

## Managing Writing

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### Module 1: Introductions and workshop overview

#### Agenda

9:00 am	Module 1: Introductions and workshop overview
9:15	Module 2: How to determine whether a staff member is capable of a particular writing assignment
10:00	Module 3: How and why to invest most of your management energy during the planning stage of writing
10:30	Break
10:45	Module 4: How to provide writing assignments so you get the product you asked for
11:15	Module 5: How to monitor progress so the writer can complete the assignment successfully
12:00 pm	Lunch
12:30	Module 6: How to identify what a draft document needs and communicate that to the writer
1:15	Module 7: Course wrap-up
1:30	Adjourn

**Imagine you could have conversation with your college self. What would you tell your college self about what it's really like to write on the job?**

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## Managing Writing

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Module 2: Determine whether a staff member is capable of a particular writing assignment

**Writing skills fall into two broad categories**

<b>Big-picture writing skills</b> Require decision-making Many different ways to be correct	<b>Small-picture writing skills</b> Require obedience Only one way to be correct

**A few writing skills straddle the big-picture/small-picture divide:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Module 2: Determine whether a staff member is capable of a particular writing assignment

**Where does this writer need the most help?** Big-picture writing skills? Small-picture writing skills? Both?

To: All Staff, ABC Agency  
From: Douglas Dunn, Director of Facilities Management (FM)  
Date: August 15, 2015  
**Subject: Preparing for cold weather**

As per FM's previous communication, ongoing negotiations have been conducted with the landlord with reference to addressing the staff's concern: HVAC. During the summer, offices on the south side of the building average an actually uncomfortable temperature of 80 degrees while offices on the north side of the building average a very chilly 68 degrees. Our building has experienced problems with uneven temperatures. During routine facility walk-throughs, it has been noticed that some staff members are using personal space heaters and personal space coolers. Unfortunately, these units are considered safety hazards and are not allowed to be used in our spaces. This prohibition is written into our lease and the landlord's engineers are entitled to confiscate these personal space temperature systems if they see them. In the course of working with the engineers, it has been determined that these units have contributed to our heating and cooling problems. And further, the space heaters violate of the terms of our lease, which entitles the landlord to fine our agency upon discovery of these items.

There are some things that staff at our Agency can do to help correct the temperature problems without relying on a space heater or cooler. Do not tamper with the electric thermoregulators on the walls. They have been calibrated accordingly in order to keep our space within the optimum temperature range. Notify me or Bill Edwards, whose office is off the main lobby reception area, with any hot or cold concerns, so we can come to your work area personally and adjust the temperature for you or you can submit a work request online.

The purpose of this memo is to remind staff of our Agency Policy 3116-D, which states "The purpose of this policy is to establish administrative regulations which forbids the acquisition or utilization of portable electric space heaters or cooling devices in individual office/worksite areas..." and to announce to all staff that by September 1, 2015 all personal space heating and cooling devices must be removed from the building. Staff may turn in their space heaters or coolers to Facilities Management in Room 1476, who will then in turn donate the devices to the local homeless shelter. Any space heaters or coolers found in worksite areas on or after September 1 will be confiscated and disposed of.

Thank you for your cooperation,  
Doug Dunn

Module 2: Determine whether a staff member is capable of a particular writing assignment

In this passage, is this manager giving more feedback about the writer's big-picture or small-picture skills?

III. Findings

Summary

Overall, the site visit team believes that this health system provides reasonably prompt services to Veterans with mental health crises, but is less adequately able to deliver the types of individual psychotherapy services that Veterans prefer. Veterans expressed frustration with individual psychotherapy appointments that were spaced too far apart to be helpful. They also complained that the types of evidence-based individual psychotherapy provided did not meet their needs.

Cynthia Rob..., 9/8/2015 11:41 AM  
**Deleted:** The Battle Creek catchment area, with few exceptions, presents as an ethnically and racially homogenous, economically depressed, rural community. Social networks in this community are tight knit and circumspect with others from outside. Battle Creek health care system is characterized by providers and Veterans as one in which word-of-mouth appraisals of services carry a lot of weight. Service providers in this community—including those within the Battle Creek VA health care system—are not aggressive in outreach efforts. Veterans relied on significant others or friends to learn about services and convince them to use them.

Cynthia Robins 9/8/2015 1:42 PM  
**Comment [6]:** Not sure what this means

Cynthia Robins 9/8/2015 1:42 PM  
**Comment [7]:** Crises suggests emergency care, which should be really prompt. Do you mean "mental health disorders"?

