

# Celebration of Student Writing Symposium



**HOW EXPERIENCED WRTG121  
INSTRUCTORS PREPARE FOR THE  
CSW: CASE STUDIES & LINKED  
RESOURCES**



This resource is dedicated to all student writers at EMU ~  
and their fearless leaders!

*Calamus gladio fortior*  
*“The pen is mightier than the sword.”*

### **ACKNOWLEDGEMENTS**

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### **How experienced WRTG121 instructors prepare for the CSW: Case studies & linked resources**

Download from: [bit.ly/1XwDUkY](https://bit.ly/1XwDUkY)

View Aurasma AR resources with the Aurasma App, or search Aurasma using hashtag #csw@emu

See back cover for instructions.

Original ~ Winter 2016~Marianne Frontino McCreight

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# Introduction

*“We want students to be aware of audience, as situated for occasion, since it may change. When purpose and audience and occasion change, we must change our rhetorical/writing. It has to do with attunement with audience and occasion.” ~ Derek Mueller, FYWP Director*

## Executive Summary

As part of a larger class project, a WRTG428 student interviewed four WRTG121 instructors and performed Internet research to create this resource.

The goals of the project were to:

- create digital student and instructor resources for assisting WRTG121 students and instructors in preparing projects and participating in the CSW; and
- gather the newly created resources into a central location with existing resources.

The purposes of this document are:

- to provide new WRTG121 instructors with a context for what the event is;
- to assist you in planning your class curriculum in relation to CSW activities; and
- to provide you and your students with links to resources that will aid in the research and creation of CSW projects.

## How this booklet can help you

This booklet is a tool for you to help your students make and present their project. It was created for new WRTG121 instructors to give conceptual guidance on teaching and participating in the CSW with your students. Case studies provide insights and helpful hints. There are links provided for instructor and student resources you can scan instantly with your mobile device using the Aurasma App. If you have a digital copy of this booklet, you can also click on the links to digital resources.

Helpful resources for students and instructors in one central location—what could be better?

## What is the Celebration of Student Writing Symposium?

“The CSW was created to be a space that makes visible the writing projects that students develop in [WRTG121: Researching the Public Experience](#) and exists to provide a public audience for students while positioning them as contributing members of the academic community, with an emphasis on interaction and conversation rather than simply displaying work. The biannual event is open to the public as well as the university community.”

## What does it have to do with you?

Students work hard all semester to create documents only you normally see. The CSW is their chance to let their light shine. They will need your guidance to create a successful project and presentation; but it's hard to guide them if you're leading from the dark.

# Case Studies

## Introduction

Professor Chalice Randazzo had fresh memories from the fall CSW event as a WRTG121 instructor for the first time when she was writing the curriculum for her WRTG428 class.

Remembering her endless questions leading up to the event, and having new understanding from recent experience, the opportunity to have her class create resources for future WRTG121 instructors and students was too great to pass up.

You have her & FYWP Director Derek Mueller to thank for all the resources created in addition to this booklet.

*“We want to expand students’ knowledge to learn the different methods they can use to research, and then figure out what results are compelling.” ~ Derek Mueller, FYWP Director*

“What we care about is the audience & that goes to one of the core principles of WRTG121, which is rhetoric.” ~ Chalice Randazzo

## Case Study No. 1 ~ Chalice Randazzo

Describing the CSW as a showcase of students’ work, Chalice told me her favorite parts of the CSW are seeing the energy that goes into it when you have hundreds of students moving around, and seeing her students with a different audience than her.

*“I hate to always be the end audience because it’s false. Every classroom is a contained place where there’s a person who is paid to read your work, ask you questions, pay attention to your stuff. Events like the CSW help them have a less false audience...I can stand back and say, ‘let’s talk about how you can get through to this other audience’ rather than ‘let’s talk about how you can get through to me’.”*

The new dynamic—students look beyond themselves and one audience and learn how to adapt their message to multiple audiences. This project also helps fulfill the course learning goal of multimodal design.

