



# **WAC Workshop Writing Retreat**

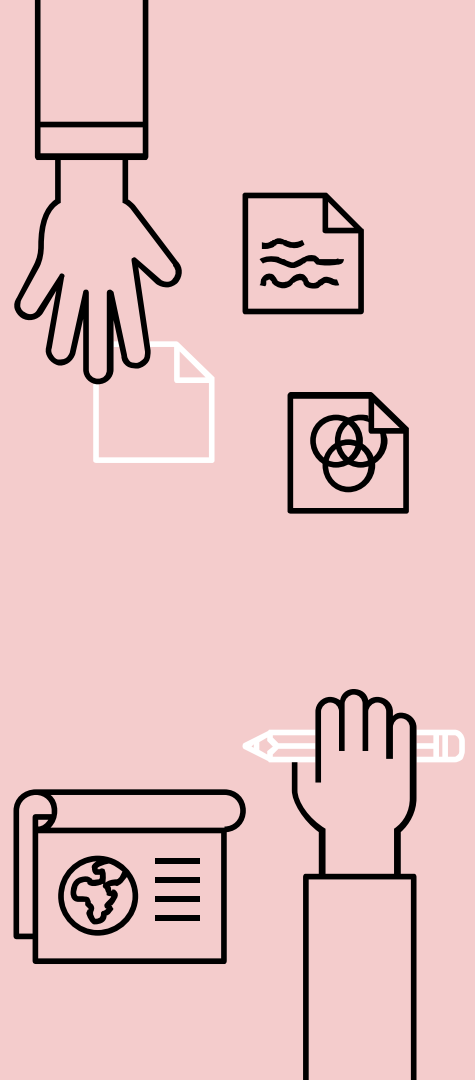
## **Week Two: Pre-Retreat Planning and Prep**

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

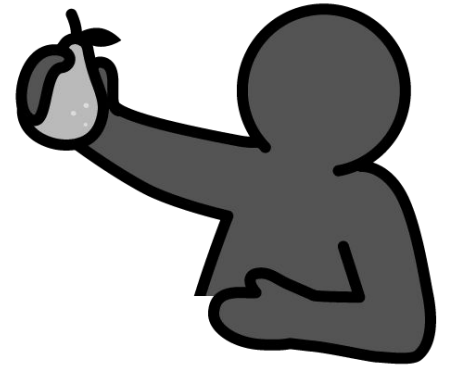




Don't underestimate the **existential**  
**dread** of computers dying.

# Human Fuel Options

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



# Timing Options: Students, Semester, Program

- **The Students**

Any student → Graduate within 12 Months

# 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



**FALL 2019  
GRADUATE WRITING RETREAT**

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

**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**

CLARK HALL III  
(Food and coffee will be provided.)



**Apply Now:** [tinyurl.com/writingretreatfall2019](https://tinyurl.com/writingretreatfall2019)  
Applications Open: August 21  
Applications Close: September 16 at 9:00 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?



**DIASPORIC  
PEOPLES'  
WRITING  
COLLECTIVE**

**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.

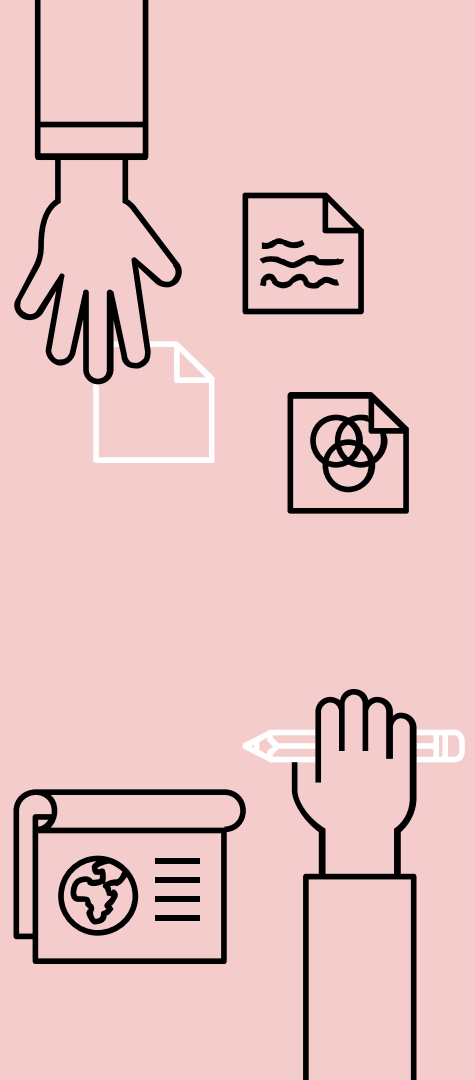
**WASHINGTON SQUARE HALL ROOM 218**

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

contact: carmel.kennedy.sullivan@gmail.com

# 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

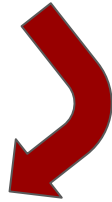
1) Learn about the student, why they chose their program, and the topic of their their project



# 30-minute Planning Meeting

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

Starts to build personal relationship with facilitator & learn the student aspirations



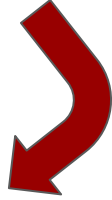
# 30-minute Planning Meeting

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



# <https://scholarworks.sjsu.edu/>

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UNIVERSITY

SJSU ScholarWorks



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  - Communicative Disorders and Sciences

<http://www.sjsu.edu/writingcenter/handouts/>

CTRL + F:  
Literature Review

### Three Types of Literature Review Organization

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

### 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:**

Booth-Butterfield, M. & Frisby, B.B. (2012). The “how” and “why” of flirtatious communication between marital partners. *Communication Quarterly*, 60(4), 465-480.

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

Horan, S.M. & Booth-Butterfield, M. (2010). Investing in affection: An investigation of affection exchange theory and relational qualities. *Communication Quarterly*, 58(4), 394-413. doi: 10.1080/01463373.2010.524876

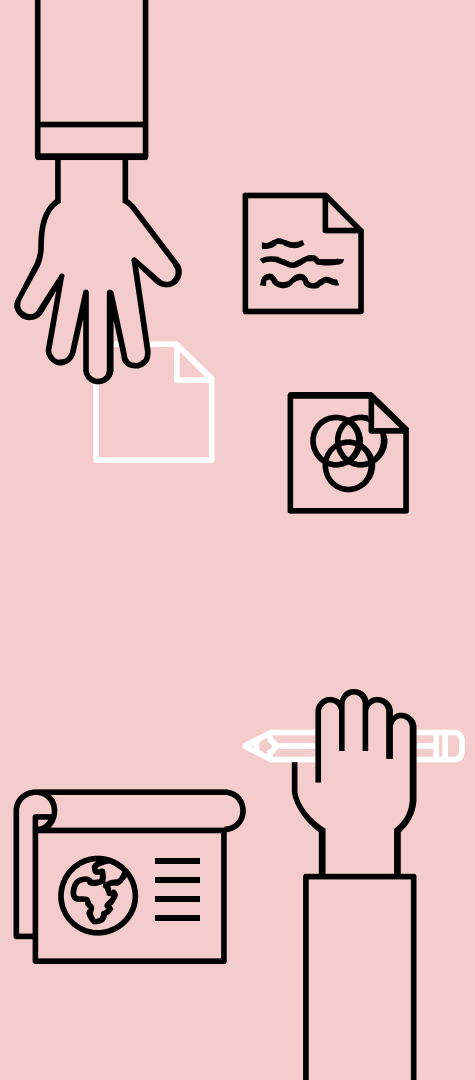
<b>Summary</b>	In Frisby and Booth-Butterfield’s study, they provide research on how flirting with one’s spouse creates positive benefits within the relationship.
	In Frisby and Booth-Butterfield’s (2012) research on the purpose of flirtation,

