

**Writing Program Summit on Writing Instruction
Schedule of Events for Friday, January 8, 2016
9:00 am ~ 4:00 pm**

9:00-9:20	Breakfast STV 401
9:20-9:50	Program Introductions and Updates! Awards, Mini-Grants, New Web Resources Previews, Program Booklet Feature: Check This Out!
9:50-10:20	Table and Group Discussions
10:20-10:30	Break
	Morning Concurrent Sessions
10:30-11:20	Concurrent Session A:
Panel 1	“Consultant to Instructor: Q&A panel for Master’s students teaching for the first time,” Panel Organizers: Jeff Rients & Evan Nave. Panelists: Mac Scott, Brad Poling, Eric Pittman, Shannon Harman, and Irene Taylor
Panel 2	“Teaching Writing Research through the Academic Genre of the Research Paper,” Workshop by Ryan Edel
Panel 3	“Paying It Forward: How Teaching In the Writing Program Has Traveled With Me,” Writing Program intersections with English Studies and Beyond. Panelists: Cristina Sanchez Martin, Lisa Dooley, Laurel Perez, and Thaddeus Stoklasa
11:20-11:30	Break
11:30-12:20	Concurrent Session B:
Panel 1	“All About OneNote: Making Office365 Work for Your Classroom,” Workshop by Britni Williams
Panel 2	“The Adlai Stevenson Memorial Lawn Creature Project: Integrating the Learning Outcomes in English 101,” by Anne Norton and “Integrating Learning Outcomes,” by Liz Cachey
Panel 3	“Insider Trading in ENG 101: Using Short Writes to Discover Antecedent Knowledge, Perform Mini-Assessments, and Obtain Valuable Feedback,” Workshop by Robin Halsey
12:30-1:30	LUNCH STV 401 (Sign up for your Afternoon Roundtable Group during Lunch!)
1:30-3:15	Roundtables: Groups are based on the first four Writing Program Learning Outcomes. Roundtable Group Goals: Helping instructors complete their Course Plan Record as well as thinking about learning outcomes as a community and as individuals to enhance program-wide coalescence.
Group 1	Writing Research Identity: Living and Writing in the World
Group 2	Peer and Self-Assessment: Learning to Assess What’s Working and What Isn’t Working
Group 3	All About Genres: Exploring, Researching, and Analyzing Genres
Group 4	Researching Your Content: How to Find and Evaluate Information and Cite What You Know
Group 5	For NNT Instructors: Chat that CHAT: Cultural Historical Activity Theory in the Classroom
1:30-1:55	Investigating Website Resources: Moderators preview a website Learning Outcome Resource and Roundtable Groups look through Online Resources, selecting ones that might help define and example it and/or selecting resources that might be the most useful to planning and/or teaching it.
1:55-2:20	Whole Group Discussion: Probe into that particular learning outcome, exploring and talking about the different ways to approach it. What resources have been used? What resources are still needed?
2:20-2:30	Break
2:30-2:45	Pairs Talk: Buddy up and share how you might work on and fit this outcome in your course plan.
2:45-3:15	Individual Drafting: Instructors conceptualize, write up, and/or map out what they are planning to do to incorporate the goal into their courses. Sign sheet for permission to put ideas onto our website.
3:15-4:00	Wrap Up: Random instructors talk about how they taking up these four learning objectives and what resources are preferred and still needed.