In this passage, is this manager giving more feedback about the writer's big-picture or small-picture skills?

The Westat interview team conducted a total of 21 interviews and group discussions during the four-day site visit. At the VAMC, we were only able to speak with Veterans who were in residential treatment services. All the OEF/OIF/OND Veterans who had used outpatient VHA services were recruited and interviewed at community sites, not at either CBOC. We also worked with two of the largest area universities to identify OEF/OIF/OND Veterans who were not accessing services, as well as two local community-based service providers with contractual ties to the VAMC for the provision of mental health services. In addition, we met with [redacted]. Table 1 indicates the types and numbers of individuals interviewed during the site visit. A total of 38 OEF/OIF/OND Veterans participated in the site visit. Of these, five were female and seven were minorities.

**Comment [5]:** CBOCs are outpatient so you wouldn't have met with residential folks there.

Cynthia Robins 9/8/2015 9:44 AM  
**Deleted:** Data collection efforts at VA sites focused on the VAMC, the Lansing CBOC, the Wyoming CBOC, and the one Vet Center located in the catchment area.

Cynthia Robins 9/8/2015 9:44 AM  
**Deleted:** and CBOCs

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Click to accept change  
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Cynthia Rob..., 9/8/2015 10:23 AM  
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Cynthia Rob..., 9/8/2015 12:46 PM  
**Deleted:** 5

Module 2: Determine whether a staff member is capable of a particular writing assignment

**1. If the writer has big-picture skill problems:**

- You must get involved with the document before the writer begins writing. Require the writer to complete a Document Planner. Review that before you review a draft.

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- If the writer has big-picture problems, he or she will need a model document as a reference. Talk through the model document.

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**2. If the draft has big-picture problems, don't react much to small-picture mistakes.**

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**3. If MS Word could have caught the small-picture problem, you shouldn't have to fix it.**

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**4. When you find a small-picture error, identify and fix it once.** Don't correct the second instance of an error. That's the writer's job. Use some tough love.