A	B	C
Title	Reference	Abstract
<p>Managing impression online: presentation processes in the online dating environment</p>	<p>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.</p>	<p><i>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 attended 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 "honesty" is enacted online.</i></p>
<p>evidence-based approach to an online pursuit: systematic review of converting online contact into a first date</p>	<p>Khan KS, Chaudhry S An evidence-based approach to an ancient pursuit: systematic review on converting online contact into a first date Evidence-Based Medicine 2015;20:48-56.</p>	<p>A further 32 were identified from citation searches and reference lists. We wanted to focus on conversion to face-to-face meetings as the outcome measure as moving merely from online registration to computer-mediated communication lacks the experiential richness without which there can be no progress in courtship</p>

E	F	G
Definitions	Reflection	Findings
<p>Higgins (1987) actual self-attributes possess, the ideal self - attributes individual would ideally have, ought self-attributes ought to have</p> <p>face-to-face Mendelsohn (1998) show self description focus on ideal self, but Bargh et al (2002) internet dating allows to express true selves and may permit to share neagitive qualities</p> <p>has references say lying is bad if need (420)</p> <p>"foggy mirror" (428) - users not lying per say but their self-image differed from others' perceptions meanthat their textual self descriptions diverge from a thrid party descriptions -- what an average body type was depends on POV</p>	<p>profiles, partapnts may include one or more photographs and a written open ended description of themselves and their desired mate. battery of closed ended questions, income, body type etc. (421 short write up of enviroment)</p> <p>many stratgies revolved around profile, "crucial tool" because first and primary means of expressing self early stages to correspondence and can foreclose or create relationship cahnges (Ellison et al, 2006,423)</p> <p>stratgies connected to online context: fewer cues, increased ability to self manage, and need to establish credibility</p> <p>"in their profiles and online interactions, they attempted to present a vision of self that was attrative, engaging, and worthy of pursuit, but relistic and honest enough that subsequent face-to-face meetings were not unpleasant or suprising" (429)</p> <p>"participants also show aspects of their personality in their profiles versus just "telling' about themslebes." "eye-towards stories rather than "laundry list of qualities"</p>	<p>n=349, many participants directly or indirectly attend to subtle, almost mintue cues to get some care them s</p> <p>e.g. spelling or grammar issue "a cue to not interpret their profiles and carefulfull" "I'm not one of those all cutesy types I'm snough, and not sexual at all, because I was going to go to bed with them as so certain types of int</p> <p>while other included sexual explicit w previous relatin ships "turned out that she was omebody that could take it or those people out." evidence of des</p> <p>tension: portray a truthful, accurate self project an attractive, s</p>
<p>People assess the cues unintentionally given off (spelling mistakes depict the light on educational attainment) in addition to those cues that are purposefully given. Unintended cues are a powerful way to show without telling (Gibbs 2011)</p> <p>"Dishonesty in profiling is damaging to the online dating goal". The profile should have a balance between comprehensive honesty and positive self-presentation because its validity will be put to test in future face-to-face interactions. (Ellison 2012)</p> <p>When the profiles themselves appear genuine and there is a sense of shared identity, a positive feeling46 will lead to a desire to extend an invitation (goldstein 2007)</p>	<p>The prospect of ending with a face-to-face meeting is best met through a profile closer to reality. (McLaughlin 2011)</p> <p>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)</p> <p>Adding humour can give the edge (vintage, educated, looking for a woman of ex-film star quality) (Morgan 2010, Jonson 2012)</p>	<p>Disclosure of personal information to e</p> <p>Potential dates</p> <p>They should use computer-mediated to know each other before me</p> <p>Chat about topics that you both find int the knowledge gleaned from the profil not like. If she does not like beards ar mug shot, shave if off before</p>

# 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

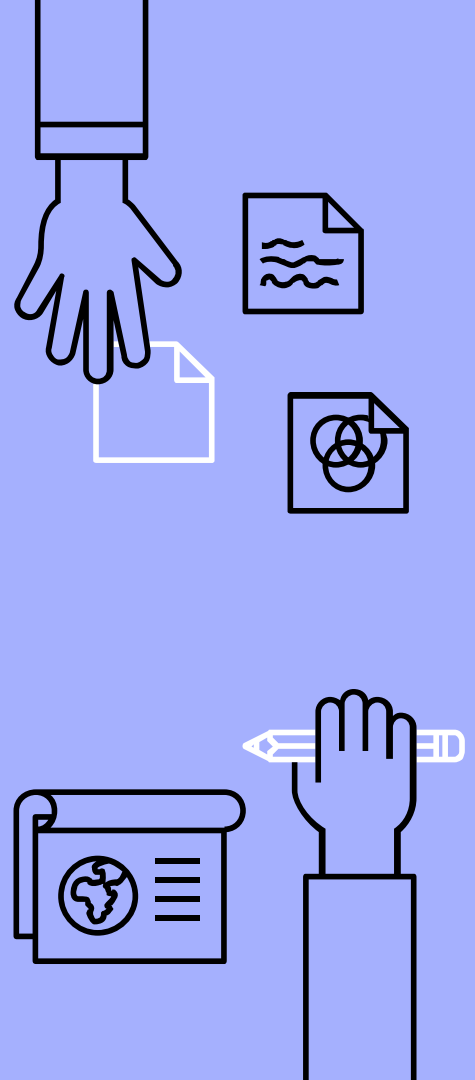
# WAC Retreat Workshop: During the Retreat and Assessment

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*

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\*

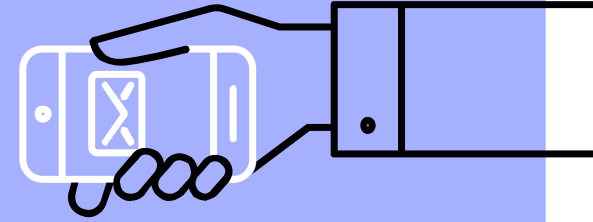
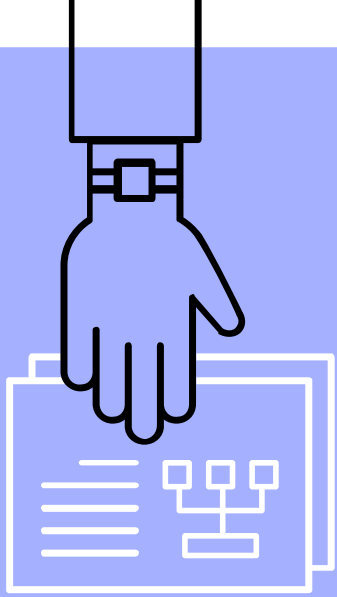
9:20 – 9:30: Workspace Setup in Clark 111.

