

## Writing Creatively About Evolution: Overlapping Threshold Experiences

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Students in a writing intensive section of an anatomy and physiology course were introduced to the topic of evolution in medicine through an assignment instructing them to write an essay incorporating a creative nonfiction narrative. The latter was used to help students *learn evolution through writing* and *learn to write* about science using everyday language and storytelling, an effective way to communicate scientific ideas. They struggled with the comprehension of evolutionary medicine and its representation in a narrative style, thereby dealing with two threshold concepts—evolutionary medicine in biology and representation in creative nonfiction. With scaffolding, a *Guarded Threshold* design, group discussions, and feedback, students were able to engage these overlapping threshold concepts and demonstrate critical thinking.

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