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# Managing Writing

## Module 2: Determine whether a staff member is capable of a particular writing assignment

### Analyze a writer's performance on past assignments to discover what he or she can do on an upcoming assignment

#### Case Study: Review two versions of a proposal

X's Version	Final Version
<p><i>Managing Writing</i></p> <p><b>X's Version</b></p> <p>This assignment is a combination of usability evaluation techniques for the Canvas LMS 2020 implementation. Your review will include any responses to the proposal. The review will identify usability issues that will be addressed by the implementation.</p> <ul style="list-style-type: none"> <li>Review user experience specialists will review the documents.</li> <li>Focus groups will receive users' reactions to the documents.</li> <li>For each instrument, usability laboratory will review usability issues.</li> </ul> <p><b>Expert review</b> of your experience based on review of the Canvas LMS 2020 implementation. Your review will include any responses to the proposal. The review will identify usability issues that will be addressed by the implementation.</p> <p>The purpose of this review is to help you understand the user experience for our institution, including the process for the user interface, the process for the focus groups, and the process for the usability laboratory. We will review the usability issues that will be addressed by the implementation. Your review will include any responses to the proposal. The review will identify usability issues that will be addressed by the implementation.</p> <p><b>Focus groups</b> will be conducted for focus groups, which will be conducted in Public Rooms. The focus groups will help us to evaluate the Canvas LMS 2020 implementation for our institution. The focus groups will be conducted in Public Rooms. The focus groups will help us to evaluate the Canvas LMS 2020 implementation for our institution. The focus groups will be conducted in Public Rooms. The focus groups will help us to evaluate the Canvas LMS 2020 implementation for our institution.</p> <p>During the focus groups, the usability will present sections of the Canvas LMS 2020 implementation on a large screen, so that all participants can see them. For example, the instructor could present the user interface in a particular section of the Canvas LMS 2020 implementation. The instructor could present the user interface in a particular section of the Canvas LMS 2020 implementation. The instructor could present the user interface in a particular section of the Canvas LMS 2020 implementation.</p> <p>The focus group participants could then discuss these sections of the implementation. The focus group participants could then discuss these sections of the implementation. The focus group participants could then discuss these sections of the implementation. The focus group participants could then discuss these sections of the implementation.</p> <p><b>Usability laboratory</b> will be used to evaluate the usability of the Canvas LMS 2020 implementation. The usability laboratory will be used to evaluate the usability of the Canvas LMS 2020 implementation. The usability laboratory will be used to evaluate the usability of the Canvas LMS 2020 implementation. The usability laboratory will be used to evaluate the usability of the Canvas LMS 2020 implementation.</p> <p>We will use the usability laboratory to evaluate the usability of the Canvas LMS 2020 implementation. We will use the usability laboratory to evaluate the usability of the Canvas LMS 2020 implementation. We will use the usability laboratory to evaluate the usability of the Canvas LMS 2020 implementation. We will use the usability laboratory to evaluate the usability of the Canvas LMS 2020 implementation.</p>	<p><i>Managing Writing</i></p> <p><b>Final Version</b></p> <p>This assignment is a combination of usability evaluation techniques for the Canvas LMS 2020 implementation. Your review will include any responses to the proposal. The review will identify usability issues that will be addressed by the implementation.</p> <p><b>Part 1: Internal Self-Review Instrument with SRS</b> - Completing an internal self-review instrument is a critical step in the usability evaluation process. It allows you to identify usability issues before the implementation. The internal self-review instrument will be used to identify usability issues before the implementation. The internal self-review instrument will be used to identify usability issues before the implementation.</p> <p><b>Part 2: Focus Groups</b> - Focus groups will be conducted for focus groups, which will be conducted in Public Rooms. The focus groups will help us to evaluate the Canvas LMS 2020 implementation for our institution. The focus groups will be conducted in Public Rooms. The focus groups will help us to evaluate the Canvas LMS 2020 implementation for our institution.</p> <p><b>Part 3: Usability Laboratory</b> - The usability laboratory will be used to evaluate the usability of the Canvas LMS 2020 implementation. The usability laboratory will be used to evaluate the usability of the Canvas LMS 2020 implementation. The usability laboratory will be used to evaluate the usability of the Canvas LMS 2020 implementation. The usability laboratory will be used to evaluate the usability of the Canvas LMS 2020 implementation.</p>

### Which big-picture writing skills does this writer possess?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Which big-picture writing skills will this writer need to develop for the upcoming assignment?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Module 2: Determine whether a staff member is capable of a particular writing assignment

**How to analyze an assignment by the writing skills required to complete it rather than what the final product will be**

**Instead of wondering, “Is this writer able to write a \_\_\_\_\_, consider which big picture skills the writer will need to write the \_\_\_\_\_.”**

**Practice: Analyze a writing assignment**

- 1. Think of an upcoming assignment and a writer you’d like to give it to.**

\_\_\_\_\_

- 2. List three big-picture writing skills a person would need to have to do well on this assignment.** (Doing well means being able to produce a clean draft that requires minor revision.)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 3. List two other documents where this writer has demonstrated that he or she has these skills.**

- \_\_\_\_\_
- \_\_\_\_\_

Module 3: How and why to invest your energy during the planning stage

**Budget time for all the stages in the writing process**

**What kinds of work is a writer's brain doing?**

**Step 1: Plan the Document**

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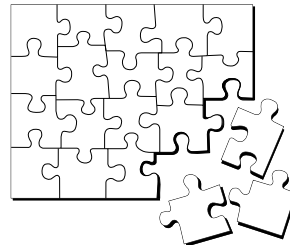


**Step 2: Organize the Information**

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**Step 3: Draft the Document**

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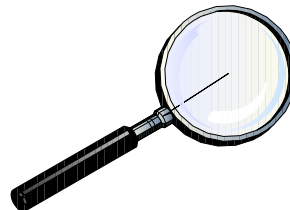


**Step 4: Revise the Document**

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Module 3: How and why to invest your energy during the planning stage

**Resource: Document Planner**

<b>Topic</b>	
<i>What is the document about?</i>	<hr/> <hr/>
<b>Purpose</b>	
<i>What should the document accomplish?</i>  <i>Specifically, what do you want the reader to do after reading it?</i>	<hr/> <hr/> <hr/>
<b>Message</b>	
<i>What is the main point of the document? What is the Bottom Line Up Front (BLUF) statement?</i>	<hr/> <hr/>
<b>Readers</b>	
<i>Who are your readers, both internal and external? List them by name, role, or title.</i>	<hr/> <hr/>
<b>Readers' Questions</b>	
<i>What questions will your reader have about your topic?</i>	1. <hr/> 2. <hr/> 3. <hr/> 4. <hr/> 5. <hr/> 6. <hr/> 7. <hr/> 8. <hr/>