*“We have to learn how to turn our research into more than just a paper.”*

Best advice for new WRTG121 instructors?

- Encourage students to invite family and friends.
- Watch the online video to get a feel for what it is.
- Suggest students find project that will work well in a loud, dynamic environment; reading a presentation doesn’t work well.
- Talk to the FYWP director or people at the monthly instructor meetings for new FYWP instructors.

*“Students need to be prepared to answer people’s questions about their research because they will be skeptical so they need to be able to show their proof.”*

Advice for Preparing your students?

- Assign them to review the CSW and FYWP websites to see what resources are available.

*“It is difficult even as an instructor, when you are in the moment, to go dig into these resources.”*

- Tell them to search YouTube or Google for how to make a professional poster if they need help. You may have to give them the terminology to look for.

## Case Study No. 2 ~ Thomas Passwater

Thomas is a graduate assistant teaching WRTG121 for the first time during the Winter 2016 semester, when this booklet was created. He's never attended a CSW but envisions it as similar to "poster sessions" he's been to.

He depended on his fellow cohort of grad assistants and other instructors with CSW experience to answer his endless questions about all things CSW this semester. He'd go to colleagues & pitch project ideas, soliciting feedback on how well they may work.

Thomas has been preparing his students for the event since the beginning of the semester.

At the time of our interview, the CSW was only a few weeks away and he still had logistical questions about what to expect from the event venue.

- How much space will my students have? Will there be room for their tactile pieces?
- "If I have 12 students there at a time, how many feet do they have to squeeze their project into? I want them to have equal access for displaying but I don't know what size to recommend they make their posters.
- "How encouraged or discouraged is technology? I have a student who wrote & recorded a song in different genres; he requires AV & outlets and I don't know if they are available."

I asked what resources he'd find helpful in teaching this course or for his students, and he told me three things:

- a website that would show me pictures or examples of the venue, with resources for instructors and students;
- examples of projects that are readily available or a suggested list of typical projects; maybe research results with a tally of what types of projects were done.
- info telling students where Halle Print shop is.

*"I want to be able to showcase all of my students work in a really effective way. How are they going to set up their projects in a way that each gets to be an attention piece?~TP*

“They get positive feedback from other people than their teacher and the come to realize the impact and power their words can have.” ~ Joe M

### Case Study No. 3 ~ Joe Montgomery

Joe’s favorite part of the event:

*“Whatever they design has some impact that they don’t realize before, so seeing that is rather fun for me.”*

Best advice for instructors: Narrow the range of options that students can create.

*“Don’t let your students just make a poster with text on little pieces of paper. Don’t have them just put text out.”*

Posters of text don’t engage the audience in rhetoric. Good poster presentations take time and students have a harder time engaging when presenting. He saw it created a two-tiered system—some students create a great poster, but a lot just go with a poster like in middle or high school.

Joe narrowed his students down to just one genre—zines. The wide range of choices within the zine genre gave room for experimentation but had limited not-trying-very-hard work.

*“It cut out the first step of trying to decide so then they were free to decide, within this narrower range of choices, what choices do I want to make?”*

Some of my students make zines that they would want to put into a portfolio.

*“You should be able to say to students: this should have some utility to you beyond the CSW.”*

Some of them take that up and some don’t. This is something that is a subject they care about, they want to do something about; that’s the reason they’re writing about it. He tells them to go out and do something with them outside the CSW.

*“You can give them to friends, to family, strangers; you can leave them in a coffee shop—these can actually do something.”*

Joe’s students have no preconceived notions with zines so they get a sense of vast possibilities and can take the time to do it well. He gives them a scope and expects them to excel in possibilities and quantity within the limited range. He noticed improvement in work quality and audience connection experiences his students had. Remember to provide enough class time for free work so students can work out what they want to do.

