



SHORT WORKSHOPS AND RESOURCES
FOR INTEGRATING COMMUNICATION
INSTRUCTION INTO COURSES

March 31-April 2

April 7-9



CAIN PROJECT

SHORT WORKSHOPS AND RESOURCES FOR INTEGRATING COMMUNICATION INSTRUCTION INTO COURSES

Workshops on March 31-April 2, April 7-9

Celebrate with us!

The Cain Project in Engineering and Professional Communication is celebrating the conclusion of ten years of operation with a series of workshops and events. **Faculty, post-docs, and graduate students** are invited to attend workshops about using materials on oral presentations, writing, and visual design available to all in a new OWL-Space tool, on Connexions, and on a Web site.

Free lunches

The first fifteen persons to register for any noon workshop will receive free box lunches from Stone Mill Bakers. Contact Julia Amborski at cainproj@rice.edu to register for any workshop and claim a lunch if the workshop is held at noon.

Why integrate communication instruction into your courses?

Interactive lectures, short writing assignments, reports, oral presentations, group projects, and posters can help students explore, analyze, and summarize their work. Expect better papers and presentations from them, too!

New Communication Folder Tool on OWL-Space

The Communication Folder taps an archive of materials that will fill your course communication folder instantly and support student projects. Come learn about using these materials in the short workshops listed in the table on the next page and in the descriptions that follow.

EXTRA!

Special sessions on writing and editing for post-docs, grad students, and undergrads on April 14-16 from 4 to 5 p.m. Recommend these to your students and advisees.

To register for workshops send an email to cainproj@rice.edu.



SCHEDULE OF WORKSHOP SESSIONS

Monday, March 31	Tuesday, April 1	Wednesday, April 2
<p>12:00 Noon – 1:00 p.m. Sewall Hall 303</p> <p>Overview of Materials in Connexions, OWL-Space, and the Web</p>	<p>12:10 p.m. – 1:00 p.m. Sewall Hall 303</p> <p>Overview of Materials in Connexions, OWL-Space, and the Web</p>	<p>12:00 noon – 1:00 p.m. Sewall Hall 303</p> <p>Introducing Intercultural and International Communication</p>
<p>12:00 Noon – 1:00 p.m. Sewall Hall 305</p> <p>Integrating Communication Instruction into Courses: Sample Strategies and Syllabi</p>	<p>12:10 p.m. – 1:00 p.m. Sewall Hall 305</p> <p>Designing Communication Assignments: Samples from Several Courses</p>	<p>12:00 Noon – 1:00 p.m. Sewall Hall 305</p> <p>Giving Feedback on Students' PowerPoints</p>
<p>2:00 p.m. – 3:30 p.m. Sewall Hall 307</p> <p>Giving Feedback on Students' Posters</p>	<p>2:00 p.m. – 3:30 p.m. Herring Hall 100</p> <p>Consulting on Courses by Appointment</p>	<p>2:00 p.m. – 3:30 p.m. Sewall Hall 307</p> <p>Integrating Discussion Groups into Large Lecture Classes</p>
<p>3:30 p.m. – 5:00 p.m. Sewall Hall 307</p> <p>Giving Feedback on Oral Presentations</p>	<p>3:30 p.m. – 5:00 p.m. Herring Hall 100</p> <p>Managing Groups and Teaching Collaborative Writing</p>	<p>3:30 p.m. – 5:00 p.m. Sewall Hall 307</p> <p>Instructing about Plagiarism and Paraphrase</p>
Monday, April 7	Tuesday, April 8	Wednesday, April 9
<p>12:00 noon – 1:00 p.m. Sewall Hall 303</p> <p>Overview of Cain Project Materials in Connexions, OWL-Space and the Web</p>	<p>12:10 p.m. – 1:00 p.m. Sewall Hall 303</p> <p>Coaching Dissertation Students on Thesis Writing</p>	<p>12:00 Noon – 1:00 p.m. Sewall Hall 303</p> <p>Interactive Lectures and Short Writing</p>
<p>12:00 noon – 1:00 p.m. Sewall Hall 305</p> <p>Designing Communication Assignments to Facilitate Feedback and Professional Assessment</p>	<p>12:10 p.m. – 1:00 p.m. Sewall Hall 305</p> <p>Introduction to the Method Behind the Style Modules</p>	<p>12:00 noon – 1:00 p.m. Sewall Hall 305</p> <p>Integrating Communication Instruction into Courses: Sample Strategies and Syllabi</p>
<p>2:00 p.m. – 3:30 p.m. Sewall Hall 307</p> <p>Instructing about Plagiarism and Paraphrase</p>	<p>2:00 p.m. – 3:30 p.m. Herring Hall 100</p> <p>Interactive Lectures and Short Writing</p>	<p>2:00 p.m. – 3:30 p.m. Sewall Hall 307</p> <p>Giving Feedback on Students' Posters</p>
<p>3:30 p.m. – 5:00 p.m. Sewall Hall 307</p> <p>Giving Feedback on Written Work</p>	<p>3:30 p.m. – 5:00 p.m. Herring Hall 100</p> <p>Giving Feedback on Oral Presentations</p>	<p>3:30 p.m. – 5:00 p.m. Sewall Hall 307</p> <p>Improving Students' Writing with Cain Project Modules on Clear Writing Style</p>

