

Location:	Multicultural Center			
	MCC Women's Center Lounge	MCC Gwendolyn Brooks	MCC Board Room (208)	MCC Casa Latina Lounge
Time				
10:00 to 10:50	1C. What We See Inside our Frames. (Bill Knox)	1B. I Believe These Things to be True (Heather McIlvaine-Newsad)	1E. Journal Writing and College Readiness (Mark Mossman)	1F. Be a History Detective! (Ute Chamberlin)
	This workshop will ask students to write about what they see in the various frames they use-- photo and picture frames, their computer and cell phone frames, and car windshields and windows at home, school, and more interesting places.	Students will participate in an interactive writing workshop that will introduce them to the art of interviewing, listening, and note taking. These skills are the basic tools of Anthropology. As we explore what we believe, we learn how to organize complex concepts into concise pieces of writing that convey important anthropological concepts about life as humans.	This workshop will explore journal writing and college readiness.	We are going to use Nazi propaganda materials directed at German children to find out more about the manipulative power of propaganda. We will investigate texts and images, search for clues to unlock the overt and hidden messages of our documents, and create a brief analytical report of our findings.
11:00 to 11:50	2A. Writing Democracy (Erin Taylor/Keith Bockelman)	2C. Who Can Understand These Instructions?: Writing for Games (Chris Morrow)	2E. Composing Visual Summaries (Alisha White)	2D. The Power of Images and Language: How Visual Rhetorical Influences Our Everyday Life (Jose Fernandez)
	This workshop will explore the idea of democracy through a writing activity that will put students in dialogue with contemporary political figures.	This workshop will focus on reading and writing instructions for short abstract games. We will begin with a simple game and explore the challenges and opportunities of writing instructions. In groups, students will then have an opportunity to make a short game and write instructions for it. Groups will then switch with another group and play their game using those newly written instructions.	A visual summary uses words, images, and symbols to tell a story. In this session, you will create a visual summary of your life, similar to an autobiography. You will brainstorm people, events, places, and objects from your life and how you could represent them visually.	In this workshop, students learn and write about the relation between language and images and their prevalence in television, advertisement, and the internet.
	Lunch/Campus Tour			

		University Art Gallery		
SI114	SI314	University Art Gallery		
NA-Room not available		1D: Writing About Art (Tyler Hennings)		
		How do artists write about art? What does it mean to write like an artist? This session will examine arts writing as well as creating art.		
		N/A-Room not available		

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1:00 to 1:50	3B. Writing in the Margins of Scriptures: A Religious Studies Sampler. (Dr. Betsy Perabo)	3A. "Writing Haiku" (Dr. Merrill Cole)		3D. Common Place Notebook (Rhobie Underwood)
	In the field of Religious Studies, students work with the sacred texts of a variety of faiths, analyzing them from the perspectives of both believers and outsiders to the tradition. This workshop will give you the opportunity to write "in the margins" of the scriptures from different religions.	First, we'll look at a small collection of haiku, some translated from the Japanese and some written in English. Poems of interest to students will be discussed. The simple rules of haiku composition will be set forth, and students will write his or her own original haiku. Students willing to share, are invited to, but students are not required to publicly present their own work.		Common place notebook is a fun and engaging way to keep and highlight important quotes and ideas from the books. It is a great way of making a reading journal and making connections and links of the readings' main ideas.

	Simpkins Hall		
Casa Latina Computer Lab	SI014	SI020	SI027
3F. Connecting past and now: how to write a newspaper op-ed using history (Dr. Tim Roberts)	N/A-Room not available	3G. Writing Research Grant Proposals or How to Fix Society and Get Paid to Do It (Dr. Lora Ebert Wallace, Dr. Craig Tollini, and Dr. Tawnya Adkins Covert)	N/A-Room not available
See examples of op-eds written by historians (kind of like history essays, but snappier), brainstorm how past events shape today's news, and try drafting an op-ed yourself.		The session will focus on the structure and content of research grant proposals in the social sciences.	

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SI114	SI314	University Art Gallery		
3C. “Who Stole the Cheese? Writing Your Own Short Mystery” (Dr. Magdelyn Helwig)	3E. Fascinating! Writing in the Behavioral Sciences (Dr. Kimberly McClure)	N/A-Room not available		
In this workshop, students will read and work to solve several short mysteries before turning their hands to writing their own mysteries.	In this session you won't be entering the final frontier of space, but you will explore science writing in relation to something equally as challenging - human behavior! We'll examine the goals of behavioral science, and experience the challenges of writing scientifically to meet those goals. Writing in this session involves making observations of criminal behavior, understanding motivations for profit and revenge, explaining the challenges of behavior modification, and the application of science engineering to influence behavioral change. In addition, the session explores the various types of writing that behavioral scientists do and the general guidelines for successfully writing scientifically. Students in this session will gain knowledge and understanding of scientific writing in the behavioral sciences and apply their knowledge to assess the strategies that may influence behavior.			

