WAC Workshop
Writing Retreat

Week Two: Pre-Retreat
Planning and Prep

Tom Moriarty
WAC Program

Amy Russo
Writing Center
Customizing Retreats

● Logistics
  ○ Retreat Types / Location
  ○ Food
  ○ Timing
  ○ Recruiting
  ○ Retreat Examples

● Planning Meetings
  ○ Structure and Benefits
  ○ Sample Resources
Writing Retreats Types

- Low
  - Writing Oasis
Location Amenities

- Good lighting
- Big enough work spaces
- Windows (optional, but nice)
- Near bathrooms
- And most importantly...
Don’t underestimate the existential dread of computers dying.
Human Fuel Options

- **No Cost**: Everything is BYO
- **Low Cost**: Participants Potluck Style

**Medium Cost**: Facilitator costo snacks/drink

**Medium - High Cost**: Catered Breakfast, costo snacks/drink, BYO lunch (For 20 pple, ≈ $400/Day)

**High Cost**: All catered
Timing Options: Students, Semester, Program

- **The Students**
  - Any student → Graduate within 12 Months

- **The Semester**
  - Week 7 - 11
  - Varies, depending on space

- **The Program**
  - Do you want students doing same part of their projects, e.g., lit review or discussion?
Recruitment and Selection Options

- First Come, First Serve
Fall 2019 Graduate Writing Retreat

A free three-day weekend retreat for 20 graduate students, within 12 months of graduation, working on their long-term writing projects, such as theses, research, and literature reviews. Participants are expected to come each day. Participants will do a prep meeting, write individually, do collaborative discussions, and learn writing strategies. Food and drinks provided.

The retreat will contain presentations and discussions in the mornings followed by individual writing time, during which each student will independently work on their long-term projects. Students should choose projects that will last during the entire three days.

Dates and Times:
Saturday, October 26, 8:00 AM - 6:00 PM
Sunday, October 27, 9:00 AM - 3:00 PM
Saturday, November 2, 8:00 AM - 6:00 PM
Reasons for Applying

Please use the space below to outline why you should be considered for a place in the Writing Retreat. Provide as much detail as possible on the following topics:

- What writing project(s) will you be working on for this writing retreat?
- What challenges do you face and would like to overcome during your writing?
- What are your goals and what would you like to get out of this writing retreat?
2-DAYS OF WRITING

SAT. 26, 10:00 A.M. - 7:00 P.M.

OCTOBER

SUN. 27, 10:00 A.M. - 7:00 P.M.

WASHINGTON SQUARE HALL ROOM 218

GOT SOMETHING TO WRITE?
WANT TO DO IT OVER THE WEEKEND?
LOOKING FOR WORK SYNERGY?

contact: carol.kennedy-salata@wcu.edu
Customizing Retreats

1. What retreat type?
2. Where would you hold the retreat?
3. What human fuel option?
4. What timing option: students, semester, program?
5. How to get the word out?
30-minute Planning Meeting

0) Have students complete a planning document
30-minute Planning Meeting

0) Have students complete a planning document

Gauge goal chunking skill, introduce retreat mentality, and get students to invest energy
30-minute Planning Meeting

1) Learn about the student, why they chose their program, and the topic of their project
30-minute Planning Meeting

1) Learn about the student, why they chose their program, and the topic of their project.

Starts to build personal relationship with facilitator & learn the student aspirations.
30-minute Planning Meeting

2) Review what goals the student have set and help resize as needed
30-minute Planning Meeting

2) Review what goals the student have set and help resize as needed

Help students set realistic goals, connect them to resources, help them bring everything they need
Common resources I connect them with

1) Successful Model Papers
   (Adviser + Subject Librarians)

2) Lit Review Handout

3) Graphic Reading Organizer
Three Types of Literature Review Organization

<table>
<thead>
<tr>
<th>Organization Type</th>
<th>Explanation</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological</td>
<td>Organized by publication date or history of topic</td>
<td>Use this type if sequential order of events is important</td>
</tr>
<tr>
<td>Thematic</td>
<td>Organized by topic or issue, may still involve chronology or an order of importance</td>
<td>Use this type to go from general topic themes to more specific (e.g., education to higher education to writing centers)</td>
</tr>
<tr>
<td>Methodological</td>
<td>Organized not by the content of lit review material, but on the methods of the researcher/writer</td>
<td>Use this type if the methods of the researchers/writers are the most important</td>
</tr>
</tbody>
</table>

