



ERWC Intensive: Teaching for Transfer

Facilitator: Dr. Jennifer Fletcher

When: January 23 and 24, 2025
from 8:30 a.m. to 3:00 p.m.

Where: CSUMB Ryan Ranch, 8 Upper Ragsdale Dr,
Monterey, CA 93940

Course Overview

Deepen your understanding of how to teach for growth and independence!

How do we prepare students for where they're going in life? Recent scholarship on transfer of learning offers important insights about how we can help students negotiate the critical transitions that increasingly determine postsecondary success—like the transition from middle school to high school, high school to college, school to work, and from first-year college courses into the major and beyond. Teaching for transfer promotes students' agency and resilience by empowering them to transform their learning for new purposes.

In this two-day professional learning session for certified ERWC teachers, participants learn how to level up their ERWC implementation by designing instruction for transfer of learning. Using ERWC 3.0 modules and mini-modules, we explore teaching strategies and frameworks that promote transfer from reading to writing (and back again), between academic disciplines, and across genres and rhetorical situations. Special attention is given to rhetorical concepts—such as audience, purpose, context, and genre—that help writers adapt to novel situations. These concepts develop students' understanding of *what to do when*: a hallmark of expert learners. Life-ready learners are skilled at retrieving knowledge relevant to a particular task or setting. They draw on deep conditional knowledge to make their own principled decisions as readers, writers, and thinkers.

If you're looking for ways to deepen your students' learning and foster their independence, this is the next-level ERWC professional learning session for you!

What You Get:

- Strategies for independent problem solving in the age of AI
- Alternatives to overscaffolding
- Metacognitive prompts for connecting learning across contexts
- Guidelines for providing expansive instructional framing
- Resources and activities for building conceptual knowledge and autonomy

Participants also receive a certificate indicating completion of twelve learning hours and the opportunity to earn CEUs from California State University.

Participants are invited to bring an existing assignment, lesson plan, or activity to revise or refine using a rhetorical approach to help students develop transferrable literacy skills. We offer supportive feedback on each others' teaching ideas, and we end the course with sharing and reflection.

Help students break free from their dependence on rules and formulas by teaching for transfer!

Professional Learning Outcomes

At the end of the course, participants will be able to

- Identify the procedural, conceptual, and conditional knowledge that promotes transfer of learning
- Identify and reduce barriers to transfer
- Scaffold instruction to promote student agency, flexibility, and autonomy
- Frame instruction for transfer of learning
- Design ERWC learning experiences that help students adapt and apply literacy skills across contexts
- Assess students' ability to respond successfully to new rhetorical situations

Topics & Schedule

Day 1	Day 2
Teaching for Transfer	Scaffolding for Autonomy
Developing Conceptual & Conditional Knowledge	Making Connections Across Contexts & Modalities
Providing Expansive Framing	Assessing Transfer of Learning
Thursday, January 23rd	Friday, January 24th

About

This course is **free** to certified ERWC teachers.

California State University's Expository Reading and Writing Curriculum (ERWC) is a research-based literacy and language program that has been proven to have a statistically significant impact on students' academic preparation in randomized-control trials.