It’s better for the environment, too, since hundreds of poster boards aren’t claimed by students after the CSW and they’re just thrown away. Joe suggests having something that stands out from the crowd to attract an audience.

*“It’s very crowded and hectic so you gotta cut through the noise and the crowd to attract attention.”*

Most important: *“Plan to stay at the event to support your students.”*

Some instructors have students set up & leave with no presenting.

*“Nobody ever looks at those. Make it a social thing.”*

## Case Study No. 4 ~ Kellie Nadler

*“A research paper—who reads that? Usually myself and the student. At this event someone can say, I’ve spent my entire semester researching one group or one topic, and here is this three-dimensional, easily digestible aspect of that research.”*

Kellie Nadler is an experienced WRTG121 instructor and Co-chair of the event this year, and says she really likes this event. She mentions the CSW to students on day one and continues in bits and pieces throughout the semester.

*The student becomes the teacher.*

*“I tell my students that you want to create something that someone can walk up to you and spend like 60 seconds with you, and yet, they can take away something really important from your research, like one major result that you found or one major outcome or conclusion that you’ve drawn.”*

When it’s time to prepare her students, Kellie Nadler shows them a PowerPoint slideshow she made depicting previous CSW projects. She also shows them the CSW video on the FWYP wiki, finding it helpful in giving context to the event.

Kellie allows three class sessions for working on CSW projects. In the first session, Kellie leads topic brainstorming in a free-write session, with peer input on how to give projects interactive and 3D aspects; then she turns them loose to be creative.

*“If you are a creative person, you are probably going to love this unit. If you are not a particularly creative person, you can still love this unit.”*

Kellie believes in allowing them to be creative but says you must be very clear in what you want so students aren’t confused.

*“Have transparency in what you want and why you’re asking them to do what they’re doing—the theory behind the assignment.”*

She urges new instructors to ask experienced people any questions they have about the CSW.

*“I require my students to have an interactive aspect of their project. something the people can take with them. ~ Kellie Nadler*

# Conclusion

## Key Takeaways

I hope if you take anything away from this booklet, it is two things: that the CSW is a valuable exercise that is worth the time and effort you will have to give it; and that you are not alone. You have a great support system to rely upon for assistance ~ as proven by the very existence of this booklet.

### Valuable nuggets:

- Mention the event on the first day of class and occasionally throughout semester until about 4 weeks before event. Then provide plenty of class time for preparation.
- Talk to experienced department instructors for help.
- Encourage students to stay away from presentations that won't present well in a crowded, noisy arena.
- Encourage students to invite guests and to create projects that they can put in a portfolio for job applications.
- Plan to stay at the whole event to support students.

# Digital Resources

## Helpful Internet Resources for FYWP Students & Instructors



All the instructors I interviewed thought a central location or single website with links to all the different resources students & instructors would need for this module would be very helpful. Since I researched many websites for this project, I created a table for you and made it interactive with AR.

Scan this text box with the Aurasma app or visit the website links for a full-size copy of the tables.

In addition, there are written and video tutorials for creating posters with PowerPoint that my WRTG428 class created for this project on the YouTube Channel "[First Year Writing EMU](#)."

