TEACHING WITH WRITING
THE OREGON STATE UNIVERSITY WRITING INTENSIVE CURRICULUM (WIC)

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Announcing: WIC Culture of Writing Prizes in the Disciplines
by Vicki Tolar Burton, WIC Director

In order to recognize and value excellence in student writing at OSU, the Writing Intensive Curriculum program is instituting the WIC Culture of Writing Prizes in the Disciplines, with $50 matching funds from WIC to any department that wishes to offer an undergraduate writing prize.

The awards will be administered and awarded within each participating department, with faculty in the department nominating and the department selecting the best student papers from their classes. The prize may be awarded to a paper written in a WIC course or in another undergraduate course in the department. The name of the award will be department specific, for example, the WIC Culture of Writing Prize in Forest Engineering or the WIC Culture of Writing Prize in Political Science.

Why give writing prizes in the disciplines? This form of recognition sends a message to undergraduates and to the university community that excellence in writing matters in the department, that excellence in writing is recognized by the faculty, and that excellence in writing is rewarded. For many students, even knowing that a professor has nominated their paper for a departmental writing prize is a significant form of recognition and a source of pride.

Why the name “WIC Culture of Writing” prize? In a Culture of Writing, good writing is taught, practiced, modeled, valued, and recognized both within classes and in the university as a whole. The WIC program is promoting the goal of OSU becoming a Culture of Writing as a university, and the goal of each department creating a Culture of Writing for their students.

Within the OSU community, there are a number of cultures of writing, some academic, some extra-curricular. With the advent of OSUWrite, the OSU blog project, more and more writing, academic and non-academic, by students, faculty, and staff, will be going online. Inside this issue of Teaching with Writing, see faculty member Ken Winograd, College of

WIC Speaker: Paul Bausch, Co-Creator and Developer of Blogger
Friday, May 12, noon to one, MU 206

Paul Bausch, Co-Creator and Developer of Blogger

PC Magazine named Paul Bausch one of their 2004 People of the Year. Bausch is the co-author of We Blog: Publishing Online with Weblogs and Flickr Hacks, as well as author of Yahoo! Hacks and Amazon Hacks. He is currently working on the third edition of Google Hacks. The Hacks series helps users get the most out of the title software. Paul's blog: www.onfocus.com
OSUWrite Blog Project—Blogging to Learn
by Sarah Ghasedi (WIC TA, MA English 06)

By Fall 2006, members of the OSU community may find themselves in possession of blogs that have been customized for both personal and educational purposes. The university-wide blog system is being developed as a result of the OSUWrite project, which is currently in its pilot phase. The goal of OSUWrite is to create “an enterprise-wide blog solution for all students, faculty, staff, and organizations of Oregon State University” (OSUWrite). Fifteen different pilot blogs were launched this year and can be accessed from the OSUWrite homepage: http://oregonstate.edu/osuwrite. Since Fall 2005, these “test sites” have been providing organizers with a wealth of information regarding the needs of OSU’s future bloggers.

The OSUWrite project is funded by two internal Technology Resource Fee grants and an award from the Northwest Academic Computing Consortium. The project goals are to provide the necessary software tools, support, and instruction for OSU students to engage in a world forum as web content producers. Ultimately, organizers hope to integrate the blog system with library online resources and with the Blackboard learning system. OSUWrite was inspired by the University of Minnesoda Uthink project (http://blog.lib.umn.edu) and Professor Laura Gurak who spoke at OSU in Fall 2005 as a part of the WIC Lecture Series.

According to Jon Dorbolo, Associate Director of the Technology Across the Curriculum (TAC) Program, the primary function of the pilot is to provide a prototype of an appropriate blog system for OSUWrite. This model must account for the unique set of teaching, learning, and writing demands of OSU’s population. As Dorbolo explains, pre-existing blog systems were not designed to serve those needs: “If we’re going to meet the needs of research, teaching and learning, organizations, and individuals, we have to design a blog system with those purposes in mind.”

Dorbolo says that technologies not designed for education often lack the appropriate set of features and must therefore be adapted to meet those needs; a few points of particular concern in this case center on privacy, versatility, and assessment.