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

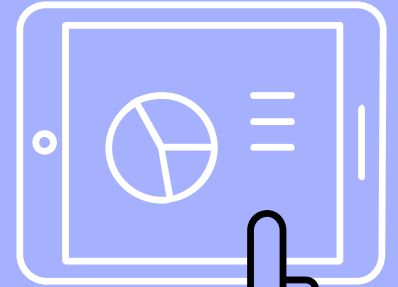
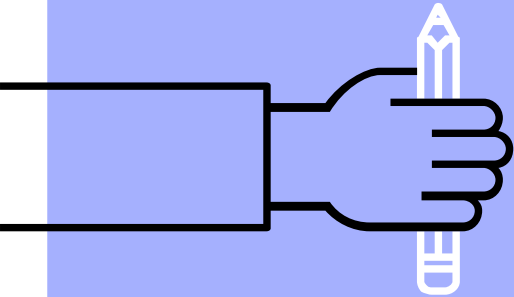
12:30 – 12:45: Group check in + Announcements + Closing

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

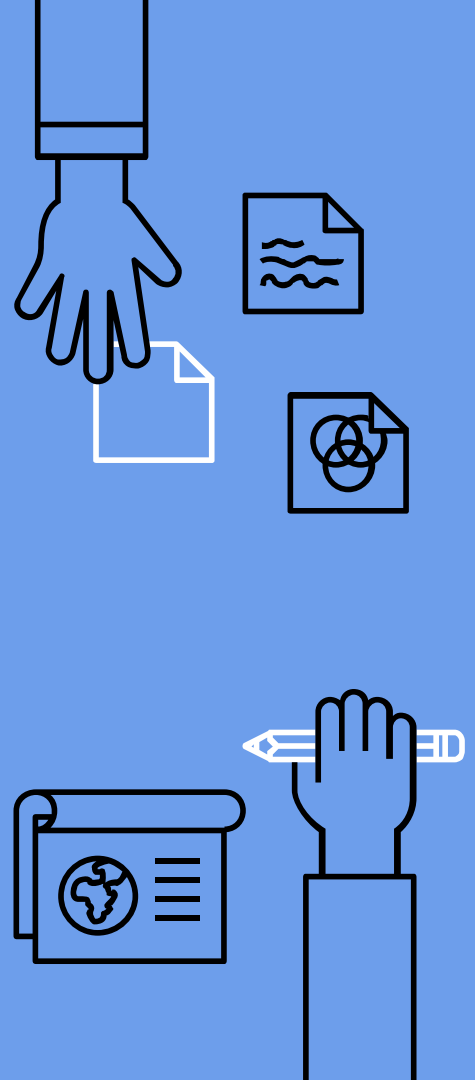
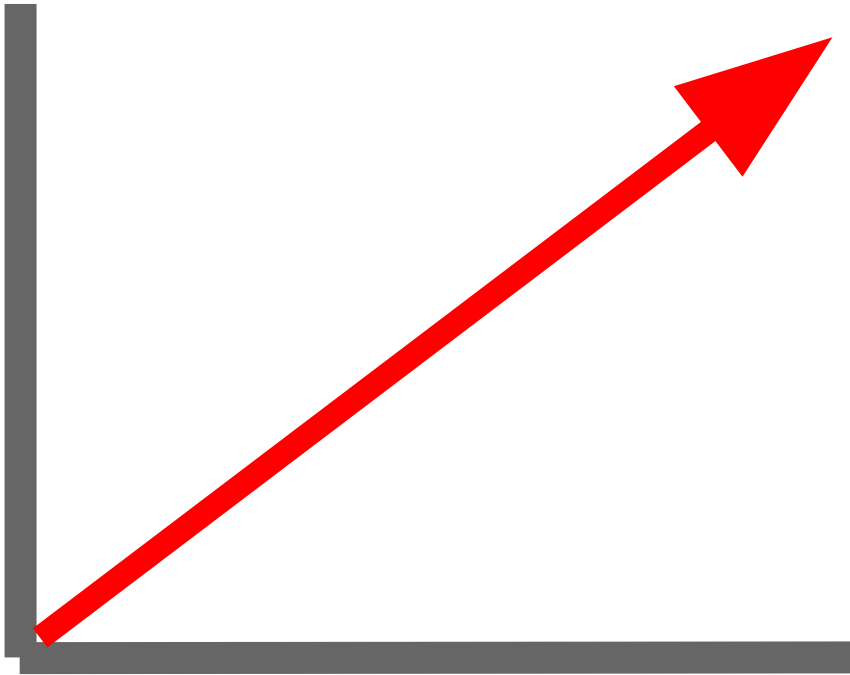
2:00 – 3:00: *Optional Workshop 2 During Working Lunch*



