English 408 and 608 Interdisciplinary Writing Internship Course [Part of the Interdisciplinary Writing Program]

Course Description

Welcome to English 408 and English 608, the internship course that addresses writing, research, design, and presentation skills at Northern Arizona University, Flagstaff, AZ, U.S.A. You are enrolled in this course because you have shown an interest in student writing success across the disciplines. The course is designed for student-interns to

- Investigate attitudes, perspectives, and understanding of the relevance of writing, research, design, and presentation across disciplines among students, faculty, staff, and the administration (Psychology; Philosophy)
- Mindfully address writing expectations according to disciplinary and professional conventions (Professional Writing)
- Respectfully maintain a professional approach that includes students' needs, faculty expectations, and your team-design (triangulation)
- Research current writing center theories and practices to assist with our understanding of the complexities of student writing (Writing Center; Literacy Studies)
- Train how one best works with student academic writing (Business Management; Educational Pedagogy)
- Design approaches for encouraging student self-efficiency and collaborative work
- Propose possible training modules for the Fall term: For interns and the University Writing Center writing consultants

One goal is for you to use our theory as a vehicle for articulating your ideas, findings, and designs as you collaborate with team members in the course. Team designs are not for personal gain, or for personal interest. Instead, your designs will influence how writing consultants are trained in the upcoming academic year. You will spend a term as a problem-solver for students and for faculty. While you are encouraged to reflect upon your personal student experiences, our individual experiences are useful examples for a larger discussion. As a student in this course, you are a member of a small team of student activists who are learning about disciplinary differences while maintaining a student perspective about academic writing.

An overall goal is to design projects, exercises, events, any and all manners of influencing student outlook and willingness to put in more serious time to reading, reflecting, revising, testing, and practicing how best to present their findings and questions.

How can we, and what is needed to convince students at Northern Arizona University to see their academic writing assignments as opportunities to learn how best to control their research and writing?

What is needed to persuade students to believe that all writing requirements, from an email to a lengthy report is crucial to their learning and to their presentation of themselves as

young professionals?

What can students do for one another as peers that faculty simply lack the ethos to do?

What might your own interests and tenacity provide for students and faculty to move closer together as both groups work diligently under a poor understanding of one another's expectations?

The work you accomplish this term will directly affect Northern Arizona University's University Writing Center, Fall 2014 term, and into infinity.

Texts

While there are no hard-bound texts to purchase, there are multiple articles in PDFs as part of our syllabus.

Writing Exercises and Plagiarism

There are 10 writing exercises for the term. The purpose is to encourage you to practice writing as you learn more about writing, and how best to work with student writers. Of these ten exercises, you will choose 5-6 that you will craft into polished documents for

- online IWP blog
- Fall 2014 writing consultant training

Deadline for the 5 polished entries, Week 12, Friday.

If you find that you are in a hurry, do not copy and paste from the web or ask someone write your assignments for you. When we take someone else's work, or have someone else write it up for us, we are putting our name on a document that is not our own, hence plagiarism. Talk to me or if you would rather, talk to a fellow team member if you are not sure how to cite sources. Essentially, we want to give credit to the appropriate person.

Student Survey Project

As a group we will all collect student surveys across campus for the first 5 weeks of the term. We have 116 collected from last term, and our goal is to reach 2k surveys. We can do this if everyone participates and invites their friends to help us survey across the university.

The student-surveys are unprecedented at NAU because they are not sent to any email lists, and they were designed with the assistance of two professors, one a statistician and the other an educational psychologist. The questions were written by members of our Fall, 2013, Survey Team (Kurt Meyers, Marisa Incremona, Spencer Perzanowski, and Kristina Zervos). We want for students to give us honest responses, and to take the survey questions seriously as their answers directly influence NAU faculty and administration, as well as our own Team goals and designs.

Internship Teams

You will join a team of interns and focus on designing an end product that will help solve your term's problem.

In addition, you will also put a training module together to assist the Fall term's interns and Writing Center consultants who choose to continue your team's efforts.

Current Teams to Join:

iWriting Camps

The iWriting Camps combine writing and research. Our librarians this term include Mary DeJong (CEFNS), Meg Eastwood (CEFNS), Karen McCoy (CAL), Kathee Rose (SBS and HHS), and Teresa ** (Business). Your team will meet with them during weeks 3-4. Your camps will be up and running during weeks 6-8.

- A. English 305w
 - a. Focus: Disciplinary Research Topic that is written for a disciplinary audience, but includes a project designed for a non-disciplinary audience
- B. NAU Teach, Science
 - a. Focus:
- C. Athletic Training
 - a. Focus:
- D. Forestry
 - a. Focus:

E. Business Economics

- a. Focus: Writing, Research, Design, Presentation
- F. Business Economics: English as a Foreign Language/ESL
 - a. Same course, same professor, same students. This camp is specifically designed to address macro and micro differences (Culture and Academic Writing).

All iWriting Camps are designed for intensive structured meeting times with Cline research librarians, presentation, revision and editing workshops. Students will come with an assignment and a deadline. Your task is to design useful and relevant meeting times that suit the student's writing goals. You are also encouraging students to reflect upon their approaches to writing and to change those approaches when necessary.

Faculty Interview Team

Sample Writing Project

Focus: Talk to faculty and collect samples of disciplinary writing expectations.

Team Members: Laura Rosche, Megan Wentz...

What I Wish All Students Knew Project

Focus: Gather faculty input on their experiences with academic and professional writing. This project will be in conjunction with and in response to the results of the Student Surveys.

Team Members:

Training Modules Team

- a. You will assist designing training modules for all University Writing Center consultants, graduates and undergraduates. The purpose is to have a foundational training that addresses general writing approaches and revision control, in all disciplines.
- b. English as a Foreign Language, Module
 - An emphasis will be placed on EFL/ESL training because student writing in another language, in another culture, in another country than their own requires a totally different understanding of disciplinary expectations of student writing.
- c. Practice with iWriting Camps
 - i. You will test your modules by offering time to work with students who participate in the iWriting Camps. 30-minute time slots per student.

Design and Presentation Modules

This team will address upcoming student symposiums and conferences. We will work with the Undergraduate Research Video Game Symposium, March 29th, and the University's <u>Undergraduate Research Symposium</u>, April 25th. Teddy Gardner will solicit volunteers for the March 29th event. We will need individuals who can help throughout the day.

This team will design workshops to prepare students for the presentation of their work. Speaking, slides, posterboards, handouts, whatever it takes for the student to present their findings with a sound argument.

Focus: Public Presentations at NAU (UVS and the URS)

Members: Teddy Gardner,

BBLEARN

No BBLearn shell this term. We will try an old school approach. Hand written notes are appreciated.

Faculty and Administration

The Interdisciplinary Writing Program is a newly funded organization. The Fall 2013's good internships work pushed the IWP onto the radar of many faculty and administrators. Remember that all interactions you have with faculty, staff, or administrator travels quickly through the NAU network and will eventually reflect on all of us.

The Fall 2013's final presentations in class, and your three representatives at the PALC meeting pushed our young program from one of "getting started" to one of "steaming forward."

ADA Compliant, NAU

This course is compliant and follows NAU's policies of Affirmative Action and Equal Opportunities.