Dear English 1006/3000 Faculty,

Please use this template to help organize your workshop instructions on Engrade. Feel free to structure your instructions in whatever way is most convenient for you, but please number each portion of your instructions to correspond to the template below so our floats and tutors can better organize their sessions.

Thank you,

Writing Center Leadership Team

**Workshop Plan Template**

**1) What short-term goal(s) would you like writers to achieve by the end of the workshop session?**

**2) Do you have any suggestions, or know of any specific writing strategies, that may help tutors and writers complete the goal?** (This may include resources such as handouts, links to online resources, or a copy of an article.)

**3) What additional writing goals might tutors help writers achieve if the main task is completed early?**

**Sample Workshop Plans**

The following samples demonstrate the range of options for workshop activities throughout the semester. Feel free to speak with Paula or the graduate assistant director at any time to discuss effective workshop plans.

**Workshop One**

**1) What short-term goal(s) would you like writers to achieve by the end of the workshop session?**

For this first workshop, I would like writers to complete their orientation to the writing center. Then, read and discuss the poem "Where I'm From" aloud as a group, and create a list of the concrete descriptive words used by the author. Finally, ask writers to pull out the lists they generated in class. Let them share their descriptive words and, as a group, find new words that are more concrete--those that show rather than tell.

**2) Do you have any suggestions, or know of any specific writing strategies, that may help tutors and writers complete the goal?** (This may include resources such as handouts, links to online resources, or a copy of an article.)

In class we discussed briefly how descriptive words should tell readers what they are supposed to hear, touch, taste, smell, and see. Writing descriptively can be a difficult task for some writers. To help students avoid stacking adjectives and adverbs, try focusing group discussion more on descriptive, accurate verbs. For example, if a student has “run” written on their list encourage them to come up with other words that describe locomotion such as saunter, sprint, dash, mosey, stride, or march. Discuss how these alternate words convey a different feeling of motion to the reader. This may prompt students to search for more descriptive words in their own writing, and better prepare them to write their own “Where I’m From” poems.

**3) What additional writing goals might tutors help writers achieve if the main task is completed early?**

If you have time, talk about ways to incorporate words from their lists into stanzas. These stanzas should them be rearranged into a larger “Where I'm From” poem that will be due by noon today. While it may be tempting to skip to this step, keep in mind that the more descriptive and accurate words students generate with you and their peers, the better their finished poems will turn out.

Thanks so much. You will get to read their poems during the next workshop. If you feel so inclined, draft your own “Where I'm From” poem to share with the group when they share theirs. They would love it.

**Mid-Semester Workshops**

**1) What short-term goal(s) would you like writers to achieve by the end of the workshop session?**

Today I would like you to help writers integrate source material into a rough draft of their “Career Research Essay.” While doing so, I would also like you to record any specific questions writers have about the proper use of source material so we can discuss those questions in greater detail during our next class session.

**2) Do you have any suggestions, or know of any specific writing strategies, that may help tutors and writers complete the goal?** (This may include resources such as handouts, links to online resources, or a copy of an article.)

To help prepare writers for this assignment I had them read "Walk, Talk, Cook, Eat: A Guide to Using Sources" over the weekend (I've attached it in case you'd like to look at it). We will talk about the reading itself later this week in class, but I have included a copy for reference just in case students feel like they need a refresher before tackling the main assignment.

Students should also have a copy of their rough drafts with them when they come to tutoring this week. During the session today I would like to have writers highlight every piece of source information they used in each paragraph of their paper. Are there any paragraphs that are practically saturated with highlighter? If so, begin to help them revise there. Next, aside from the reading, we have not talked about MLA in-text citations, so introduce them to that. Based on what writers have done in their rough drafts and what strategies they have read about (or strategies you employ yourself), help them figure out what an in-text citation should look like for each of their sources, and then work with them to see if they're citing everything accurately.

Please record any questions/frustrations writers may share in regard to integrating and citing sources. Again, my main intent for this session is for you to record those questions so we can cover them in greater detail during our next class session.

**3) What additional writing goals might tutors help writers achieve if the main task is completed early?**

I doubt you will finish this task early, but if you do, perhaps share your own tips for incorporating sources into your own writing. How do you, the tutor, choose what information to quote, to paraphrase, or to summarize?

Thank you so much…you’re all the best! : )

**End-of-Term Workshops**

**1) What short-term goal(s) would you like writers to achieve by the end of the workshop session?**

Good morning to the best tutors in the whole wide world! Today's session is about attention to detail/minimal marking. I would like students to begin learning to spot and correct many of their own errors/mistakes, a strategy that we will continue working on in 1007.

**2) Do you have any suggestions, or know of any specific writing strategies, that may help tutors and writers complete the goal?** (This may include resources such as handouts, links to online resources, or a copy of an article.)

I will come around to your tables and return writers' latest drafts of "This I Believe.” I have used a minimal marking approach—one check means there is an error/mistake in the line, 2 checks=2 errors/mistakes, etc. Squiggly lines indicate weird or awkward wording/phrasing, and there are parentheses around word(s) that the writer could probably do without. I would like you to help students learn to identify and correct the errors/mistakes I’ve marked.

Proceeding one paragraph at a time, direct writers to look at each checked line in their essays. Ask them to find the error/mistake in the line—don’t jump in too early. If they cannot find the error, they need to ask the group, including you, for help. This is a great time for writers to help one another. Most students are struggling with sentence boundaries. I don’t see too many fragments, but I see tons of run-ons and unclear writing. Therefore, explaining how to write clear, simple sentences and the best ways to connect or subordinate the new simple sentences might be useful to your whole group. Feel free to use online resources, other tutors, etc. to explain how to correct their errors.

**3) What additional writing goals might tutors help writers achieve if the main task is completed early?**

Once you have worked with their "This I Believe," ask them to take out their persuasive letters and read for the mistakes/errors that they found in "This I Believe." They may make corrections on their final draft. I'd rather have their letters right than neat.