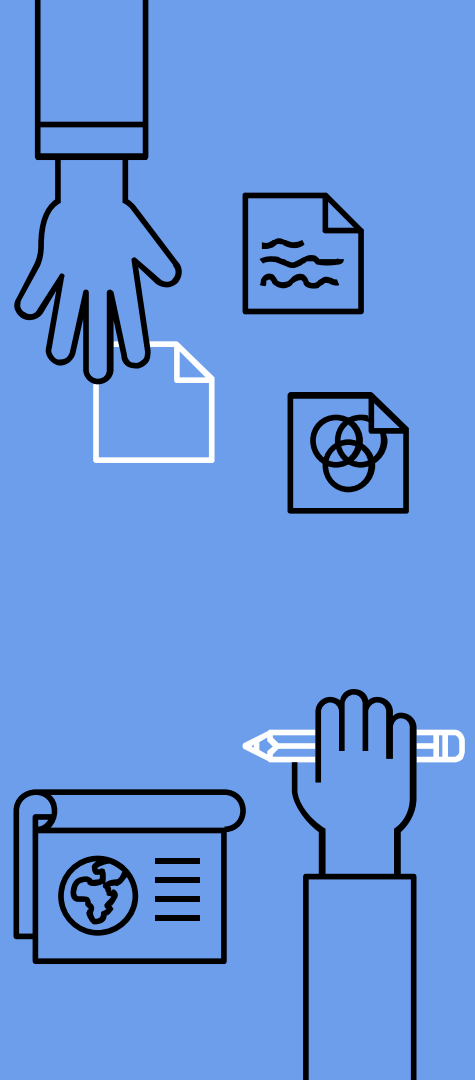
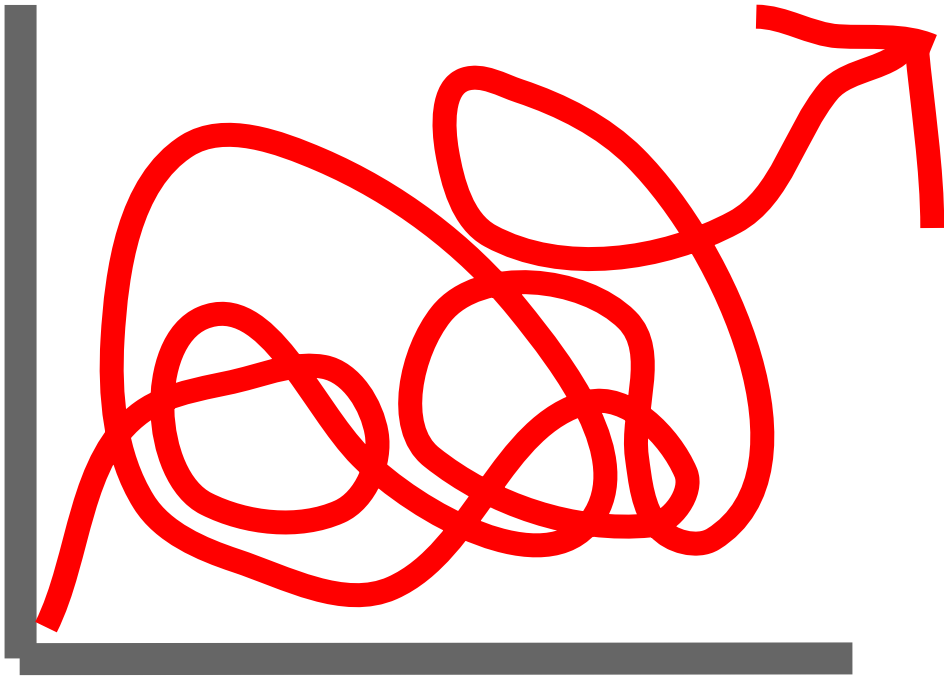
# Activity One



Does "Writing Progress"  
look like this?



**“Writing Progress”  
looks like this.**



# How did these authors get to these final drafts?

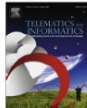
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## School performance, social networking effects, and learning of school children: Evidence of reciprocal relationships in Abu Dhabi

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<sup>b</sup> Abu Dhabi Education Council, United Arab Emirates



### ARTICLE INFO

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School performance

Learning

Abu Dhabi

### ABSTRACT

This study uses structural equations modeling to test a hypothetical social network model with applications to a sample of 34,896 school children in Abu Dhabi. The main independent constructs in the model are related to children's attitude with regard to 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 the various constructs. The effect of other variables, such as parental knowhow, 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 opposite 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 (Abdulahi et al., 2014; Ahn, 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



## Claims and Identity: On-Premise and Cloud Solutions

by Vittorio Bertocci

### Summary

Today's identity management practices are often a patchwork of point solutions, which somewhat accommodate but never really integrate applications and entities separated by technology and organizational boundaries. The rise of Software as a Service (SaaS) and cloud computing, however, will force organizations to cross such boundaries so often that ad hoc solutions will simply be unfeasible. A new approach that sets to claim identity and supports a de-centralized IT by design is in order.

This article will first lay out through the principles of claims-based identity management, a model which addresses both traditional and cloud scenarios with the same efficacy. We will explore the most common roles exchange patterns, highlighting the advantages and compare how they differ when applied on cloud computing solutions and generic distributed systems.

### The Why is the What

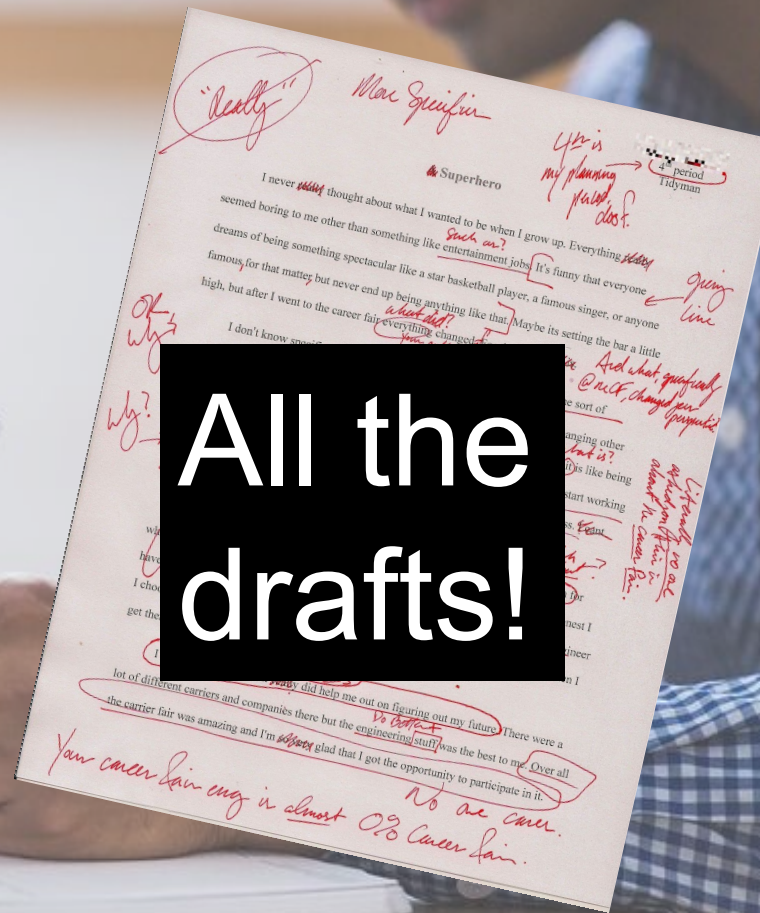
Why you should already stop your inner child probably sees dangers and risks that I have ignored (your inner architect), after having read this article will see differences. Cloud computing promises to bring real advantages to those in the cloud (think of it like a kitchen in that you can eat what you want without the burden of maintaining the necessary infrastructure). This is somewhat similar to the idea of SaaS, where companies can avoid the burden of maintaining on-premise applications that are not specific to their core business, being the corresponding functionality as a service. Cloud computing, however, pushes that to the next level: allowing complete applications you build by third parties, such as the classic CRM and HR packages, the cloud offers the possibility of having your core services in data centers that are managed by you as a platform. You have all the advantages of relying on a central infrastructure, without the pain of CPU and bandwidth usage, along with the benefits of scaling that you can pay for as you need to. Many things that were thought of as a service, which are actually a good thing to do, are being done in the cloud. Many of them are being done by using third parties for access and data growth. The hope is that you can pay for the cloud as a small proportional fee to the usage you actually make of the resource, instead of having to invest in hardware and infrastructure beforehand. This "pay-per-use" pattern is one of the reasons why you will often hear the term "fully compliant" instead of "cloud computing", and it is an even wider in CPU-intensive tasks. Imagine if instead of using your data center for handling its maximum forecasted peak and underutilized most of the time, you could deploy your real CPU-hungry processes in a data center of enormous proportions. The CPU utilization could grow as much as required, and you will pay your cloud provider in proportion. There are some other advantages that I light a question in the eyes of your IT managers, but that I could do in an even more interesting perspective for architects. Since the cloud provider handles resources on a common infrastructure, it is in the position of offering services that can be leveraged by every resource simplifying development and maintenance. One idea candidate are naming, storage, logging, and access control. Once a resource uses the cloud infrastructure, implementing these functionalities can be handled out from the resource itself.