Resource: Document Planner, continued

<b>Requirements</b>	
<i>What content must this document include?</i>	<hr/> <hr/>
<i>What sections must this document present?</i>	<hr/> <hr/>
<i>What format must this document follow?</i>	<hr/> <hr/> <hr/>
<b>Resources</b>	
<i>Whom should you call while working on this document?</i>	<hr/> <hr/>
<b><i>What other documents should you look at while writing this document?</i></b>	<hr/> <hr/>
<i>What regulations should you consider while writing this document?</i>	<hr/> <hr/>
<b>Deadlines</b>	
<i>Supervisor review</i>	<hr/>
<i>Peer review</i>	<hr/>
<i>Editor review</i>	<hr/>
<i>Front office review</i>	<hr/>

Module 3: How and why to invest your energy during the planning stage

**Discussion:**

- 1. Do you currently work with writers during the planning stage? If so, how do you do this? What “written artifact” do you work with?**

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- 2. Have your planning stage support strategies helped writers produce better documents?**

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- 3. How would you customize the Document Planner for use with your writers?**

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Module 4: How to provide writing assignments so you get the product you asked for

Shared wisdom about giving writing assignments

What's worked	What hasn't worked
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Model documents are the most useful for communicating the level of detail the writing assignment requires

Example: How much detail is in the Innovation Snapshot > Summary?

The screenshot shows the AHRQ Health Care Innovations Exchange website. The header includes the logo and tagline "Innovations and Tools to Improve Quality and Reduce Disparities". A navigation menu contains links for Home, What's New, Browse By Subject, Downloadable Database, Videos, Scale Up & Spread, Articles & Guides, and Events. The main content area is titled "Service Delivery Innovation Profile" and features a large heading: "On-the-Scene Video Consultations With Emergency Physicians Reduce Unnecessary Ambulance Transports and Emergency Department Visits, Connect People to Medical Homes". Below the heading, there are tabs for "Innovation" and "Back Story". The "Innovation" tab is active, showing a "Snapshot" section with a "Summary" that begins: "Through a program known as ETHAN ("Emergency Telehealth and Navigation"), the City of Houston Fire Department Emergency Medical Services". To the right of the summary, there is a "Contact the Innovator" section with a profile picture placeholder and a link to "Look for Similar Items by Subject".

<https://innovations.ahrq.gov/profiles/scene-video-consultations-emergency-physicians-reduce-unnecessary-ambulance-transports-and>

Module 4: How to provide writing assignments so you get the product you asked for

**Practice: What guidance would you give a writer about how much detail is required to write an Innovation Summary?**

**Summary**

Through a program known as ETHAN (“Emergency Telehealth and Navigation”), the City of Houston Fire Department Emergency Medical Services program uses video and other technology to allow emergency physicians to conduct real-time assessments of patients in the field to determine if they require transport to the emergency department or could be better served elsewhere. For those not requiring emergency care, the program can facilitate the scheduling of and transportation to an appointment at a partner clinic that can serve as a medical home. Through another local partner, the program conducts followup monitoring and connects patients to community-based resources that address social service and other health-related needs. In its first 9 months of operation, ETHAN has seen steadily rising use; significantly reduced unnecessary ambulance transports and emergency department visits (and their associated costs); connected a meaningful number of non-emergent patients to primary care medical homes; and freed up significant time for ambulance crews to deal with true emergencies.

**Could you annotate the Summary to give the writer a “how to”?**

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Module 4: How to provide writing assignments so you get the product you asked for

Here's a list of several things you could do when providing a writing assignment.

**Circle the strategies you will try** (or already use).

- A. Ask the writer to complete a Document Planner with you or for your review.
- B. Explain which sections of similar documents the writer should reuse without rewriting (or with little rewriting).
- C. Give the writer an example of a successful published document that can serve as a model for the document he or she is working on.
- D. Give the writer an example of a successful published document that can serve as a model for the document he or she is working on. Ask the writer to annotate the model document to explain why it's successful.
- E. Review the in-progress and final deadlines for the writing project with the writer.
- F. Schedule a **planning meeting** with the writer. This should be a live, in-person or online meeting.
- G. Schedule a **progress meeting** with the writer. Ask to see section outlines and at least one fully written paragraph from each section.
- H. Show the writer similar documents your team has already published.

