WAC and NaNoWrimo: Lessons in Letters and Symbiosis

Keri Augusto, PhD, Becker College (In Absentia)
Sheryl Bone, MA, Kaplan University
Elizabeth Kelly, MA, Georgia Southern University
Teresa Marie Kelly, MA, Kaplan University
Agenda

- Results – Numbers and Names
- NaNoWrimo Programs and Resources
- NaNoWrimo and Higher Education
- How NaNoWrimo and WAC Goals Intersect and Support Each Other
- Bringing NaNoWrimo to Developmental Education
- NaNoWrimo Outside the Writing Classroom
- Case Study: PSYC3004 Writing for Psychology
- Model Plan for implementing NaNoWriMo on a Campus
- Q&A
National Novel Writing Month

- **What:** Writing one 50,000-word novel from scratch in a month’s time.

- **Who:** You! We can’t do this unless we have some other people trying it as well. Let’s write laughably awful yet lengthy prose together.

- **Why:** The reasons are endless! To actively participate in one of our era’s most enchanting art forms! To give yourself permission to write without obsessing over quality. To be able to make obscure references to passages from our novels at parties. To stop being one of those people who say, “I’ve always wanted to write a novel,” and become one of those people who can say, “Oh, a novel? It’s such a funny story—I’ve written three.”

- **When:** You can sign up anytime to add your name to the roster and browse the forums. Writing begins 12:00:01 November 1. To be added to the official list of winners, you must reach the 50,000-word mark by November 30 at 11:59:59. Once your novel has been verified by our web-based team of robotic word counters, the partying begins.

From [http://www.nanowrimo.org/](http://www.nanowrimo.org/)
Timeline - How it All Began

- 1999 – It started as a fun challenge and 21 people
- 2000 – A website, a movement, and rules
- 2001 – 5000 writers, backlogs, and reality checks
- 2002 – Automation and solvency
- 2003 – MLs, Monks, and Russ
- 2004 – Book Tours, Room to Read, and NaNo Everywhere

From http://www.nanowrimo.org/
Timeline – Growing Up

- 2005 - Server problems solved, the YWP, and WrimoRadio
- 2006 - The Office of Letters and Light and Essential Success
- 2007 – Script Frenzy, Pep Talks, and Cash Flow
- 2008 – Strategic Planning and a Community Liaison
- 2009 – Planning, Clouds, and Write Ins
- 2010 – Fresh faces, programs, and problems
- 2011 – 256,000 participants and Camp NaNoWrimo
- 2012 – a new captain steering the ship

From http://www.nanowrimo.org/
# NaNoWrimo By the Numbers

<table>
<thead>
<tr>
<th>Year</th>
<th>Participants</th>
<th>Winners</th>
<th>K-12 Schools</th>
<th>Words Logged</th>
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<tbody>
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<td>1999</td>
<td>21</td>
<td>6</td>
<td>****</td>
<td>****</td>
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<tr>
<td>2000</td>
<td>140</td>
<td>29</td>
<td>****</td>
<td>****</td>
</tr>
<tr>
<td>2001</td>
<td>5000</td>
<td>700</td>
<td>****</td>
<td>****</td>
</tr>
<tr>
<td>2002</td>
<td>13,500</td>
<td>2,100</td>
<td>****</td>
<td>****</td>
</tr>
<tr>
<td>2003</td>
<td>42,000</td>
<td>6,000</td>
<td>****</td>
<td>****</td>
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<tr>
<td>2004</td>
<td>59,000</td>
<td>9,769</td>
<td>****</td>
<td>428,164,975</td>
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<tr>
<td>2005</td>
<td>79,813</td>
<td>12,948</td>
<td>100</td>
<td>714,227,354</td>
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<tr>
<td>2006</td>
<td>101,510</td>
<td>15,333</td>
<td>300</td>
<td>982,564,701</td>
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<tr>
<td>2007</td>
<td>101,510</td>
<td>15,333</td>
<td>366</td>
<td>1,187,931,929</td>
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<td>2008</td>
<td>119,301</td>
<td>21,683</td>
<td>600</td>
<td>1,643,343,993</td>
</tr>
<tr>
<td>2009</td>
<td>167,150</td>
<td>32,178</td>
<td>1,295</td>
<td>2,427,190,537</td>
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<td>2010</td>
<td>200,500</td>
<td>37,500</td>
<td>1800</td>
<td>2,872,682,109</td>
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<tr>
<td>2011</td>
<td>256,618</td>
<td>36,843</td>
<td>2000</td>
<td>3,074,068,446</td>
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</tbody>
</table>

