

GS Program Models

Activities

- A. 2 weeks = intro to disciplines (BUT FEWER) and portfolios
- B. 1 week = magazines

Products

- A. Portfolios
- B. Magazines

3 Weeks

Strengths

- A. Easier to schedule all staff
- B. Easier to manage
- C. Proven track record

Weakness

- A. Some students report too much, too fast
- B. Rush at the end, which may get worse if we get more applicants
- C. Writing quality suffers
- D. Students have to leave early, right in the middle of the larger program

6 Week Model

Brief Schedule

Overview of English Studies (1 day)

Intro to the Disciplines (12 days)

Initial Magazine Work and Determine Project
Foci (3 days)

Intensive Writing (work on major projects and
other pieces) (7 days)

Completion of Magazines and Portfolios +
English Studies Wrap-Up (6 days)

Schedule

Day 1: Overview of English Studies

Days 2-13: Intro to 4 disciplines (3 days each; 3rd day = special topics)
(the number and type of disciplines will vary year-to-year, depending upon faculty availability)

Days 14-16:

- **Initial work on magazines**
 - **Form editorial boards**
 - **Conceive magazine foci**
- **Each student researches and determines major project focus and plan**

Days 17-23: Work on major projects + other pieces

Days 24-29: Complete magazines and portfolios

Products

A. Portfolios (one for them, one for us)

- a. Work completed in each discipline during first 12 days
- b. Independent project
- c. Selections from magazine or whole magazine?
- d. Personal/Learning Journal?

B. Magazines

Program Requirements

- Each student will complete one or more teacher-assigned brief projects during the Intro to the Disciplines segment
- Each will complete a self-selected major project in consultation with mentor during the Intensive Writing segment.
- Each will serve on magazine boards.
- Each will produce a minimum of three works for the magazines.

12 students; 4 disciplines; 3 per discipline. How decide?

Staffing (distinct from committee)

Faculty (5)

Teaching Directors (4)

- Conduct GA hiring process or participate with committee in this process before end of October.
- Work with 1-2 GAs from Nov through May to plan 3-day disciplinary focus and 1 week of mentoring. With many months to do this, won't be very onerous. Also: fac can integrate this with field work advising or other tenure-track responsibilities?
- Participate in first-day intro session.
- Teach 1-2 sessions of 3-day discipline concentration.
- Oversee GAs as they teach remaining sessions and as they mentor individual projects.
- Show up for closing ceremony if possible.

Magazine Director (1)

- Participate in first-day intro session.
- Oversee initial magazine work at 2 ½ week mark.
- Oversee concentrated magazine work during final week.
- Show up for closing ceremony if possible.

GAs (7-13)

- **Teachers (4-8)**

- 1-2 will work with each of 4 teaching directors early in the year to plan 3-day disciplinary focus and mentoring
- Attend first-day introductory session
- Teach the 3-day disciplinary focus
- Mentor for 7 days
- Attend closing ceremony if possible and complete survey

Note: we'll hire teachers first, then determine daily assistant needs after?

- **Daily Assistants (2-3)**

- Attend first-day introductory session
- Each serves 2-3 weeks, and is present all day
 - Assists with transportation and supervision of students throughout the day
 - Assists with staff communication and turn-over throughout the day
 - Provides continuity for students
 - Oversees afternoon writing sessions (2-4:00 or 3-4:00 daily)

- **Magazine Assistants (1-2)**

- Attend first-day introductory session
- Attend initial magazine planning sessions
- Oversee final week of magazine production

Committee

- Reflect on purpose of program, make adjustments from year to year, offer recommendations to dept.
- Conduct GA hiring.
- Administer evaluations and surveys.
- Manage program documents.
- Complete yearly or bi-annual budgets
- Oversee staff pay.
- GAs serving on committee may apply for positions (but will not be involved in any of the hiring process for any staff).

Questions

- Does/should the GS committee count as a dept. committee and therefore as dept. service?

Yes, because the GS program offers multiple benefits to the dept:

- a. Provides summer employment to grad students
- b. Raises dept. profile
- c. Recruits majors
- d. Can work symbiotically with dept. programs or goals.

No, because

- a. It's not an NDSU-specific program and the university at large does not recognize it as part of faculty duties
 - b. It distracts from other dept. functions and needs
- How, if at all, does faculty involvement in the summer program count toward dept., college, or university service, teaching, or advising? How, if at all, does or can it

6 Weeks, cont

Weaknesses

- A. Hard to schedule faculty in (whether as instructors or advisors), because in and out of town and working on projects
- B. Hard to schedule grads, because in and out of town, taking classes, and holding other jobs
- C. Much more management required (but more leisurely)

Strengths

- A. Room to expand AND concentrate
- B. Room to improve quality of products
- C. We seem to be on the road to funding (support in Bismark)
- D. More recruits to the major?
- E. Double again the dept. PR, raised profile, etc.
- F. Students reap the respective benefits of staying with their 6-week peers in the larger program

3 Weeks/6 Weeks

Overhaul



Activities

- A. 1 week/2 weeks = intro to *select* disciplines (varying from year to year, depending upon available staff, who will commit by _____)
- B. 1 week/2 weeks = concentrated work on independent project
- C. 1 week/2 weeks = magazines or begin journal

- 4 disciplines: cw, ee, rhet, lit
- 12 days on disciplines, 3 days each
 - Faculty work with GAs to plan and teach. With many months to do this, won't be very onerous.
 - Faculty show up first day and then 1-2 sessions of the 3 day discipline concentration. Fac also oversee GAs.
- 14 days on independent projects (major and minor) and begin magazines