Summary, Synthesis, and Evaluation

Remember, to **summarize** means to recap the important information of the source, whereas, to **synthesize** means to re-organize, re-shuffle, or re-interpret that information and involves finding connections and relationships among your sources. Synthesizing research shows an awareness of how research from different articles can be intertwined. Additionally, to **evaluate** means to assess the worth of something. This means that while you are synthesizing the information of a certain resource, be sure to also include an evaluation of that resource.

Examples of Summary, Synthesis, and Evaluation

**Topic:** Communication styles between married men and women

**Sources:**

Frisby, B.N. (2009). “Without flirting, it wouldn’t be a marriage”: Flirtatious communication between relational partners. Qualitative Research Reports in Communication, 10(1), 55-60. doi: 10.1080/17459430902839066


**Summary**
In Frisby and Booth-Butterfield’s study, they provide research on how flirting with one’s spouse creates positive benefits within the relationship.

In Frisby and Booth-Butterfield’s (2012) research on the purpose of flirtation, they discuss how communication styles can be observed in marital relationships.
<table>
<thead>
<tr>
<th>Title</th>
<th>Reference</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing impression online presentation processes in the online dating environment</td>
<td>Ellison, N., Heino, R. and Gibbs, J. (2006). Managing impression online: Self-presentation processes in the online dating environment. Journal of Computer-Mediated Communication, 11(2), pp. 415-441.</td>
<td>This study investigates self-presentation strategies among online dating participants, exploring how participants manage their online presentation of self in order to accomplish the goal of finding a romantic partner. Thirty-four individuals active on a large online dating site participated in telephone interviews about their online dating experiences and perceptions. Qualitative data analysis suggests that participants attempted to small cues online, mediated the tension between impression management pressures and the desire to present an authentic sense of self through tactics such as creating a profile that reflected their “ideal self,” and attempted to establish the veracity of their identity claims. This study provides empirical support for Social Information Processing theory in a naturalistic context, while offering insight into the complicated way in which “isomorphism” is reached online.</td>
</tr>
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<table>
<thead>
<tr>
<th>Definitions</th>
<th>Reflection</th>
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<tr>
<td>Higgins (1987) actual self-attributes process, the ideal self – attributes individual would ideally have, sought self-attributes ought to have face-to-face Manderson (1999) shows self description focus on ideal self, but though self stages (420) internet caring allows to exact true selves and may permit to share negative qualities</td>
<td>Strategies connected to online context: fewer cues, increased ability to self-manage, and need to establish credibility. In their profiles and online interactions, they attempted to present a vision of self that was attractive, engaging, and worthy of pursuit, but in addition the enthusiasm of subsequent face-to-face meetings were not unpleasant or surprising (420). Participants also show aspects of their personality in their profiles versus just “telling about themselves.” “eye-towards stories rather than ‘laundry list of qualities’.”</td>
</tr>
</tbody>
</table>

| People assess the cues unintentionally given off (spontaneous displays depict the light on educational attainment) in addition to those cues that are purposely given. Unintended cues are powerful ways to show without telling (Gibb 2011) | The prospect of ending with a face-to-face meeting is best met through a profile closer to reality. (McLauchlin 2011) The combination in a 70:30 ratio genuine, attractive outgoing, professional female, good sense of humour, into keeping fit, socialising, music and travel, seeks like-minded, good-natured guy to share quality times achieves the best results. (Wiseman, 2007) Adding humour can give the edge (vintage, educated, looking for a woman of similar star quality) Morgan 2010, Jonsson 2012) |

| Discussion on personal information to disclose | | |
| Potential dates | |
| They should use computer-mediated communication to know each other before meeting in person. | |
Customizing Retreats

1. What kind of planning sessions?
2. How long/ with who?
3. What kind of resources do you think students would most need?
Week 3

WAC Retreat Workshop:
During the Retreat and Assessment

Tom Moriarty
WAC Program

Amy Russo
Writing Center
Customizing Retreats

● **During the Retreat**
  ○ Initial Email + Timeline
  ○ Four Sample Activities
  ○ Goal Setting & Check in
  ○ Opt-in Meetings