The hardware involved computing load and grows every day. If the information above was not enough to convince you of its disruptive potential, simply search for the keywords your favorite search engine to get a feeling of how seriously the industry is taking it. The digital evolution, while painful, is likely to succeed. "Is my company ready for this?" Not surprisingly, answering this question is a complex task and requires considering many aspects of your architecture and your practices. In extreme simplification, by no means an excuse according to solid service orientation (SO) principles, you can in the ideal position to take advantage of the new ones. After all, if you require a technology, support, quality, and cost standards, who cares where your services run? If you are not that position, you have to compare capabilities, keep capabilities, however, making an applied SO principles in evaluating data. For example, see how the stages of the same technology offer special features when talking with each other, and there are situations in which it makes perfect sense to take advantage of them.

Identity management and access control are most likely to be affected by this phenomenon. Businesses typically have their identity software, and they rightfully leverage that for many aspects of the resource access control; sometimes the tasks are not that clear steps are not in general identity concepts, which is actually a good thing to do. However, imagine when third party services, along with some form of access control management, such as federated with partners outside the directory, for using different credentials, you can expect developers to come out with new and novel third-party integration solutions. Federated brings out the next from development practices.

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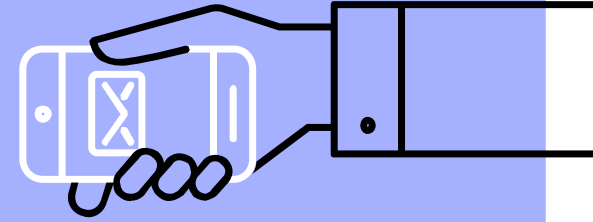
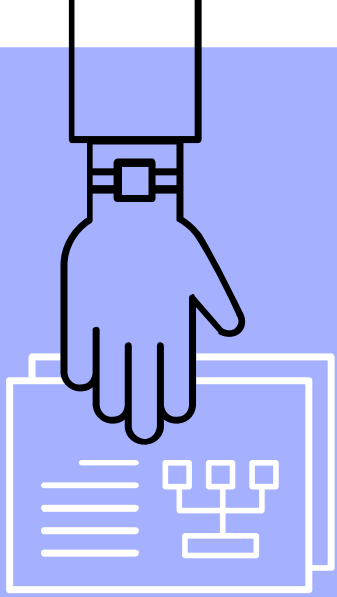
All the drafts!



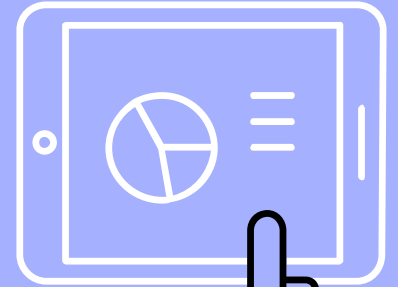
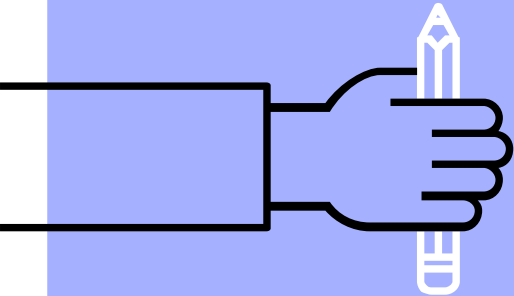
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***Writing is an  
interactive  
and iterative  
process.***





# 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?

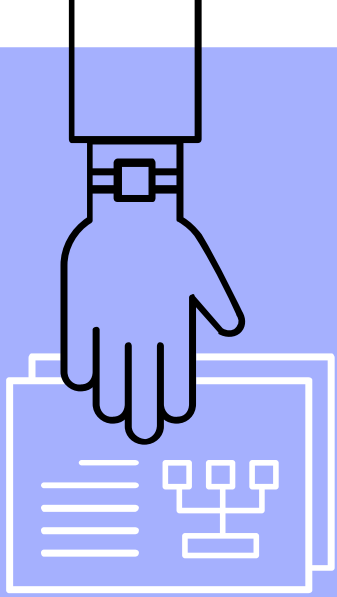




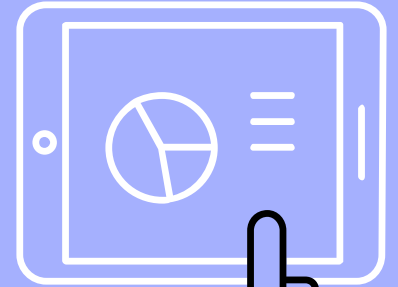
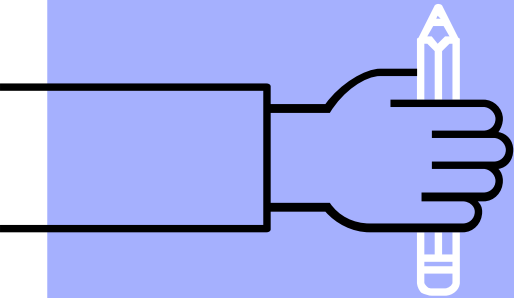
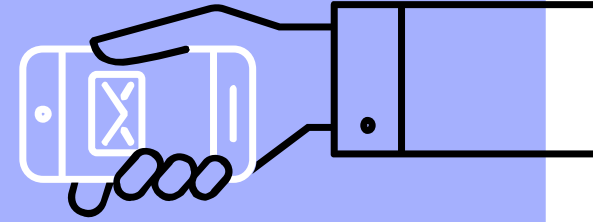
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Deviantart.com/Sunglassesare4EYES