FOR POST-DOCS, GRADUATE STUDENTS, AND UNDERGRADUATES

Monday, April 14	Tuesday, April 15	Wednesday, April 16
<p>4:00 p.m. – 5:00 p.m. Sewall Hall 307</p> <p>Three Modules on Clear Writing Style: Editing with Module One Principles</p>	<p>4:00 p.m. – 5:00 p.m. Sewall Hall 307</p> <p>Three Modules on Clear Writing Style: Editing with Module Two Principles</p>	<p>4:00 p.m. – 5:00 p.m. Sewall Hall 307</p> <p>Three Modules on Clear Writing Style: Editing with Module Three Principles</p>

Session Descriptions

Overview of Cain Project Materials in Connexions, OWL-Space, and the Web.

March 31 (M), April 1 (T- 12:10 p.m.),

April 7 (M), noon – Sewall Hall (SH) 303

New resources from the Cain Project will be available campus-wide in July 2008. A new Communication Folder Tool in OWL-Space plus an archive of resources available for writing, oral presentations, and visual design can be added to your course account with a click of the mouse. The materials will also be available on Connexions at <http://cnx.org>.

Integrating Communication Instruction into Courses: Sample Strategies and Syllabi

March 31 (M), April 9 (W), noon –
Sewall Hall (SH) 305

The best kind of communication instruction for achieving your course goals depends on the structure and strategy of your syllabus. This workshop introduces sample syllabi and explains how to integrate feedback for your students by requiring work with writing mentors and presentations coaches.

Designing Clear Communication Assignments: Samples from Several Courses

April 1 (T), 12:10 p.m. – Sewall Hall (SH) 305

Giving your students a clearly written assignment will produce a better product and save time for both them and you. You will have to field fewer questions; they

will spend less time wondering what you expect; and evaluation can be more direct. In this workshop, we will discuss the basics of assignment design and then evaluate several examples of assignments for written and oral work, both graduate and undergraduate from a variety of courses.

Introducing Intercultural and International Communication for Projects Abroad

April 2 (W), noon – Sewall Hall (SH) 303

Students who are planning to conduct collaborative projects in traditionally structured societies are often unaware of their own cultural assumptions and specialist vocabularies, and they need techniques for listening, negotiating, and recognizing cultural differences. Seven modules now on Connexions prepare students for working with individuals in non-US cultures.

Giving Feedback on Students' PowerPoints

April 2 (W), noon – Sewall Hall (SH) 305

PowerPoint can be a powerful tool in oral presentations. Knowing how to design good slides is more than just mastering the software, however. Learn how to help your students

- Select information to present
- Organize slide content logically
- Highlight the main points of the talk
- Display text, data, and figures effectively

We will review evaluation forms for PowerPoint presentations and apply them to student work.

Giving Feedback on Students' Posters

March 31 (M), April 9 (W) 2:00 p.m. –
Sewall Hall (SH) 307

Posters display multiple sections of an argument simultaneously in a single communication area. Although many students have made displays since grade school, most are unfamiliar with the principles of perception and spatial logic that can increase the accessibility of the overall content and the comprehensibility of their argument. This workshop suggests how to use the Cain Project resources on poster design to help students communicate their results effectively through design and oral presentations.

Integrating Discussion Groups into Large Lecture Classes

April 2 (W), 2:00 p.m. – Sewall Hall (SH) 307

Is it possible to foster student discussion in a large lecture class? How do you promote active learning when you have over 150 students in the classroom? In this workshop, Drs. Mike Gustin and Dan Wagner will discuss how they successfully integrated small group discussion into their Introductory Biology course. Workshop participants will learn how to

- Ensure students come prepared for discussions
- Foster the participation of all group members
- Work with trained discussion group leaders
- Evaluate the effectiveness of the process

Giving Feedback to Students on Their Oral Presentations

March 31 (M), 3:30 p.m. – Sewall Hall (SH) 307

April 8 (T), 3:30 p.m. – Herring Hall 100

What distinguishes an exceptional student presentation from one that's merely okay? In this workshop we will identify and discuss the features of effective technical presentations. You will be

given tips on how to help your students to

- Analyze audience and identify a common interest
- Organize the talk for easy accessibility and comprehensibility
- Deliver with confidence
- Wrap up well
- Respond to questions

We will discuss approaches to providing feedback, review presentation evaluation forms, and discuss videotaped segments of student presentations.