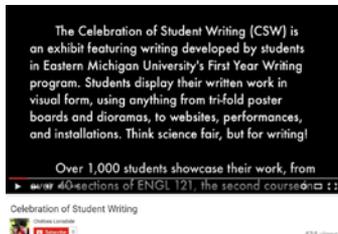
<b>INTERNET RESOURCES FOR FYWP INSTRUCTORS</b>	
<b>DESCRIPTION</b>	<b>INTERNET LINK TO RESOURCE</b>
<a href="#">Link to digital copy of this booklet</a>	<a href="http://bit.ly/1N3MfXu">http://bit.ly/1N3MfXu</a>
<b>FOR INSTRUCTORS</b>	
<a href="#">FYWP Website Instructor Resources</a>	<a href="http://fywp.emuenglish.org/w/Category:Instructor_Resources">http://fywp.emuenglish.org/w/Category:Instructor_Resources</a>
<a href="#">Writing Across the Curriculum Resources for Instructors</a>	<a href="http://www.emich.edu/english/wac/resources.php">http://www.emich.edu/english/wac/resources.php</a>
<a href="#">Halle Library FYWP Instructor's Guide</a>	<a href="http://guides.emich.edu/fywp">http://guides.emich.edu/fywp</a>
<a href="#">Library Technical Equipment Borrowing</a>	<a href="http://www.emich.edu/library/services/avborrowing.php">http://www.emich.edu/library/services/avborrowing.php</a>
<a href="#">Faculty Development Center Resources</a>	<a href="https://www.emich.edu/facdev/research-resources/presentation.php">https://www.emich.edu/facdev/research-resources/presentation.php</a>
<b>ONLINE MEDIA FROM PAST CSW'S</b> <i>(Aurasma Links to these in Video Resources)</i>	
<a href="#">Eastern Michigan University Celebration of Student Writing</a>	<a href="https://www.flickr.com/photos/emu_csw">https://www.flickr.com/photos/emu_csw</a> Flickr account: <b>EMU_CSW</b> (over 800 photos from 2012-2015)
<a href="#">YouTube Video of April 2014 CSW from FYWP Website</a>	<a href="https://youtu.be/BrHsWfdaZt8">https://youtu.be/BrHsWfdaZt8</a>
<a href="#">YouTube Video of December 2013 CSW from Chelsea Lonsdale</a>	<a href="https://youtu.be/Yeo6Zom9ZdY">https://youtu.be/Yeo6Zom9ZdY</a>
<a href="#">YouTube Video of Fall 2006 CSW from Steve Krause</a>	<a href="https://youtu.be/O4C3bq9_yMQ">https://youtu.be/O4C3bq9_yMQ</a>
<a href="#">YouTube Video of Fall 2007 CSW 2.0 from Steve Krause</a>	<a href="https://youtu.be/y7p8ohYzbKw">https://youtu.be/y7p8ohYzbKw</a>
<a href="#">Kellie Nadler's CSW Example Projects PowerPoint</a>	<a href="https://youtu.be/JYk0A6Apkss">https://youtu.be/JYk0A6Apkss</a>