There are more than 500 Official NaNoWrimo Chapters around the world

From [http://www.nanowrimo.org/](http://www.nanowrimo.org/)
NaNoWrimo Published Authors

Rebecca Agiewich— *BreakupBabe* (Ballantine Books, 2006). Contact: [www.rebecca.agiewich.net](http://www.rebecca.agiewich.net)


J. Rose Allister— *Contains adult content* *Their Secret Paradise* (Eternal Press, 2009), *Kata Sutra* (Siren Publishing, 2010), and *A Grand Seduction* (published under Lisa Logan by Eternal Press, 2009). Contact: [jroseallister.com](http://jroseallister.com)

Laura L. Alton— *Las Vegas Chew Toy* (Fireside Mysteries, 2009). Contact: [www.lauralalton.com](http://www.lauralalton.com)


Amelia Atwater-Rhodes— *Persistence of Memory* (Delacorte Books for Young Readers, 2008). Contact: [www.randomhouse.com/features/atwaterrhodes](http://www.randomhouse.com/features/atwaterrhodes)

Robyn Bachar— *Blood, Smoke and Mirrors* (Samhain Publishing, 2011). Contact: [robynbachar.com](http://robynbachar.com)

Jill Baguchinsky— *Spookygirl* (Souvenir Press, 2011). Contact: [mintconspiracy.blogspot.com](http://mintconspiracy.blogspot.com)

Jenna Bayley-Burke— *Just One Spark* (Mills & Boon, 2006). Contact: [www.jennabayleyburke.com](http://www.jennabayleyburke.com)


Hannah Biemold— *In het hooi* (Uitgeverij Vuurpapier, 2010). Contact: [www.vuurpapier.nl](http://www.vuurpapier.nl)


Megan Bostic— *Never Eighteen* (Graphia, 2012). Contact: [meganbosticbooks.com](http://meganbosticbooks.com)


Ophélie Bruneau— *Et pour quelques gigahertz de plus* (Ad Astra, 2012). Contact: [histoiresdoph.blogspot.com](http://histoiresdoph.blogspot.com)

BethAnn Buehler— *Broken Together* (Rebel Ink Press, 2010). Contact: [www.bethannbuehler.com](http://www.bethannbuehler.com)


From [http://www.nanowrimo.org/](http://www.nanowrimo.org/)
NaNoWrimo Published Authors


Dave Casler—*Flying Broomstick, Book 1: Genesis* (Mt. Sneffels Press, 2007). Contact: www.americanflyingbroomstick.com

S. Christopher—*Gigapolis* (Onyx Neon Press, 2009). Contact: www.onyxneon.com

Elaine Corvidae—*Daughter of Snow* (Mundania Press, 2010). Contact: www.elainecorvidae.com

Julia Crouch—*Cuckoo* (Note: Contains adult content) (Siren Publishing Inc., 2010), and* Believing is Trusting* (Siren Publishing Inc., 2010). Contact: juliacrouch.co.uk

Lisa Daily—*The Dreamgirl Academy* (Plume/Penguin Putnam, 2008). Contact: stopgettingdumped.com

Martine Daniel—*Legacy of Lies* (Chipmunka Publishing Inc., 2010), and* Believing is Trusting* (Siren Publishing Inc., 2010). Contact: martinedaniel.co.uk