Managing Groups and Teaching Collaborative Writing

April 1 (W), 3:30 p.m. – Herring Hall 100

Students can learn more when they interact to share and evaluate their ideas. This workshop focuses on aspects of group assignments and collaborative writing that can help students organize literature reviews, analyze issues, and present a unified paper on the work they have done together.

Instructing about Plagiarism and Paraphrase

April 2 (W), 3:30 p.m., April 7 (M), 2:00 p.m. –
Sewall Hall (SH) 307

Plagiarism is now easier than ever because of readily accessible electronic sources. This workshop will show you how to help your students both recognize and avoid including plagiarism in their own work so that they don't violate Rice's Honor Code. Also, because plagiarism is often viewed differently by other cultures and is therefore sometimes accidental, it will become increasingly important to alert your students to plagiarism issues as Rice doubles its percentage of international students.





Coaching Dissertation Students on Thesis Writing

April 8 (T), 12:10 p.m. – Sewall Hall (SH) 303

Dissertation students may be unfamiliar with dissertations as a genre and have difficulty understanding what sort of document they need to produce. They also may be uncertain about how to manage the writing process. Faculty members can help students produce chapters more efficiently by rethinking the types of feedback they give students. Samples of student work and feedback included.

Interactive Lectures and Short Writing

April 8 (T), 2 p.m. – Herring Hall 100

April 9 (W), noon – Sewall Hall (SH) 303

What is the average attention span of your students? How can you keep them engaged during lectures? Interactive lectures and short writing assignments not only solicit student involvement, but they can also provide feedback on the depth of students' knowledge and help guide how you cover course material.

Designing Communication Assignments to Facilitate Feedback and Professional Assessment

April 7 (M), noon – Sewall Hall (SH) 305

Accreditation requirements of various academic accreditation bodies now emphasize learning outcomes rather than institutional inputs such as facilities, faculty qualifications, and so on. Many fields now rely on student written work and oral presentations to demonstrate students' knowledge. Building guidance for students and appropriate criteria for assessment into an assignment help students achieve appropriate goals and help expert evaluators recognize key features. Moreover, using consistent criteria facilitates cross-course comparisons and pre/post evaluations of value added. Sample forms for evaluating written work and oral presentations will be discussed.

Introduction to the Method Behind the Style Modules

April 8 (T) 12:10 p.m. – Sewall Hall (SH) 305

The University of Chicago approach to giving students greater command over their writing has helped thousands of students and faculty. The method introduced by Joe Williams (Ten Lessons in Clarity and Grace) and championed by Williams and Greg Columb (The Craft of Argument) focuses students on the agent and action of each sentence and the assumptions, evidence, and limits on the claims of their argument. Jessie Dubreuil has applied Williams and Columb's basic principles to new examples from science and engineering texts in modules for the Cain Project. This session introduces the method and the materials on Connexions, including assessment and feedback forms.

Giving Feedback on Written Work

April 7 (M) 3:30 p.m. – Sewall Hall (SH) 307

How can we help students write better each time they prepare a paper? Feedback on writing has several purposes: macro-level guidance on how to help meet readers' expectations about argument, evidence, and proportion as well as micro-level suggestions about how to express complex ideas and visuals. Correction of errors was once the focus in writing feedback. However, process feedback helps students learn more about the process of planning and editing writing work. Suggestions to students about how to improve their own writing as well as allowing revisions also develop sophistication and attention to quality.

Improving Students' Writing with Cain Project Modules on Clear Writing Style

April 9 (W), 3:30 p.m. – Sewall Hall (SH) 307

This workshop introduces instructors to the Clear Writing Style Modules and reviews key principles for editing technical papers for coherence and cohesion. We will discuss strategies featured in the modules for helping students structure and polish their writing, and review several simple and effective approaches to editing one's own work. Topics include helpful vocabulary for talking about student writing, and a preview of the resources available for students who want to improve the quality of their technical papers through revision.

Three Sessions on Clear Writing Style

For Graduate and Undergraduate Students

April 14 (M), 15 (T), 16 (W), 4:00 p.m. – Sewall Hall (SH) 307

These three workshops present techniques for achieving effective and elegant communication and becoming better readers of one's own work. Each module introduces key vocabulary for talking about writing and reviews fundamental principles for editing for coherence and cohesion. Topics progress from sentence-level editing techniques to precise problem statements, claims, argument structure, and revising for specific audiences.

Conversation about Your Course Plans

Want to discuss integrating communication instruction into your course with the Cain Project modules?

Sign up for an appointment on Tuesday, April 1 at 2:00 p.m. In Herring Hall 100. Send an e-mail to Cainproj@rice.edu to request an appointment.





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