Coe Writing Center Presentations

The Writing Center offers six interactive workshops which are available for your FYS classroom. The workshops were recently updated as part of a staff development course, and include. Workshops are typically conducted by a team of Writing Center staff members. For those of you with Writing Fellows, the workshop will probably be conducted by those team members.

These workshops are usually scheduled for the FYS class meeting time, MWRF 11 a.m., but they can also be scheduled for another time, either daytime or evening, with smaller groups of students. Workshops run 30-50 minutes. Due to the CWC’s smaller size this year, workshops will need to be held in your classroom or another campus location, not the CWC itself.

Workshops can be scheduled by contacting our scheduler at writingcenter@coe.edu.

The End of the Beginning: Creating an FYS Portfolio

Student Goals: Student will be able to....
- Identify what an FYS portfolio needs to contain
- Differentiate between a well-written and poorly-written preface
- Describe the importance of a preface in their portfolio

Workshop Objectives:
- Provide examples of prefaces written by past FYS students
- Explain the importance of a preface in a portfolio
- Help students understand how to write a strong portfolio
- Invoke classroom engagement through a captivating presentation

Estimated length of Workshop: 40-50 minutes

A Storm of Ideas: Brainstorming Tips

Student Goals: Students will be able to....
- Demonstrate how to brainstorm ideas by participating in brainstorming exercises
- Practice outlining ideas
- Implement the brainstorming technique(s) that work best for them

Workshop Objectives:
- Provide different templates for brainstorming
- Explain the benefits of brainstorming
- Invoke classroom engagement through a captivating presentation

Estimated length of Workshop: 40-50 minutes

Don't Argue With Me: Tips for Writing an Argumentative Paper

Student Goals: Students will be able to....
- Identify different forms of argumentation
- Distinguish between the “they say/I say” statements
- Discern different ways to argue in an academic context

Workshop objectives:
- Provide excerpts from famous pieces of writing as examples of effective argumentation
- Invoke classroom engagement through participatory activities
● Offer opportunity for students to practice the skills they are learning throughout the presentation

Estimated length of Workshop: 20-30 minutes

**A New Vision vs. Editing: Differentiating between Revision and Editing**

Student Goals: Students will be able to:

- Explain the differences between revision and editing
- Identify the changes professors expect to see from previous drafts
- Practice various ways to revise and edit pieces of writing
- Be familiar with the level of professionalism professors expect from papers

Workshop objectives:

- Explain the difference between reviving and editing by providing specific examples of when revising or editing should be used
- Educate students on the standard expectations of a revised draft
- Offer tips of various ways to revise, more specifically edit, pieces of writing

Estimated length of Workshop: 40-50 minutes

**Plagiarism and “Citations”**

Student Goals: Students will be able to:

- Discern when to cite sources
- Describe a basic definition of plagiarism
- Know where to go for additional resources such as PurdueOWL

Workshop Objectives:

- Provide a basic definition of plagiarism
- Provide examples of plagiarism and examine the examples
- Explain when to cite/not cite in order to avoid plagiarism

Estimated length of Workshop: 30-40 minutes

**The Vague Yet Necessary Spoiler Alert: The Thesis**

Student Goals: Students will be able to:

- Define a thesis statement
- Identify reasons why a thesis statement is important
- Recognize the differences between a good and bad thesis statement
- Recognize common mistakes made in thesis statements (and from this will be able to avoid them)
- Utilize presentation tips for writing future thesis statements

Workshop Objectives:

- Define a thesis statement
- Describe differences between and explicit and implicit thesis
- Offer good and bad thesis examples
- Provide a step-by-step thesis writing process

Estimated length of Workshop: 30-40 minutes

Please contact me if you’d like more information about any of these workshops or would be interested in discussing the possibility of developing a new workshop for your course.

--Jane Nesmith, CWC Director