**What is the best order for the strategies you'll try?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Module 5: How to monitor progress

**Best practices for monitoring a writer’s progress**

1. **For your team, establish a set of writing progress meetings.** Here are some options:
  - A. Document planning meeting
  - B. Ask the Manager meeting
  - C. Sections, Structure, and Paragraph meeting
  - D. \_\_\_\_\_
  - E. \_\_\_\_\_
  
2. **Create a schedule for these meetings.**

Month ..... Year .....						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

3. **At the start of a writing project, put these meetings on the writer’s calendar automatically,** even when you’re working with a competent writer who needs less monitoring.

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# Managing Writing

## Module 6: How to identify what a draft document needs and communicate that to the writer

Describe your method of giving feedback on a writer's draft:

1. Do you use Track Changes or write notes in the margin? Why?

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2. Do you review the comments with the writer?

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3. What do you expect the writer to do with your comments?

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4. How well does your method work? Cite a recent experience with a writer and draft document.

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### Does this look familiar?

The image shows a screenshot of a letter from Mark Takano, dated July xx, 2013, addressed to Mr. Speaker. The letter discusses immigration reform. The text is heavily annotated with red handwritten notes and a large red 'F' in a circle at the top. The notes include:

- Strong thesis** (circled in red)
- Mr. Speaker,**
- Our immigration system is broken and in need of serious reform** (circled in red)
- We must secure our border, improve interior enforcement, streamline legal immigration, and modernize our visa system to meet the needs of our economy.**
- For more than two months, the Senate debated a comprehensive immigration reform proposal that seeks to fix all the country's immigration problems at once.** (circled in red)
- In our view, the bill is inadequate, unfair, and unfixable** (circled in red) and it is precisely because the bill tries to address every issue at once that it is unworkable.
- The Senate-passed legislation is over 1,000 pages** (circled in red) which reportedly not all the Senators have read, and there is no way the American people can be sure of what it does. We believe the only way to properly reform our immigration system is through an incremental, step-by-step approach that ensures reforms are implemented in the proper order and significant progress is being made on each one. To attempt to do everything at once ensures that little will be done right and, more likely, that nothing will be done at all.
- Judiciary Committee:**
  - 5 days of We are disturbed by the secret and underhanded way in which the immigration bill moved
  - over 200 through the Senate. Taking immigration reform one step at a time makes an open and transparent process more likely and will prevent the last minute secret deal-making and vote-buying that
  - considered in the waning days before the Senate vote.
- Senate Passed:**
  - 8 weeks of mark up, including more amendments
- 286 based on word count**
- redundant, paired adjectives**
- contradict earlier statement**
- seems like you support the Senate's bill which addresses all of these**
- See me after votes** (circled in red)
- Please argue policy, not procedure!**
- That's why we will oppose any effort to pass immigration reform in one large comprehensive bill.** (circled in red)
- There is no reasonable justification to link each piece of reform - all significant undertakings - to one another.** (circled in red)
- Incorrect statement - unless all issues are addressed, the system remains broken** (circled in red)
- We remain confident that Congress can and should make significant progress on fixing our immigration system. We stand ready to work with you to accomplish this goal for the American people.**
- Sincerely,**
- Follow up questions:**
  - The assignment was to address what should be done about the 11 million people already here. Did you purposefully leave this out?
  - If you don't understand the bill - come by my office and I'll explain it.
- Weak draft, re-do:**
  - include evidence
  - remove tawdry allegations
  - address pathway issue
- How much does a vote cost \$10? \$15?**
- Do you have evidence or are you just making an accusation?**
- Mark Takano, MC HS Teacher 1988-2012**

Huffington Post, Rep. Mark Takano Corrects Republican Letter, Proves He Will Always Be A Teacher, July 12, 2013. [http://www.huffingtonpost.com/2013/07/12/mark-takano-letter-teacher-republicans\\_n\\_3582230.html](http://www.huffingtonpost.com/2013/07/12/mark-takano-letter-teacher-republicans_n_3582230.html)



Module 6: How to identify what a draft document needs and communicate that to the writer