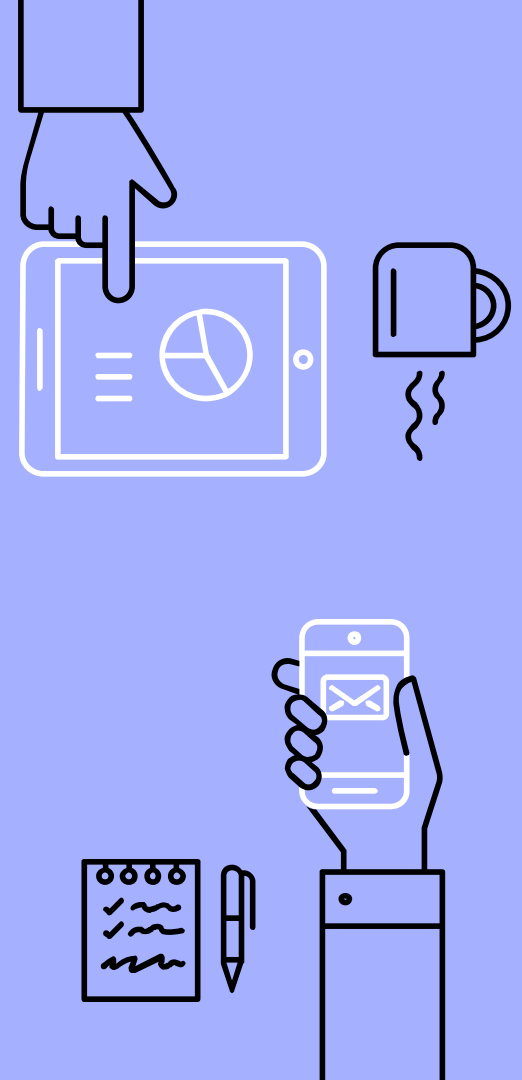


# Activity Three



# Pomodoro Technique

- ▶ What distractions keep you from writing?



# Pomodoro Technique

You got a text

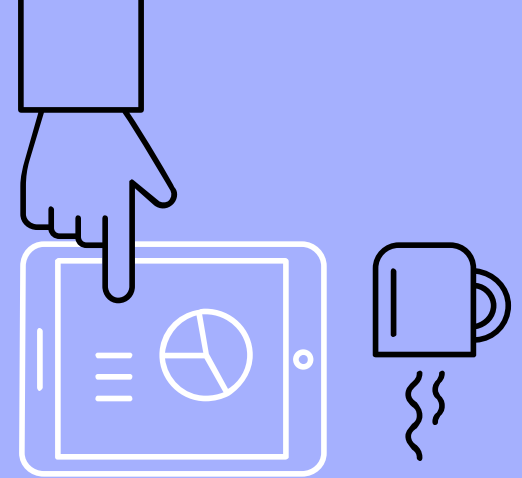
You have unread emails

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



[Pomodoro](#)[Short Break](#)[Long Break](#)

# 24:18

[Start](#)[Stop](#)[Reset](#)

## Keyboard Shortcuts

- **SPACE** Start or Stop the timer
- **ALT + P** Pomodoro
- **ALT + S** Short Break
- **ALT + L** Long Break
- **ALT + R** Reset Timer

## Notifications

You can change the audio tone and volume via Settings

Desktop Notifications are currently supported in Chrome, Firefox and Safari

[Enable Desktop Alerts](#)

## Settings

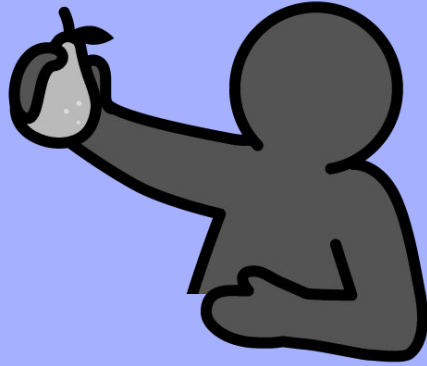
You can set custom times, audio tone and volume via Settings.

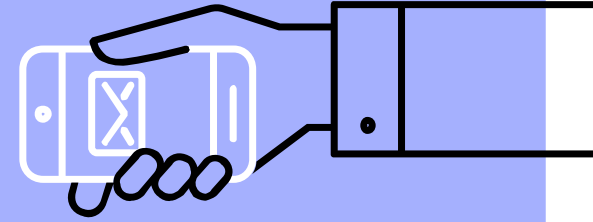
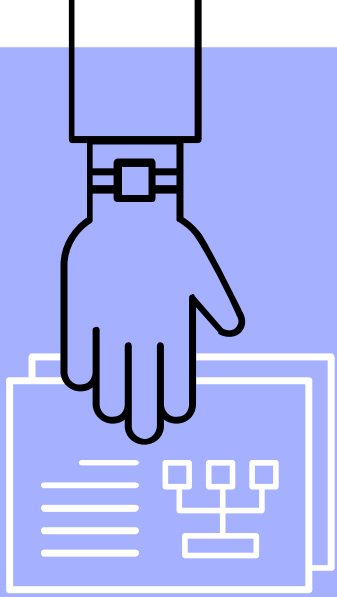


Make it easy for your team to meet every milestone—with Asana. Sign up free.

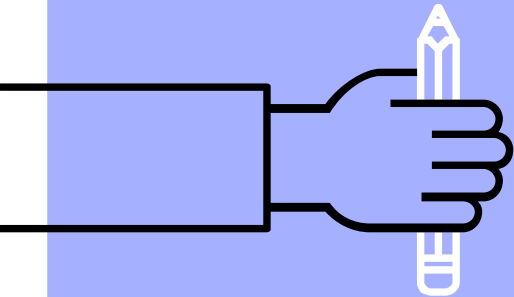
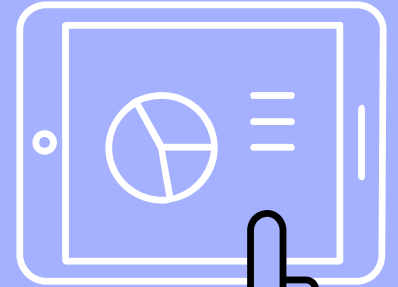
ads via Carbon

