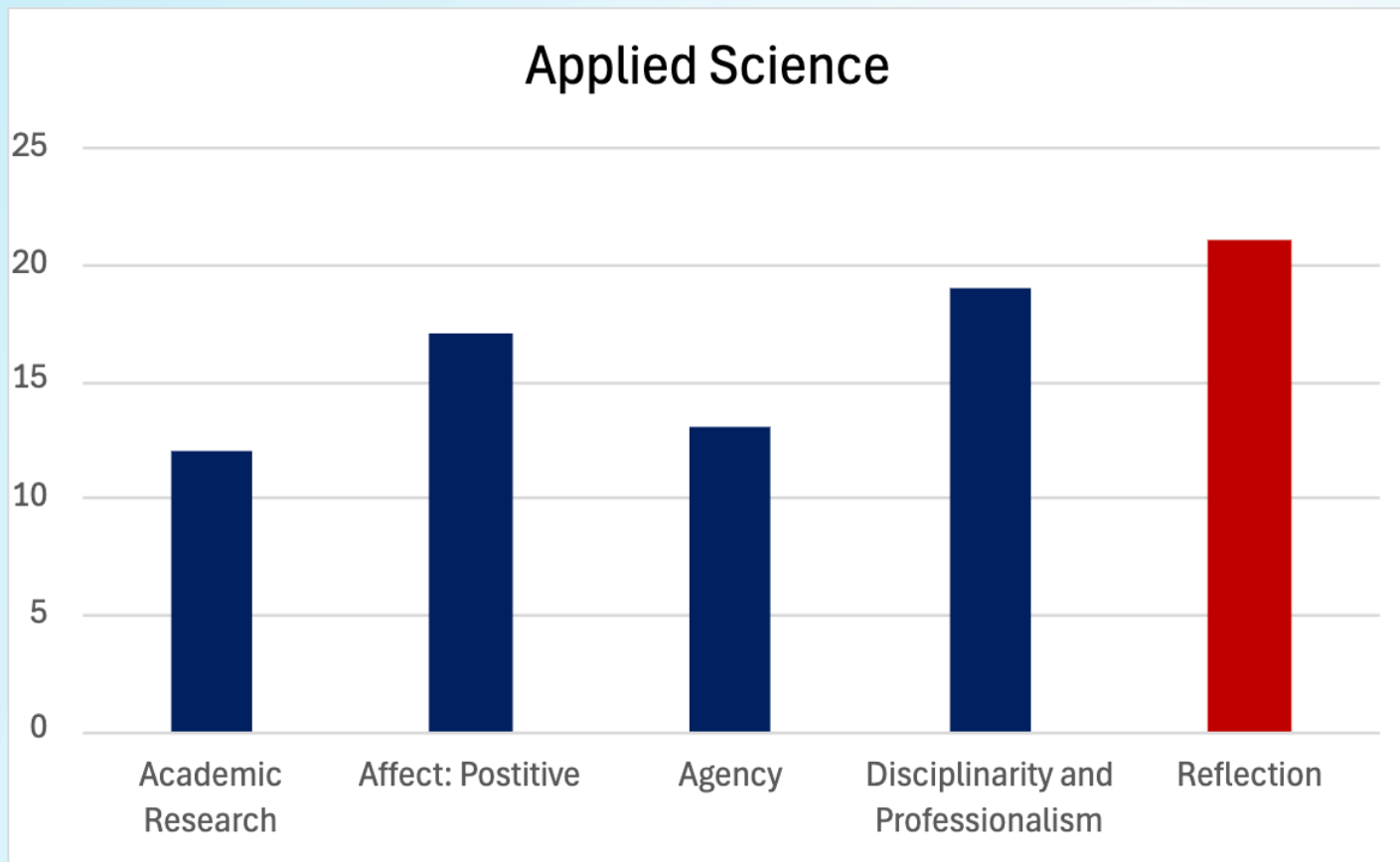
*"Final essay for Diseases of Wildlife class. I was really proud of my final product. I ended up really liking my topic and the essay I ended up writing."*

Junior, Biology & Spanish



*"I also liked the final writing assignment for that same class, where I wrote about my reluctance to learn to drive. I got to explore a new side of myself and really reflect on my experiences and how they shaped me."*

Senior, Religious Studies & Leadership Studies



*"Writing about the lessons I taught in my field practicum. It was a personal reflection on what I plan to do for the rest of my career and I was allowed to be honest but still complete a deep analysis."*

Senior, Mathematics & Adolescence, Community, and Education

# Key Themes That Support Students

## Students Value...

- Connections to personal and professional goals
- Relationships with and feedback from instructors and peers
- Reflections in **every discipline**
- Research in **every discipline**
- The learning process (e.g. hands on activities, scaffolded work, the opportunity to fail)
- Choosing topics and genres



# Dr. Aimee Mapes

## Director of Writing Across the Curriculum

- 1) What do these results mean for instructors and other stakeholders across the University of Arizona?
- 2) What support is there for making these changes?



# A Case Study in STEM

Dr. Amritha Wickramage

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# PLP150C1 Signature assignments

## Exploring perspectives/natural scientist/writing

### Before

Review scientific literature  
Write a literature review paper  
Topic of choice

Personal connection / feedback/  
research / reflections / choosing topics  
and genres

### After

A scientific essay in a **genre of choice**:  
science communication  
or creative writing  
Topic of choice

### Scaffolded

With peer and instructor **feedback**





# Q&A

*"Being a student at UA has improved my writing! Thank you!"*

**Senior, Environmental Engineering & Math**



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# Contact Information



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**Rescheduled Event | December 5, 11:30am-12:30pm**



**CAUSE AS COMPASS**

*Forthcoming Podcast Pilot Episode*

**Cultivating Compassion for Student  
Engagement in Public Service**



*Hosted by:*

**Guada Lozano**  
**CUES Director & Endowed Chair**



*Featuring:*

**Alex Braithwaite**  
**CUES Distinguished Fellow**

# 2026 Grants



## CUES Distinguished Fellowships:

Nominations due March 30, 2026 | [Read more >>>](#)

**NOTE:** *Look out for workshop series to support proposal preparation in early Spring!*



## 2026 CUES Spanning Boundaries Theme:

*Land, Heritage, and Place Attunement*

[<<< Read more](#) | Pre-proposals due February 13, 2026