This spring an Advisory Board composed of 20 undergraduates, graduates, faculty, and staff from across the university will meet to develop a set of specifications for future project development. Principle Investigators Dorbolo, Vicki Tolar Burton, and Lisa Ede will meet with the Board to identify models based upon committee feedback and a wide range of data obtained throughout this year’s project. They will proceed to establish a list of necessary features by comparing software options in order to determine the design of the system that will best suit OSU’s needs. Pilot blogs were formed using WordPress (http://wordpress.org). MovableType (http://www.sixapart.com/movabletype/), and Drupal (http://drupal.org), which each come with their own set of pros and cons.

On the following pages, we feature examples from several of these pilot blogs. As you will see, blogs provide students with a forum to post resumes, share work with others, and publish collaboratively. They may be used to collect and share research with students and scholars around the world (see Michael Faris’s blog and article on pages 6-7 of this issue). For Composition Coordinator and WR 222 instructor Sara Jameson, the blog provides a wonderful forum in which students from different sections can communicate with each other and those who do not often speak up in class are able to share their voices (see Jameson’s blog on page 5). And last fall after Dr. Lisa Ede’s ENG 595 class posted their responses to a book entitled What Video Games Have to Teach Us About Learning and Literacy, author James Paul Gee responded with a comment on the class blog. (This blog is also a part of the pilot project.)

OSUWrite is directed by the OSU Technology Across the Curriculum, the OSU Writing Intensive Curriculum Program, and the OSU Center for Writing and Learning, in collaboration with the OSU Valley Library and OSU Central Computing. For more information, contact Jon Dorbolo at jon.dorbolo@oregonstate.edu or visit the OSUWrite website at http://oregonstate.edu/osuwrite.

Definition of Blog - A blog (a portmanteau made by contracting the phrase "web log") is a website in which items are posted on a regular basis and displayed in reverse chronological order. Like other media, blogs often focus on a particular subject, such as food, politics, or local news. Some blogs function as online diaries. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. Since its appearance in 1999, blogging has emerged as a popular means of communication, affecting public opinion and mass media around the world.
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Education, blogging from his sabbatical in 'paradise' / Costa Rica. Read about graduate student Michael Faris's k-log, or knowledge blog, that he uses to write academic papers. More OSUWrite Pilot blogs are identified inside.

We have a solid foundation for a Culture of Writing at OSU, including writing requirements in the Baccalaureate Core, Writing Intensive courses in every major, and the Writing Center in Waldo Hall where students can get help with writing in all courses. The Craft of Writing series and the Department of English bring well-known writers to campus to give readings and to meet with faculty and students. And several departments give prizes for outstanding student writing.

But we can do more, and the WIC program can help. Awards for student writing are an important addition to our Culture of Writing.

Faculty who support the idea of their department recognizing excellence in writing with a WIC Culture of Writing Prize in the discipline might encourage the department chair or executive committee to accept the WIC program's offer of matching funds and get the award going for this year.

Award winners will be recognized in the WIC newsletter and through releases to the public press, including in the student's hometown.

Departments wanting to join the WIC Culture of Writing Prize project may do so with an email from the department chair/ head to WIC director Vicki Tolar Burton at: vicki.tolarburton@oregonstate.edu

Cont'd from pg 1

Winograd’s thoughts on his blog: “The blog has helped motivate me to actually sit and think about what I am seeing and doing here. The prospect of an interested and critical audience also has provided me with a focus and motive for writing. On several occasions, responses from readers have led me to rethink earlier ideas. My initial goal for the blog, beyond what I have just said, was to be a vehicle for a book on the subject. One of the questions I have when I blog is the nature of the content: when considering a topic for a posting, I think of ambiguous audience and ask, is this really that interesting? Even when I write about what on surface is completely arcane and obscure, like the Supreme Court of Costa Rica, there always seems to be someone out there who is interested or has a vested interest in the topic.”