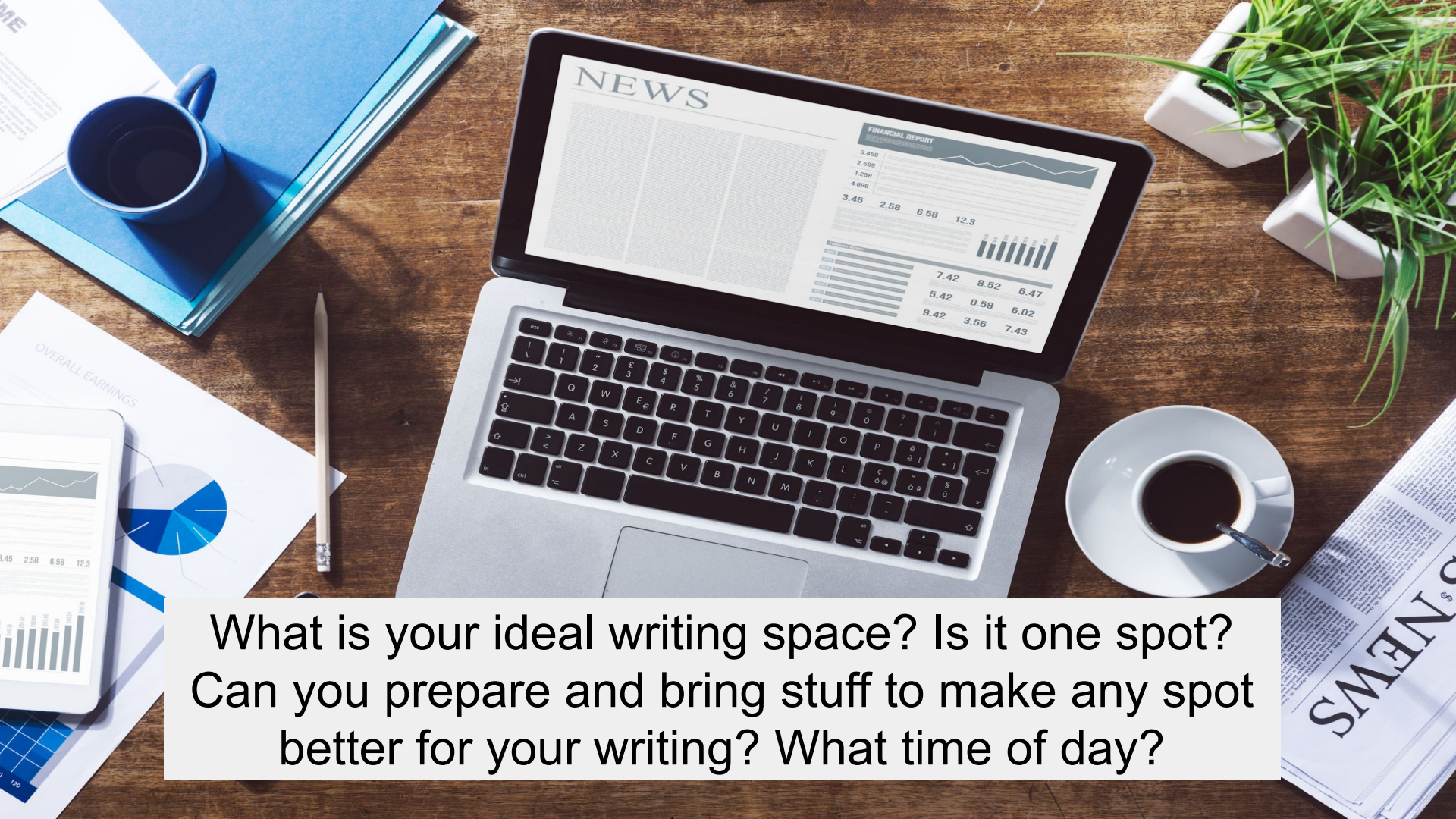
**What are good  
5-minute  
breaks?**





# Activity Four





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 & B-Time

- ▶ **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

Prosecco, Crackers, & Grapes	3.50
Hummus Plate	4.50
Apples & PB or Yogurt	2.50
Grilled Cheese, Pickle, & Chips	5.00

### Work Medium

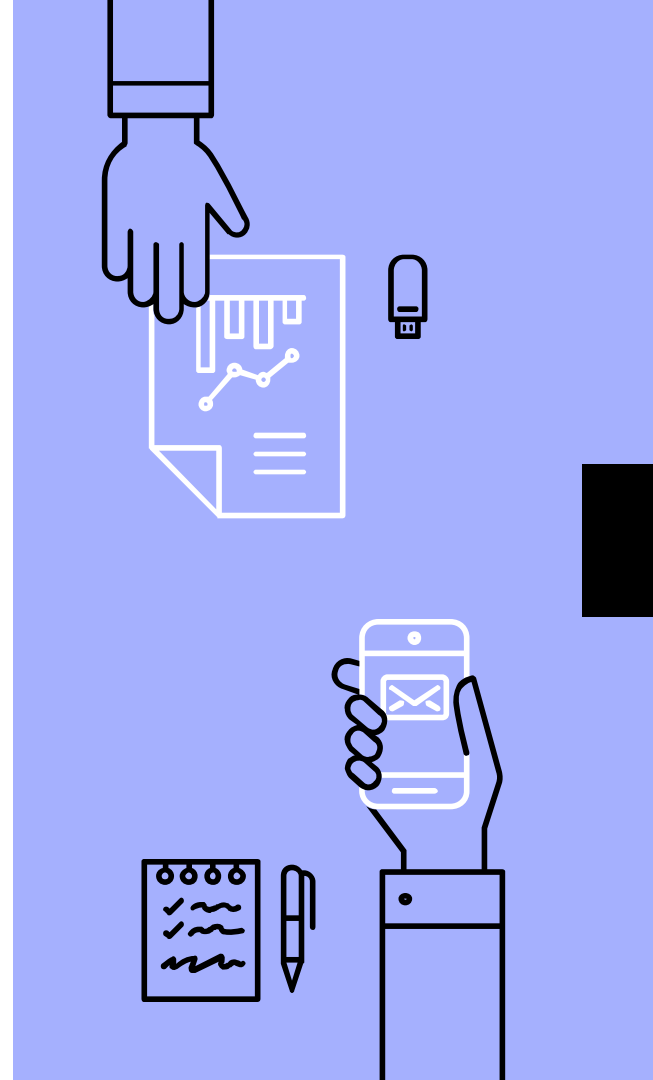
Flavor	+0.50
Extra Shot	+1.00
Almond or Soy Milk	+0.75