**Best practices for commenting (using Track Changes or writing notes in the margin)**

1. **Look for patterns. If you find a pattern, comment in detail the first time** then refer to that comment each time the problem comes up again. It's the writer's responsibility to make the changes throughout.
  - First time: *Your sentences are too long. Please break sentences like these into two parts.*
  - Second time and beyond: *See Comment 3 about long sentences.*
2. **Ask questions.** This is especially important if you want to build the writer's skills.
  - *How can the paragraphs in this section be reordered to improve the flow?*
  - *Can you find another section in this document for this graph? It's out of place here.*
  - *Can you find a sample document that handles this type of narrative in an easier-to-understand manner?*
  - *Where can you incorporate more explanation, so non-technical readers can understand this concept?*
3. **Describe the solution, not just the problem.**
  - *The graph doesn't support the paragraph content. Decide which is more important then revise the other.*
  - *You've used many undefined technical terms. Please review our project Glossary and incorporate definitions into the text.*
4. **If you're writing notes in the margin, make them legible.**
5. **Write explicit, not cryptic, comments.** Avoid writing "awk" or "?!?" The writer should understand what you want her to do, not how you felt while reading the draft.
6. **Avoid rhetorical questions.**
  - Don't ask: *Why is this section in the draft?*
  - Write: *This section doesn't belong in the draft. Please delete.*

Module 6: How to identify what a draft document needs and communicate that to the writer

**Read this email and write comments for the writer**

From: Andrea Williams, The College-for-All Institute, Educational Manager  
To: Superintendents, Principals  
Subject: The Douglas Parker Scholarship Initiative

The College-for-All Institute and Highland State University are pleased to invite your schools to participate in the Douglas Parker Scholarship Initiative. The College-for-All Institute/Highland State University Collaborative has been renamed in honor of Dr. Douglas Parker, Jr., former President of Highland State University and College-for-All trustee. As he was the inspiration behind the initiative, we felt a distinction to give tribute to such a dedicated educator.

The Douglas Parker Scholarship will provide training for teachers and counselors to help students build a rigorous curriculum and academic experience. The initiative will directly target school districts in MS and LA that are in close proximity to Highland State University, where most of the trainings will be held.

We would like to invite you to attend various workshops that will enable your schools to help build and sustain a college preparation program. Please review the timeline of events and select appropriate staff and teachers to attend these events. Our agenda will include sessions on major educational topics and current strategies to build capacity and create a college-going culture for all students.

\*\*\* *continued* \*\*\*

The College-for-All Institute will provide a 3-day training at the **Summer Institute for Administrators (SIA) from June 12-16 in Del Ray Beach, FL**, at no-cost to participants, including all meals. The College-for-All Institute will reimburse for travel – \$ 0.54 per mile, up to 600 miles. Or, you may chose to fly to Del Ray Beach. lease contact World Travel at (800) XXX-XXXX and provide budget code XXXXXXXXXX. The College-for-All Institute will provide up to \$500 in air fare. In addition, we will provide all meals and two nights of double occupancy lodging. On the registration form, participants have the option of designating a roommate for double occupancy or we will be happy to assign one. If an attendee desires a single room, they will be responsible for payment of lodging for one night.

**Attached is the timeline of events for your review. Please complete the registration form for the SIA by May 15, 2016 and return it electronically to me at [AWilliams@collegetherforall.org](mailto:AWilliams@collegetherforall.org).**

In September, The College-for-All Institute and Highland State University will provide the one-day trainings, including lunch, at no-cost to participants. In October, we will offer a counselor training. We will send details and registration for the teacher and counselor trainings as soon as they are finalized. We are planning on holding the workshops in September and October on the campus of Highland State University. The districts should provide transportation for all participants.

#### Attachments:

- Registration form for the SIA in Excel spreadsheet
- Instructions for SIA participation
- Timeline of Events for the Douglas Parker Scholarship

#### Directions for filling out the Summer Institute for Administrators (SIA)

- 1) Fill out the attached Excel spreadsheet
- 2) Note your arrival and departure – The College-for-All Institute will take care of all hotel reservations
- 3) Call World Travel to arrange your flight arrangements
- 4) Upon your return, submit receipts for mileage to the airport

Module 7: Course wrap-up

**For reflection:**

- 1. Which of today's practices or tools do you plan to use with your team of writers?**

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- 2. Which strategy mentioned by a classmate will you try?**

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- 3. Is there a particular type of writer or writing project that confounds you as a manager?**

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- 4. Which steps could you take to build a small collection of annotated model documents or sections of documents?**

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- 5. How could the publication process in your group be changed so you could get better writing from your team?**

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