Corinne Davies—*Believing is Seeing* (Siren Publishing Inc., 2010), and *Believing is Trusting* (Siren Publishing Inc., 2010). Contact: www.cor荏edavies.com

Farhan Devji—*Hockey Farmer* (Cacoethes Publishing). Contact: Cacoethes Publishing

Saranna DeWylde—*How To Lose a Demon in 10 Days, How to Marry a Warlock in 10 Days, and How to Seduce an Angel in 10 Days* (Kensington Brava, 2012). Contact: www.sarannadewylde.com

Sarah Dooley—*Livvie Owen Lived Here* (Feiwel and Friends, 2010). Contact: Feiwel and Friends

Moondancer Drake—*Worlds Collide* (PD Publishing). Contact: www.moondancerdrake.com

Delphine Dryden—*Snow Job* (Ellora’s Cave, 2008), *When in Rio* (Ellora’s Cave, 2009). Contact: www.delphinedryden.com

Cecile Duquenne—*Entrechats* (Voyen, 2010). Contact: entrechats.over-blog.net

Hallie Durand—*No Room for Dessert* (Atheneum Books for Young Readers, 2012). Contact: authors.simonandschuster.com/Hallie-Durand/46783748

Julia Durand—*Segredos do Submundo: A Herdeira* (Minerva Coimbra, 2010). Contact: minervacoimbra.blogspot.com/
NaNoWrimo Published Authors

Mette Finderup — Blink: En kærlighedsroman (Gyldendal, 2009). Contact: www.finderup.dk/blink
Anthony Francis — Frost Moon (Bell Bridge Books, 2010) and Blood Rock (Bell Bridge Books, 2011). Contact: www.dresan.com
Edgar Franzmann — Millionenallee (Emons-Verlag, 2009). Contact: www.franzmann.de
Colin Fullerton — Like A Road (Blaurock Press, 2008). Contact: www.blaurockpress.com
Donna Gephart — Olivia Bean, Trivia Queen (Delacourte Press). Contact: donnagephart.blogspot.com
Terie Gerrison — SpringFire (Dragonspawn Cycle, Book 3) and SummerDanse (Llewellyn Worldwide). Contact: www.TerieGarrison.com
Erin Grace — The Indefatigable Wright Brothers (Jumping Duck Media, 2008). Contact: www.jumping-duck.com
Anna Scott Graham — Drop the Gauntlet (FEP International, 2009). Contact: www.annascottgraham.com
Bosley Gravel — The Movie (BeWrite Books, 2009). Contact: BeWrite Books
T. Greenwood — The Hungry Season (Kensington, 2007) and Ape House (Spiegel & Grau, 2010). Contact: www.saragruen.com
Rebecca Hart — Call of the Sea (Inkspell Publishing, 2012). Contact: rebeccahartwriting.com
Elizabeth Haynes — Into the Darkest Corner (Myriad Editions, 2011) and Revenge of the Tide (Myriad Editions, 2012). Contact: www.elizabeth-haynes.com
Liz Hegarty — Salt River (Scholastic New Zealand, April 2009). Contact: www.scholastic.co.nz
Eric Hendrixson — Bucket of Face (Eraserhead Press, October 2010). Contact: eraserheadpress.com
Rachael Herron — How to Knit a Love Song: A Cypress Hollow Yarn (Avon, 2010). Contact: www.rachaelherron.com
Harry Hol — Bagage (L.J. Veen, 2010).
Magdalena Zschokke — Maybe Tomorrow (Windstorm Creative, 2007). Contact: www.magdalena-zschokke.com

