




The ARWS conference team is truly excited about the upcoming conference. Thursday's lineup is especially strong, so we wanted to give you a sneak peak. We hope you'll talk with your colleagues and make plans to join us. The roundtable and two workshops, which you can read about below, promise to be engaging and productive.

—Jen Clifton, ARWS President & Conference Organizer

 **1:00-4:00 PM . WORKSHOP . Designing a Research Methods Class in Undergraduate Writing Studies**
Joyce Kinkead, Utah State University


I recently read the following in a manuscript I'm reviewing: A recurring problem with asking students to do human subject research in writing studies is time constraints--there is simply not enough time in one academic term to complete the research cycle. I disagree. I have taught an upper division course in research methods in writing studies for several semesters. Students undertake individual IRB-approved projects that lead to circulation of the final report through a poster and lightning talk. Several of them have participated in campus, state, or national conferences to present their research and had their work published.

The workshop leads participants through the admittedly complex process of guiding students to successful conclusions of their research projects—focusing on the phases of the research process with specific information on nuts and bolts. The assignment is organized in steps that demystify the process and make research seem less overwhelming:

1. Find a research question derived from students' own curiosity and interest.
2. Design the study, selecting a method and process.
3. Review the literature.
4. Research ethics and navigating IRB.
5. Collect data.
6. Analyze data.
7. Develop visualizations for these data.
8. Write up the results in an IMRAD report.
9. Present the results in two additional formats: a research poster and a lightning talk.

The goal of this workshop is for participants to leave with an action plan and/or curriculum on how they can create their own undergraduate research methods course appropriate to their institutional context.

I will provide a template for a course design that allows participants to lay out objectives, activities, and assignments. Finally, the workshop will include information on possible venues for the research products as well as suggestions for promoting the students' work in marketing, public relations, and fundraising.

 **1:00-2:25 PM . ROUNDTABLE . Applied Writing: A Swiss Army Knife Leading to Employment and Social Engagement**
Barry Maid, Arizona State University . Julie Staggers, Washington State University . Michelle Sidler, Auburn University
Donnie Sackey . University of Texas at Austin . Heidi Harris, University of Arkansas at Little Rock

Applied Writing (technical and business communication, professional and science writing, writing for the health professions, etc.) plays a varied role in undergraduate writing curriculum. Applied writing may drive an undergraduate major, or course(s) that serve other programs. Too often, applied writing courses are viewed as being the most traditional and conservative of our discipline because they are the part of our curriculum that is most closely tied to the workplace. If we in Writing Studies wonder where our students can confront the “current cultural and political moment,” the applied writing curriculum provides fertile ground for such exploration. As workplace communication needs shift to acknowledge and include an increasingly diverse and global environment, the applied writing curriculum must reflect those changes so our students can effectively navigate not only changing human to human communications but also evolving human to machine communications.

In our roundtable, five Writing Studies scholars who teach some area/s of applied writing will have a “state of applied writing in the writing studies curriculum” discussion. They will describe current disciplinary and institutional trends and focus on how faculty can make their applied writing curriculum fit programmatic and institutional needs while still engaging students in inclusive discourses.

The panelists will each give a 5-minute introduction to their program, their curriculum, and how they approach current cultural and political rhetorical challenges. They will focus on issues that face both traditional and online applied writing courses. The panelists will then engage in a discussion about opportunities for challenging students to see applied writing as a rhetorical mechanism for personal and social change.

Some of the specific examples the panelists will touch on will be:

- A technical editing course designed to help enact social change. The course, a partnership with an architecture program designs and builds structures for rural communities. Students had to both learn architectural subject matter and consider the complexities of race, housing, economics, and social dynamics in this highly segregated and persistently impoverished southern region.
- A BA program that requires that students engage in high-impact practices with both local and, in the online program, global, communities through their coursework. By engaging students with communities, our majors see technical and professional writing as 1) rhetorical, addressing the needs of multiple stakeholders, 2) persuasive, to enact specific changes in communities, and 3) narrative, advancing the story of a company, nonprofit organization, or institution.
- The challenge of moving a traditional course designed for business and engineering students to fit a Professional Writing online degree serving a markedly different student base (fewer “traditional” undergrads, more working adults) compelled us to rethink our (conservative) “service” course to better serve those student constituencies. Forcing us to 1) focus more specifically on applied writing as a form of problem-solving that requires stakeholder engagement, and 2) emphasizes our vision of technical and professional writing as social and ethical action in an increasingly complex world.
- A BA in Rhetoric & Writing that is designed to prepare students for careers in consulting, business, professional writing, advertising, and public relations. A large portion of this training comes via our production courses, which train students who want to go into production-oriented careers by teaching practical production skills, from application-specific genres to multimedia production to collaborative digital tools. Moreover, these courses offer both current and potential points of contact to interdisciplinary degrees and sub-degree efforts across the College. This panelist will focus specifically these courses prepare students to navigate complex design situations and compose and advocate for diverse publics.

 **2:35-4:00 PM . WORKSHOP . Inventive Methods to Involve Rhetoric and Writing Undergrads in Researching and Producing Materials that Publicize the Promise of Rhetoric and Writing Studies (Parts I & II)**

Elenore Long, Arizona State University . Kaylee Welch, Arizona State University . Lilia Nikoo, Arizona State University

Part I. How can rhetorically attuned methods involve undergraduates in the research, design, and production of materials to get the word out about the major, minor concentration or track at your institution? This is the first of a two-part workshop taking up this question. The workshop is grounded in a collaboration at Arizona State University involving—over a series of semesters—two graduate students and fifteen undergraduates, as well as a specialist in Interactive Marketing and Communications from the dean’s office for the College of Liberal Arts and Science; a Multimedia and Videography Specialist from ASU’s Enterprise Marketing Hub; and the Communications Specialist and the Director of Digital Technology, both from ASU’s Department of English.

The workshop will lay out the process we devised together, featuring five genres that organized our content strategy for publicizing our new concentration in Writing, Rhetorics and Literacies: *30-second pitches* about the concentration; versions of the concentration’s *core message, taglines, career scenarios, and interviews* with undergraduates enrolled in the new curriculum.

I’ll present scaffolds that helped our team both generate provisional text for each of these genres and test working versions with undergraduates. Because the interviews with undergraduates proved particularly productive—leading to two longer videos and a playlist of six video-shorts—the workshop will highlight elements that contributed to their success. In small groups, workshop participants will help one another consider what would need to be adapted, changed, invented anew to get these scaffolds to stick in one’s own locale to publicize the program there.

Part II (SAT NOV 9, time TBD). Hearing from Two Undergraduate Researchers - Kaylee Welch & Lilia Nikoo. Plan to join us on Saturday for the second part of the workshop. There, two undergraduates in Writing, Rhetorics, and Literacies at ASU will facilitate the workshop and present their methods and findings: Kaylee Welch will trace key junctures in her decision-making process as she composed storyboards for the six video-shorts for a playlist now posted on the department’s website via YouTube. With these storyboards, she coordinated the work of a busy and distributed team of interns and specialists. Lilia Nikoo will show how she adapted a reader-response protocol to learn how six non-majors who might be recruited to the new concentration engaged with provisional versions of the videos. Her findings helped frame and finalize the sequence of video-shorts for the playlist. Participants in these reader-response interviews persistently commended the candor of the videos—reinforcing the benefit of working with students’ own words rather than from a more controlled (and efficient) predetermined script.