● **Assessment**
  ○ Immediate
  ○ Long Term
Saturday 10/26:

8:00 – 8:30: Arrival, Check-In, and Breakfast in Clark 110

8:30 – 10:00: Presentation, Group Discussion, Goal Setting, and Signups*

10:00 – 10:10: Workspace Setup in Clark 111

10:10 – 1:00: Work Session 1- Independent Writing and Researching Time

1:00 – 2:10: Lunch Break
(You are responsible for your own lunch and you are welcome to eat in Clark 110. Here is a list of some restaurants in the area:

2:10 – 5:45: Work Session 2 - Independent Writing and Researching Time

5:45 – 6:00: Group check in + Announcements + Closing
Sunday 10/27:

9:00 – 9:10: Arrival and Check-In in Clark 110.

9:10 – 9:20: Announcements + Goal Setting + Signups*


9:30 – 12:30: Work Session 3 - Independent Writing and Researching Time

12:30 – 12:45: Group check in + Announcements + Closing

1:00 – 2:00: Optional Workshop 1 During Working Lunch

2:00 – 3:00: Optional Workshop 2 During Working Lunch
Activity One
Does “Writing Progress” look like this?
“Writing Progress” looks like this.
School performance, social networking effects, and learning of school children: Evidence of reciprocal relationships in Abu Dhabi

Masood Badri a, Ali Al Nualimi b, Yang Guang c, Asma Al Rashedi b

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b Abu Dhabi Education Council, United Arab Emirates

title

A R T I C L E   I N F O

Article history:
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Accepted 11 June 2017
Available online 16 June 2017

Keywords:
Social networking
School performance
Learning
Abu Dhabi

A B S T R A C T

This study uses structural equation modeling to test a hypothetical social network model with applications to a sample of 3,483 school children in Abu Dhabi. The main independent constructs in the model are related to children’s attitudes toward social networking, reasons for using social networks, things done on social networks, and topics used; the dependent constructs cover perceived school performance and social effects of social networking. The study will describe the relations among these variables. The effect of other variables, such as parental involvement, is also investigated. Our work has improved our insight in the social networking model. Results support the idea of reciprocal relations among perceived performance, learning from social networking, and the effect of social networking. Evidence for a model that includes separate pathways implies that the problem of social networking constructs, its antecedents, and possible consequences should be examined with caution.

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1. Introduction

In today’s world, children can access the Internet and social media applications from many different entry points, including iPads, tablets, desktops, laptops, and smartphones. Deng and Tavares (2013) noted that social networking has become an integral part of our children’s social life; it is now seen as a learning platform that could be utilized to enhance student engagement and performance. Social networking and media tools offer school children the opportunity to communicate, get in touch, access information, research, and chat (Abdulrah, et al., 2014; Abu, 2011). Beginning early in development, children learn from watching others and through social interaction. Some socio-cultural theories suggest that children learn in the context of their social and cultural environment (Greenfield, 2009). Some suggest that because media are in children’s learning environments from early on, they are an important influence on burgeoning
All the drafts!
"Writing is an interactive and iterative process."
Activity Two
What is your writing process?

- How do you feel about writing and your project?
- What challenges do you have with writing?
- What works well in your writing routine?
Activity Three
What distractions keep you from writing?
Pomodoro Technique

You got a text
You have unread emails
You remembered something else
you need to do
A coworker wants your opinion
Cat memes sound very appealing right meow
Reddit exists
Get started with
THE POMODORO TECHNIQUE

1. Identify your tasks for the day
2. Set a timer for 25 minutes
3. Work for the duration of the timer
4. Take a five minute break

After every fourth break, take a longer break of 15-30 minutes
What are good 5-minute breaks?
What is your ideal writing space? Is it one spot? Can you prepare and bring stuff to make any spot better for your writing? What time of day?
A-Time: Higher Energy - Writing / Creative Activities

B-Time: Lower Energy - Reading, citing, editing

When are your A- and B-Times?
Mix and Match your pomodoros and break types

Task Type
- Americano: 2.75, 3.25, 3.75
- Blended Coffee: 5.25, 5.75, 6.25
- Cappuccino: 3.25
- Drip Coffee: 2.25, 2.50, 2.75
- Espresso: 2.25
- Latte: 4.00, 4.75, 5.50
- Mocha: 4.25, 5.00, 5.50