From http://www.nanowrimo.org/
NaNoWriMo Published Authors

Denise Jaden — Losing Faith (Simon Pulse, 2010). Contact: www.denisejaden.com
Heather Kuehl — Promises To Keep (Eternal Press, 2010). Contact: heatherkuehl.blogspot.com
Suzanne Lazear — Innocent Darkness (The Aether Chronicles) (Flux, 2012). Contact: www.ageofsteam.wordpress.com
Amy Levy — Welcome To River Street (Fey Publishing LTD, 2010). Contact: wtrs.info
Marissa Meyer — Cinder: Book One in the Lunar Chronicles (Feiwel & Friends, 2012). Contact: marissameyer.livejournal.com
Greg McCarthy — The Price of Life (Otherworld Publications, 2010). Contact: www.otherworldpublications.com
Jacqueline Paige — Mystic Perceptions (Class Act Books, 2010). Contact: www.classactbooks.com
Stephanie Perkins — Anna and the French Kiss (Dutton Juvenile, 2010). Contact: stephanieperkins.com
Kalayna Price — Once Bitten (Bell Bridge Books). Contact: www.Kalayna.com
Prem Rao — It Can’t Be You (Cedar Books/Pustak Mahal). Contact: itcanbeyou.com
Rashbre — The Triangle (Trafford Publishing, 2010). Contact: ashbre2.blogspot.com

From http://www.nanowrimo.org/
NaNoWriMo Published Authors


Yolanda Sfetsos—*Shade of Grey* (Eternal Press, 2010). Contact: www.yolandasfetsos.com


Arianna Skye—*Wings of Desire* (Eternal Press, 2010). Contact: www.ariannaskye.com


Diana Sousa—*Início* (Temas Originais, 2010). Contact: www.temas-originais.pt


Amber Stockton—*Promises, Promises*, *Copper and Candles* (Barbour Publishing, 2009), and *Liberty’s Promise* (Barbour Publishing). Contact: www.amberstockton.com


Stephanie Stuve-Bodeen—*The Compound* (Feiwel and Friends, 2008). Contact: www.rockforadoll.com

Kyle Michel Sullivan—*Bobby Carapisi* (The Nazca Plains Corporation). Contact: Nazca Plains Corporation

J.H. Trumble—*Don’t Let Me Go* (Kensington, 2011). Contact: Five Star/Gale

Pamela Turner—*Death Sword* (Lyrical Press, 2011). Contact: PamelaTurner.net

Catherine Wade—*Let’s Dish* and *Another Time Around* (Samhain Publishing). Contact: www.samhainpublishing.com

Alayna Williams—*Dark Oracle* (Pocket-Juno Books, 2010). Contact: Five Star/Gale

David Niall Wilson—*Vintage Soul* (Five Star/Gale, 2007) and *The Mote in Andrea’s Eye* (Five Star/Gale, 2006). Contact: Five Star/Gale

Nora Zelevansky—*Semi-Charmed Life* (St. Martin’s Griffin, 2012).

From http://www.nanowrimo.org/
And that was just a partial list...

- Kerri Augusto has received interest from four literary agents on the YA novel she wrote during NaNoWrimo
- One Kaplan colleague has self-published her NaNoWrimo on CreateSpace
- Another is working on self-publishing her YA Novel from NaNoWrimo
- As the Composition Department Chair said recently, coming together in that way for the sake of creativity showed us what we could do (and it's apparent in the redesign of our Composition I and II Courses).
NaNoWrimo Tools

- The NaNoWrimo Site Provides a wide range of tools for using NaNoWrimo in the classroom
- These tools include archived pep talks dating back to 2007
- There is also a special NaNoU section

From http://www.nanowrimo.org/
The pep talks from authors began in 2007. Who better to give advice on writing than other writers? Every year, we collect requests from staff and participants on the blog for authors they'd like to hear from. We compile the requests and reach out to as many of the popular requests as we're able to. Many authors are simply too busy with their own writing and other obligations to submit a pep talk, but we've been immensely gratified and thrilled by the caliber of writers who have taken time out of their busy schedules to write pep talks for our participants. –Sarah Mackey, Community Liaison, Offices of Letters and Light
A Word Of Caution...

- If you plan to share a NaNoWrimo Pep talk with your students either during NaNoWrimo or just as a general prompt/pep talk about writing ....

