

**Writing Seminar:  
RIT/ACMT**

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**RIT Campus**



**“Old Town” Dubrovnik**



# Our Globally Networked Learning Environment (GNLE)

## Rochester Institute of Technology (RIT)

- Rochester, NY
- First Year Writing
- First Year Students
- Some Multilinguals (Korea, Ghana, ASL Interp., Turkey)
- Multidisciplinary
- 18 Students in Spring, 6 in Fall

## American College of Management and Technology (ACMT)

- Dubrovnik, Croatia
- First Year Writing
- First Year Students Honors & Third Years
- Mostly Multilinguals + Some US-born
- Hospitality & Information Technology
- 16/16

## Shared Infrastructure

- “Writing Seminar” curriculum
- Class management platform: MyCourses (Blackboard)
- Library resources in Wallace Center: Databases
- English is language of instruction
- Both instructors native speakers

## Challenges

- Time Difference
- Participation
- Class size

# Student Learning Outcomes: Students will...

## First Year Writing

- Develop **rhetorical knowledge** and study **writing as situated, motivated discourse**.
- Practice **clear and meaningful expression in writing** according to different purposes, disciplines, audiences, genres and Englishes.
- Produce quality **writing through a processes** of planning, reflection, revision, collaboration, and editing.
- Understand the **principles of intellectual property** and academic honesty for academic writing.
- Collect, evaluate, select, and integrate material from a **variety of sources** into their writing.

## GNLE-related SLOs

- Recognize, analyze and synthesize **cross-cultural and cross-linguistic differences**, and use those differences as **available means for producing meaning** in writing, speaking, reading, and listening.
- Identify and analyze a **range of influences** – social, linguistic, cultural, technological and national – that have shaped them as writers, students, and individuals.
- Actively experience various **learning and communication technologies** for a variety of writing and communication tasks.

# Curriculum and Activities

- Asynchronous Meetings
- **Café Bar** (Online Discussion)
  - **“Welcome to My World”**
  - **“Cross Cultural Resume”**
  - “Real Words in the Real World”
  - “Our Favorite Music Videos”
  - “Reading Recommendations”
  - “Authority in Writing”
- **Literacy Narrative**
  - Autobiography
  - **Profile interviews**
  - **Database Research**
- **Peer Review**

# Café Bar – Online Discussion Trends

Spring 2012 – Welcome to my world	Spring 2012 – Cross-Cultural Resume	Fall 2012 – Welcome to my world	Fall 2012 – Cross-Cultural Resume
ACMT – 18 students RIT – 16		ACMT - 16 students RIT - 6	
<b>33 Original posts</b>	<b>31 Original Posts</b>	<b>22 Original Posts</b>	<b>22 Original Posts</b>
1 no response (ACMT)	7 no response (2-RIT, 5-ACMT)	0 no response	0 no response
<b>Instructor Responses – 22</b>	<b>Instructor Responses – 3</b>	<b>Instructor Responses - 29</b>	<b>Instructor Responses – 5</b>
5 ACMT-only discussions 1 RIT-only discussions	3 ACMT-only discussions 0 RIT-only discussions	10 ACMT-only with David responding	10 ACMT-only discussions 0 RIT-only discussions
<b>4 interactive (more than one exchange):</b> "Being in the Minority," "To Victory," "hi there" and "Beauty Croatia provides"	<b>13 interactive (with at least one exchange);</b> 1 with multiple exchanges: "Australia"	<b>2 interactive (more than one response from other group):</b> "Bar Open" and "Say high?"	<b>2 interactive (more than 1 response from other group):</b> "Being a foreign student" and "Cultural Bubble"

# “My Way or the Highway” – Profile Peer Review

- Asynchronous Interview
- Collaborative Literacy Profile – 3 ACMT to 1 RIT
- “Corrective Feedback”
- In-class Discussion of Feedback Response
- Revised Feedback Response

# Dubrovnik Students' – “Corrective Feedback”

“I am perfectly satisfied with this”

“Good job! , I like it”

“I am satisfied with written and don't think that it should be changed.”

“Profile is just fine, it is very accurate.”

“Hey, everything is as it is supposed to be except for following line.

Croatian schools did adopt an English class after five years, Stipan said he was very happy because by then he had gotten very good at it.

We did have English class before but when I was a kid it was lectured during 5th year of elementary school. Today, it is a part of curriculum from the 1st year.

Everything else is fine. Good work.”

# Reflection and Redesign: What we're learning

- On Curriculum
  - Mindfulness - Issues of authority and representation of 'self'
  - Negotiating meaning is ongoing and constant for all involved
  - Highlight cultural notions of authorship
- On Collaboration
  - Regular communication & Self-awareness
- On GNLEs
  - Can't be too deliberate & careful
  - The very reasons to do this kind of work make it challenging