The New Constitutional Court and Costa Rican Democracy
February 25th, 2006

OSU Oregon State University

A World of Difference
Organizational Blog—OSU Office of Community and Diversity
http://awod.cmc.oregonstate.edu

“A World of Difference”:
Blog of OSU’s Diversity Book Club

This blog provides a space for Oregon State University’s World of Difference Book Club Forum. "The goal of this forum is to provide OSU stakeholders with an opportunity to engage in a dialogue about diversity-related issues. This book club forum is open to all people and we encourage participation by people not affiliated with OSU."
"Eric Stoller's Blog": A Student's Journal for "work, school and play" (Soon to be turned into a portfolio for his CSSA degree—the first ever CSSA blogfolio)

Excerpt: Oppression Harms the Oppressor

Sexism—I have been cut deeply by my contributions to patriarchy... Looking back, I feel that the biggest reason that my ex-wife divorced me was that I was sexist. I would talk about "helping her with housework" and say things like "I can't cook as well as you can so you will have to cook instead of me."... The women in my life had all been the primary cooks, cleaners, and house keepers. I did not know any better. I was a nice guy but I was still a patriarchal bastard... In the fall, I took a class called Feminist Philosophies. It was like a roadmap to my soul. I learned why me ex had left me. I had oppressed her and she had done the right thing. It was the epitome of oppression harming the oppressor. Lessons—I have learned that it is much easier on my soul, humanity, and dignity if I am an ally, an anti-racist, and a feminist.

"The Ongoing Conversation": Class Blog for WR 222

Sara Jameson's thoughts on her class blog: "I wanted to see if the students would write more readily to a blog rather than using the Discussion Board feature on Blackboard, and clearly they did."

"What I love best about using a class blog is that students who do not talk in class will share their thoughts and everyone can read and think about them. This greatly extends the classroom discussion - hence the blog title "The Ongoing Conversation."
Blogging My Research:
Using My OSUWrite Blog for Research

by Michael Faris
(MA English 07)

Last fall in English 595 (Language, Culture, and Technology), our instructor, Lisa Ede, assigned a seminar project: We could choose any topic to research and write about, as long as it involved the intersection of language, culture, and technology. As the quarter progressed, I expressed a great deal of interest in blogs and enjoyed using the class's blog, which Lisa was piloting for OSUWrite.

Because of my interest in blogs, Lisa suggested that I pilot the use of individual student blogs for OSUWrite. With the help of Jon Durbolo and Mark Dinsmore, I set up a blog, using the open-source blog software WordPress, on my OSU webspace, titling it A Collage of Citations. My blog can be found at http://oregonstate.edu/~farism/blog.

I began to research the use of knowledge blogs, k-logs for short, which are used to keep track of research. I found that students and faculty in various disciplines, including rhetoric, visual psychology, feminism, and bicycle engineering, were using k-logs to store and discuss research.

Traditionally, students use notebooks, journals, or note cards to keep their research. My blog, as well as those that I looked into, usually incorporated bits and pieces of all three of these styles of research. I often found myself writing a blog post by putting quotes and pages from sources, as well as the citation, that I found interesting, much as I would have with note cards.

I also wrote about my thoughts regarding certain books, articles, and websites I read, which made some posts more like keeping a journal about my research. What made using my blog more advantageous than keeping either a journal or note cards was the ability to create categories. By attaching a category (or multiple categories) to each blog post, I was able to later sort my posts by categories, and read each blog post I had written under a certain category (e.g., "Voice").

In addition to a place to keep my research, my blog became a very handy place to prewrite, or brainstorm ideas before I had to write my final paper. I noticed, however, a shift in the way I wrote my brainstorming, which I wrote about on my blog.

When I normally do research and then do brainstorming/freewriting/prewriting for a paper, I have a sole audience in mind: me. However, my last entry was a brainstorming/prewriting activity that was geared not just toward an audience of me, but to a larger audience. I felt like I was no longer writing to just formulate my own ideas, but to explain my ideas to an audience (real or imagined). So, my prewriting journaling activities have changed in that my audience has changed, and that I'm cognizant of it as I write. So, then, my freewriting's purpose changed from exploration to explanation...

Indeed, I found that my audience had changed. I was able to get feedback on my ideas, as well as suggestions for other sources. These came not only from my instructor for the course, but from others as well. I received feedback from friends who checked out my blog and others who came across it from Google searches. In fact, two professors at other universities commented on my blog after finding it on Google. The ability to receive comments, and hold discussions through those comments, helped me formulate ideas and think more in-depth on my topic, as well as learn of new sources to check out.

