Winterlude 2015 Schedule

8:30 Coffee, fruit/rolls, meet and greet

9:00 Introduction and Goals

9:10 Joint Opening Session

In this session, we will provide a thematic overview and general framework for the integration of writing and speaking, including a range of lower- and higher-stakes assignments. Our plan is to “fill the toolbox” with ideas and examples of goal-based activities and projects. This session will then create a transition into the two parallel tracks to follow.

10:00 Parallel Tracks: Integrating Writing and Speaking

In this session, we will each focus on integrating writing and speaking activities and assignments into existing course designs (or improving activities that already exist)

**Track 1 (Deanna): Integrating Speaking Into Your Course**

In this session, participants will explore the different types of speaking assignments that could meet their instructional goals and outcomes. Participants will learn about a range of assignments and will map out a series of assignments that could be used in their courses.

**Track 2 (Chris): Integrating Writing Into Speaking Assignments**

Writing and speaking are usually seen as different media that are practiced and assessed apart from each other. In this session, participants will consider ways that speaking preparation and performance can be enhanced through the use of writing activities such as storyboarding and partial scripting.

10:30 Break

10:45 Joint Session: Writing, Speaking, and Emerging Technologies

In this joint session, we will provide examples and demonstrations of new technologies that facilitate oral communication for its own sake or to support writing. These include technologies and platforms for presentations such as podcasting, vidcasting, or alternative visualization programs, and programs for in-class writing/speaking activities such as Padlet.

12:00 Lunch
1:00 Parallel Tracks: Supporting Writing and Speaking Development

These tracks will each focus on how to support the improvement of students’ communication abilities, rather than simply assigning and assessing writing and/or speaking.

Track 1 (Chris): Using Speaking to Support Writing

In this session, participants will focus on how speaking can be used effectively to support writing development, such as reading texts aloud and training students to be helpful and insightful peer reviewers in small discussion groups.

Track 2 (Deanna): Supporting Students' Speaking Development

In this session, participants will learn about the key points of support necessary when implementing speaking assignments in disciplinary courses, especially how to help students to manage communication anxiety and apprehension.

2:00 Joint Session: Analyzing and Critiquing Writing/Speaking Performance

For this session we will focus on creating evaluation rubrics and criteria for oral assignments and assignments that bring speaking and writing together, using those criteria formatively to support students’ learning, and fairly applying the criteria in final evaluation.

2:30 Break

2:45 Continuation of Previous Joint Session

3:15 Joint Discussion and Strategy Session

This wrap-up session will provide ample opportunity for participants to discuss further implementation challenges, share strategies that have worked for them, have questions answered by the workshop leaders, and learn about further resources.

4:00 Adjourn
Chris Anson

Chris Anson is University Distinguished Professor and Director of the Campus Writing and Speaking Program at North Carolina State University, where he works with faculty in all disciplines to enhance the use and teaching of oral, written, and digital communication. Most of his scholarly work focuses on the development and teaching of writing abilities, particularly across the curriculum; it includes 16 books and 120 journal articles and book chapters. He has spoken and led workshops across the U.S. and in 28 other countries. He is currently the Immediate Past Chair of the Conference on College Composition and Communication. More at: www.ansonica.net

Dr. Deanna P. Dannels

Dr. Deanna P. Dannels (University of Utah, 1999) is Professor of Communication, Director of Graduate Programs, and Director of Graduate Teaching Assistant Development in the Department of Communication at North Carolina State University. Her research explores theoretical and curricular protocols for designing, implementing, and assessing oral communication within and across the disciplines. She has published widely in areas of teaching and learning, teacher development and training, design and engineering education, business and technical communication, and oral communication genres. Dr. Dannels has won a number of different teaching and research awards locally and nationally. Her recent book is titled *Eight Essential Questions Teachers Ask: A Guidebook for Communicating with Students* (Oxford University Press, 2014). Further information can be found at http://www.deannadannels.com