Energy Type
- Cheese, Crackers & Grapes: 3.50
- Hummus Plate: 4.50
- Apples & PB or Yogurt: 2.50
- Grilled Cheese, Pickle, & Chips: 5.00

Work Medium
- Flavor: 0.50
- Extra Shot: +1.00
- Almond or Soy Milk: +0.75

Location
- Chai Latte
- Hot Chocolate
- Mexican Hot Choco Milk/Steamer
- Tea: 2.50, 2.75, 3.00
- Soda: 2.00, 2.50, 3.00
- Italian Soda: 2.50, 3.00, 3.50
- Juice: 1.50
- Bottled Water: 1.00

Smart Breaks
Gamify + Rewards
Goal Setting & Checking In
What are your goals for this session?

What techniques do you plan to use?
Group Discussion

How did your session go? Was it A- or B-time?

What worked and what was challenging?

What will you prep for tomorrow to be ready? How will you spend tomorrow morning?
Opt-in Meetings
# Saturday Signups

## Retreat Coordinator

<table>
<thead>
<tr>
<th>Time</th>
<th>First Name</th>
<th>Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00-11:20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:25-11:45</td>
<td></td>
<td></td>
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<tr>
<td>11:50-12:10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15-12:20</td>
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<td></td>
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<tr>
<td>12:40-2:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
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<tr>
<td>2:30-2:50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:55-3:15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:20-3:40</td>
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</tbody>
</table>

### Meeting Type

<table>
<thead>
<tr>
<th>Meeting Type</th>
<th>Attendance</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor</td>
<td>20/24</td>
<td>83%</td>
</tr>
<tr>
<td>Facilitator</td>
<td>18/22</td>
<td>82%</td>
</tr>
</tbody>
</table>
Would you have any community building, activities, discussion, or goal setting?

Would you have any opt-in meetings? If so, how long?

What balance would work best between work time and group time in your context?
Assessment
Immediate Feedback

Retreat Survey Results

Statements were ranked on a continuous scale from 1 to 6, where 1 is a strong disagree and 6 is a strong agree. Spring 2019 had 15 out of 20 (75%) survey respondents. Fall 2018 had 10 out of 12 (83%) survey respondents. The scores listed below are the averages for each group.

<table>
<thead>
<tr>
<th></th>
<th>SP19</th>
<th>FA18</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Writing Retreat was helpful for my writing.</td>
<td>5.6</td>
<td>6.0</td>
</tr>
<tr>
<td>2. The Writing Retreat met or exceeded my expectations.</td>
<td>5.5</td>
<td>5.7</td>
</tr>
<tr>
<td>3. The Writing Retreat addressed my writing concerns.</td>
<td>5.2</td>
<td>5.7</td>
</tr>
<tr>
<td>4. The presentations were helpful.</td>
<td>5.4</td>
<td>5.8</td>
</tr>
<tr>
<td>5. I felt comfortable sharing my ideas and experiences with people at the Writing Retreat.</td>
<td>5.7</td>
<td>5.8</td>
</tr>
<tr>
<td>6. The facilitator helped me have a productive and enjoyable experience of the Writing Retreat.</td>
<td>5.2</td>
<td>5.8</td>
</tr>
<tr>
<td>7. There was a good balance between scheduled writing time, breaks, presentations, and group discussion.</td>
<td>5.5</td>
<td>5.2</td>
</tr>
<tr>
<td>8. I am leaving this Writing Retreat feeling I have a good start/made progress on my writing.</td>
<td>5.7</td>
<td>5.7</td>
</tr>
<tr>
<td>9. I would recommend Writing Retreats to other graduate students.</td>
<td>5.8</td>
<td>5.8</td>
</tr>
</tbody>
</table>
Long Term Assessment

- Anecdotally - learned built momentum for longer time period + still use pomodoro

- Extended Narrative Interviews?
  - Discourse Analysis

- Other ideas?
• Create some kind of visualization to support your Writing Retreat pitch to present to us
• Department, Faculty, Students
• 15 Minutes (8 presentation, 6 feedback)