INTERNET RESOURCES FOR FYWP STUDENTS	
<a href="#">First-Year Writing Program Wiki Homepage</a>	<a href="http://fywp.emuenglish.org/w/Main_Page">http://fywp.emuenglish.org/w/Main_Page</a>
<a href="#">FYWP Wiki Student Resources</a>	<a href="http://fywp.emuenglish.org/w/Category:Student_Resources">http://fywp.emuenglish.org/w/Category:Student_Resources</a>
<a href="#">Academic Projects Center</a>	<a href="http://www.emich.edu/apc/">http://www.emich.edu/apc/</a>
<a href="#">Academic Projects Center Self-Help Links</a>	<a href="http://www.emich.edu/apc/links.html">http://www.emich.edu/apc/links.html</a>
<a href="#">Academic Projects Center Svcs</a>	<a href="http://www.emich.edu/apc/services.html">http://www.emich.edu/apc/services.html</a>
<a href="#">Halle Library Poster Printing Center</a>	<a href="http://www.emich.edu/it/help/labs/docs/poster_printing_center.pdf">http://www.emich.edu/it/help/labs/docs/poster_printing_center.pdf</a>
EMU Library WRTG121 Research Guide	<a href="http://guides.emich.edu/WRTG121">http://guides.emich.edu/WRTG121</a>
<a href="#">University Writing Center Student Writing Resources</a>	<a href="http://www.emich.edu/uwc/resources/">http://www.emich.edu/uwc/resources/</a>
<a href="#">Research 101 @ EMU Tutorial</a>	<a href="http://www.emich.edu/library/research101/">http://www.emich.edu/library/research101/</a>
<a href="#">The Process of Research Writing</a> ~ Prof Krause's website	<a href="http://www.stevendkrause.com/tprw/">http://www.stevendkrause.com/tprw/</a>
<a href="#">Poster Creation Best Practices</a>	<a href="http://www.emich.edu/apc/guides/apcposter_goodpractices.pdf">http://www.emich.edu/apc/guides/apcposter_goodpractices.pdf</a>
<a href="#">Krause's Website Chapter 11 Ways to Present your Research</a>	<a href="http://www.stevendkrause.com/tprw/chapter11.html">http://www.stevendkrause.com/tprw/chapter11.html</a>
<a href="#">EMU IT Dept. Free Online Tech training and books</a>	<a href="https://it.emich.edu/etraining/login.cfm">https://it.emich.edu/etraining/login.cfm</a>
<a href="#">Creating Effective Poster Presentations</a>	<a href="https://www.ncsu.edu/project/posters/">https://www.ncsu.edu/project/posters/</a>
<a href="#">NASA—Basics of Poster Design</a>	<a href="http://www.emich.edu/facdev/research-resources/posterdesign-2006.pdf">http://www.emich.edu/facdev/research-resources/posterdesign-2006.pdf</a>
<a href="#">Useful Guide and Tips for Poster Printing</a>	<a href="http://guides.emich.edu/posters">http://guides.emich.edu/posters</a>
MS Office <a href="#">PowerPoint</a> Help	<a href="https://support.office.com/en-us/powerpoint">https://support.office.com/en-us/powerpoint</a>
<a href="#">Washington NASA Space Grant Consortium</a>	<a href="http://www.waspacegrant.org/for_students/student_internships/wsgc_internships/posterdesign.html">http://www.waspacegrant.org/for_students/student_internships/wsgc_internships/posterdesign.html</a>
<a href="#">Purdue Online Writing Lab OWL</a>	<a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a>
<a href="#">MS Office Training Center</a>	<a href="https://support.office.com/en-us/article/Office-Training-Center-b8f02f81-ec85-4493-a39b-4c48e6bc4bfb">https://support.office.com/en-us/article/Office-Training-Center-b8f02f81-ec85-4493-a39b-4c48e6bc4bfb</a>

# Video Resources

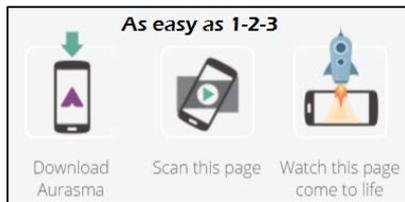
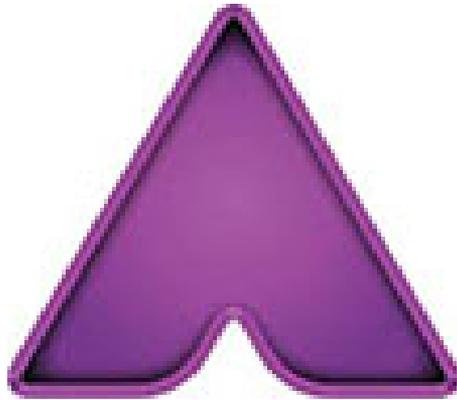
## Interactive Video resources using Aurasma Mobile App

- ▲ Use Aurasma App on your mobile device to scan each image below for instant viewing.  
(Or use Aurasma hashtag #csw@emu)



“[First Year Writing EMU](https://www.youtube.com/channel/UCXWYqLaFDJp59Q_psYB-ahA)”—YouTube channel with tutorials created as part of this project

[https://www.youtube.com/channel/UCXWYqLaFDJp59Q\\_psYB-ahA](https://www.youtube.com/channel/UCXWYqLaFDJp59Q_psYB-ahA)



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