Working on Writing: Workshops for Students

Workshops directed to students require the collaborative involvement of the course instructor to plan and deliver the instruction. These workshops are customized to fit specific disciplines or course assignments and are adjusted to fit the in-class time available.

Reading like a Writer: Focuses on strategies for reading as a writer, that is: paying attention to how pieces of writing are constructed, learning from published examples, and producing writing that matches the conventions of specific disciplines.

Sources, Citation, Plagiarism: Provides an overview of the issues involved in working effectively with source material to fit disciplinary conventions make citing sources less mysterious.

Quoting and Paraphrasing: Offers specific strategies to help students recognize the conventions of their discipline, integrate quotes smoothly into their writing, and paraphrase effectively. Such practices help students both avoid unintentional plagiarism and communicate their ideas more effectively.

Citation: Helps students think critically about why they’re expected to cite sources. Demonstrates ways to use available resources to be certain citations conform to disciplinary expectations. Can be focused on specific styles (like MLA or APA) or can illustrate the differences between common styles.

Plagiarism: Builds on Auburn’s Academic Honesty Code’s definition of plagiarism — “using the words or ideas of another as if they were one’s own” to help students think critically about what it means to use the work of others so they can make better choices and avoid unintentional plagiarism. This workshop can be tailored for STEM or humanities disciplines.

Peer Review: Readers can give us good feedback but only if we know how to ask for the help we need, and then use suggestions we’re given most appropriately. Peer review sessions can help students gain confidence as writers and readers and give them strategies they can take with them into other writing tasks whether in courses or in the world of work.

Understanding the Rhetorical Situation: Considers the interconnections of audience, purpose, genre, and message (the rhetorical situation) and helps writers think through the choices they need to make in a particular rhetorical situation.

Making Revisions: Focuses on how best to make revisions given the demands of the writing task and the time available. Gives each student writer a game plan for getting the immediate work done and for continuing to improve their written communication.

Proofreading and Editing: Practice strategies for seeing writing from a reader’s point of view, develop a personal list of frequent errors, and learn to proofread for the mistakes you most often make.

Setting Goals and Managing Long Projects: Reviews common strategies for managing long and complex projects. Set reasonable goals to complete the work on time and with confidence that the quality matches the expectations.