Because of my blog, my research changed from a very private activity to a social one. This was very exciting for me, as I saw the potential to learn from others and engage in this conversation. In a way, the privacy of research was lost; it was no longer as safe to make "mistakes" because there was
the chance someone else would read it. However, I’ve always valued process and understood the value of learning from mistakes, so the risk of journaling in public was a relatively low one for me.

When writing my paper at the end of the term, I found that the use of the blog was very helpful. I didn’t have to worry about losing something, not being able to find a source, or losing all my research if I lost a notebook or computer file. If I had an electronic source, I had linked to it. If I couldn’t remember the author of an article or something he or she said, I could use the “search” feature of my blog. I found my thoughts and research were much more organized and more easily accessible than I was used to. The blog had become a way for me to organize myself more efficiently.

At the end of fall term, once I had written my paper on k-logs, I began to reflect upon my process of using my blog, and I noticed that more often than not, I just put quotes, paraphrases, and summaries from sources on my blog, as well as links. I hadn’t ventured too far into writing about what I thought about these sources. Once the term was over, I blogged: “... shouldn’t I be reflecting my thoughts, my personality, onto this weblog? Shouldn’t posts not only contain information from others, but also my reflections upon that? I did do this on some posts, but rarely. I could have been more brave and put out my immediate thoughts related to what I was blogging about. So, from now on, I’m going to try to make this a bit more personal of a research log, to try to value my personal and immediate reactions to my research (and widen what I view as research as well, since I’m now going to use this blog to research for my thesis, whatever exactly that may be).”

I have since tried using my blog as not only a place to store others’ ideas, but also as a place to formulate my own. I have begun to use the blog as a place to brainstorm more, make conjectures, and explore ideas more fully than I had before. I’ve started using it for other coursework and have started some brainstorming for thesis ideas on it.

As I think about the potential of student use of blogs in the classroom, I consider what was advantageous about my blog: The format of the blog helped me organize my notes and brainstorming, and the public forum allowed for responses from others, as well as discussion. I wonder what a classroom of twenty or more students, each with an individual student blog, blogging their ideas and research and commenting to each others’ blogs, would look like I’m thrilled about the possibilities.
WIC Spring 2006 Events
Eating-to-Learn Seminar Schedule
12-1 pm Fridays
Waldo 121 *except May 12

Friday, April 7
"Blog Models for Teaching and Learning"
Jon Dorbolo, Technology Across the Curriculum Program

Friday, April 14
"Strategies for Improving Graduate Student Writing"
Vicki Tolar Burton, WIC Director

Friday, April 21
"Writing Across Borders"
OSU’s Telly Award-Winning Film

Friday, May 5
"Departments Assessing Writing: Portfolios, Rubrics, Surveys, and More"
Dan Edge, Fisheries and Wildlife
Becky Warner, Sociology
Kevin Boston, Forest Engineering

Friday, May 12
MU Asian Pacific Room 206
"Hacking Blogs: Writing Conversations Your Way"
Paul Bausch, Co-Creator and Designer of Blogger Software
PCWorld 2004 Person of the Year

Friday May 26
"Charting Their Own Course: Students Self-Assessing and Setting Goals at Start of Term (A Study of 23 WIC Classes)"
Tracy Ann Robinson,
(MA, English 06; Corporate Relations/Communications Coordinator, Mechanical Engineering)

About Teaching with Writing
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Design Editor: Jeanna Towns

Teaching with Writing is the newsletter of the Oregon State University Writing Intensive Curriculum Program. As part of the Baccalaureate Core, all OSU students are required to take an upper-division writing-intensive course in their major.

The content of WIC courses ranges from Bioengineering Design to the History of Photography. While subject matter differs by department, all WIC courses share certain commonalities defined by the Faculty Senate:

- Informal, ungraded or minimally graded writing is used as a mode of learning the content material.

- Students are introduced to conventions and practices of writing in their discipline and use of borrowed information.

- Students complete at least 5000 words of writing, of which at least 2000 words are in polished, formal assignments that have been revised.

- Students are guided through the whole writing process, receive feedback on drafts, and have opportunities to revise.

For complete information on WIC guidelines, visit the WIC web site at <<http://wic.oregonstate.edu>>