### Location

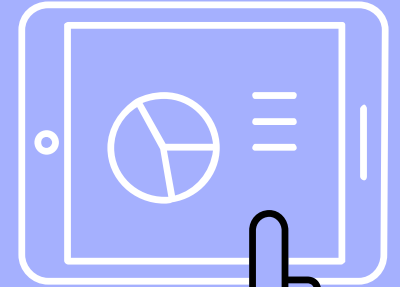
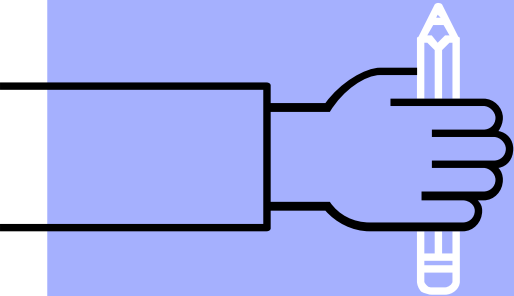
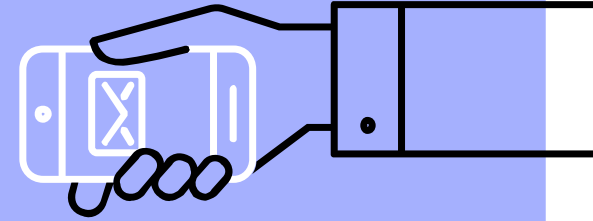
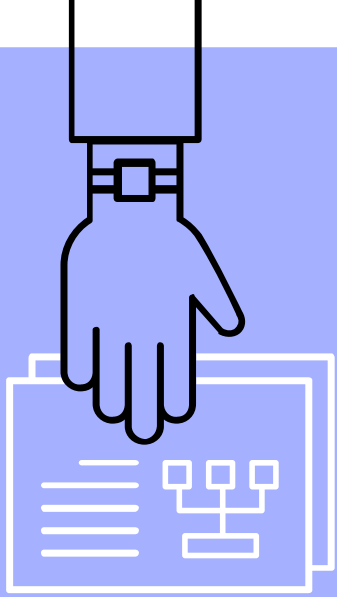
Chai Latte			
Hot Chocolate			
Mexican Hot Chocolate			
Milk/Steamer			
Tea	2.50	2.75	3.00
Soda	2.00	2.50	3.00
Italian Soda	2.50	3.00	3.50
Juice	1.50		
Bottled Water	1.00		

### Smart Breaks

### Gamify + Rewards



# Goal Setting & Checking In



# Group Discussion

A photograph of four students (three women and one man) sitting around a table, engaged in a group discussion. They are looking at an open book on the table. The background shows a large window with a view of greenery outside. The students are dressed in casual attire.

**What are your goals for this session?**

**What techniques do you plan to use?**

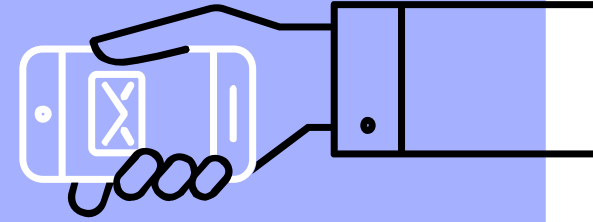
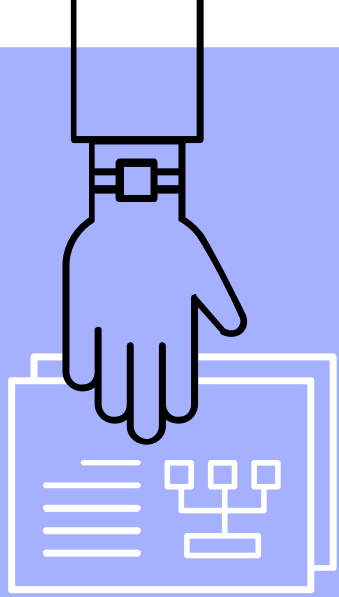


# Group Discussion

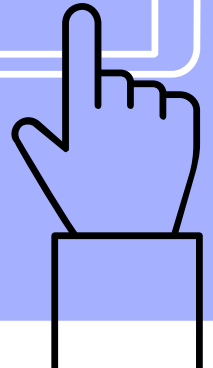
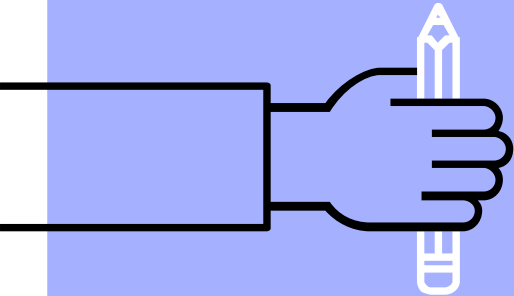
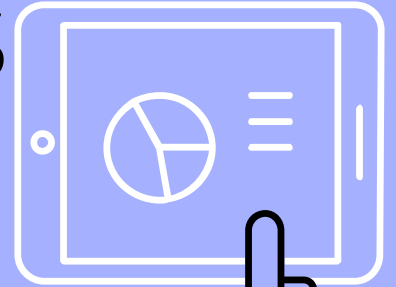
How did your session go?  
Was it A- or B-time?

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

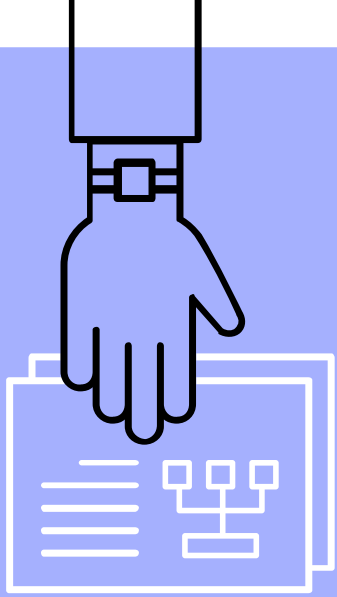
	First Name	Last Name
11:00-11:20		
11:25-11:45		
11:50-12:10		
12:15-		
12:40-		
Lunch		
2:30-2:50		
2:55-3:15		
3:20-3:40		

Meeting Type	Attendance	Percentage
Tutor	20/24	83%
Facilitator	18/22	82%

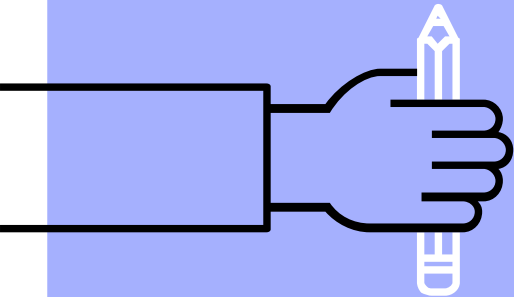
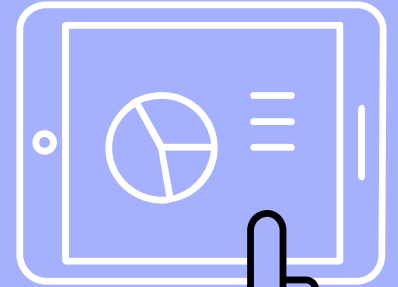
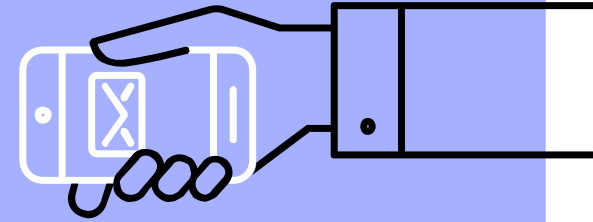


- ▶ Would you have any community building, activities, discussion, or goal setting?
- ▶ Would you have any opt-in meetings? If so, how long?
- ▶ What balance would work best between work time and group time in your context?





# 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.

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

# 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* )