- Listen to it/read it first
The Young Writers Program

The Young Writers Program was founded in 2005, in response to the countless teachers who wrote in wanting to bring noveling to the classroom. From there, it's grown by leaps and bounds! In 2011, we had approximately 1730 classrooms and around 81,000 students participating in the NaNoWriMo YWP. - Sarah Mackey, Community Liaison, Offices of Letters and Light
The Development Of NaNo U – How and Why

There were already university and community college instructors adapting the challenge to classes, and we wanted to facilitate a way to share their knowledge and experiences with other instructors who may be interested in teaching a class around the concept--and for the students, there was an existing population of college age students participating in clubs on campuses--many of whom couldn't get off campus to join regional events. So we provided formalized resources to two existing demographics in higher education. It's largely been an organic development. We asked for input on what would be most helpful and tried to work from a place of meeting demand—pep talks for college students from college students, for example, was a direct result of many requests. Our ultimate goal here is just to broaden the reach (and benefits!) of the event by providing resources to those populations uniquely suited to benefit from our programming, which we felt university/college/community instructors and students certainly are. - Sarah Mackey, Community Liaison, Offices of Letters and Light
NaNoWrimo and Higher Education

One fascinating element of the challenge in the university is that professors--including Natalie Goldberg, and a number of published authors who also teach--have students that participate and based on the effect it has on those students, these professors have caught on to something very special in this approach to teaching writing. So our ultimate goal is to share this transformative experience with as many professors and instructors as possible so their students may also benefit from the amazing creativity and confidence building this challenge engenders. - Sarah Mackey, Community Liaison, Offices of Letters and Light
### NaNoWrimo and WAC Goals

<table>
<thead>
<tr>
<th>NaNoWrimo Forces Participants To Write</th>
<th>WAC Forces Students To Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>NaNoWrimo Wants Participants To Take Risks</td>
<td>WAC Wants Students to Take Risks</td>
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<tr>
<td>NaNoWrimo Fosters Creativity</td>
<td>WAC Fosters Creativity</td>
</tr>
<tr>
<td>NanoWrimo Provides Structure and Deadlines</td>
<td>WAC Assignments Have Structure and Deadlines</td>
</tr>
<tr>
<td>NanoWrimo Requires Preparation</td>
<td>WAC Assignments Require Preparation</td>
</tr>
<tr>
<td>NanoWrimo Builds Community</td>
<td>WAC Builds Community</td>
</tr>
<tr>
<td>NanoWrimo Makes Wannabe Novelists Into Novelists</td>
<td>WAC Makes Reluctant Writers Into Writers</td>
</tr>
<tr>
<td>NanoWrimo Births Novels and Novelists</td>
<td>WAC Births Writing and Writers</td>
</tr>
</tbody>
</table>
In 2010, two online developmental education instructors committed to participating in NaNoWrimo and sharing their experience with their students.

This meant:

- 50,000 words of original fiction from November 1 to November 30.
- Average of 1667 words a day
- All this in addition to typical responsibilities
What This Meant For Our Students

This also meant a terrific learning opportunity for our students!

- Invited students to join
- Invited students to follow and comment on blog
- Tweeted updates
- Discussed hurdles and strategies for overcoming
- Students became our biggest cheerleaders – an absolute role reversal
Teacher as Writer, Student as Observer
What We Learned.....

- Although they weren’t participating, students enjoyed watching their instructors
- Students followed blogs, commented on blogs
- Students Re-tweeted and replied to Tweets
- Role reversal refreshing for all
  - Students encouraging instructors
  - Modeling
  - Students enjoy hearing our struggles and how we work to overcome them and stay on track!
NaNoWrimo Outside the Writing Classroom

- Using NaNoWrimo or a similar assignment in content areas allows application of knowledge and creation of something new from the knowledge.
- Both activities are higher order thinking skills in Bloom’s Taxonomy.
- Most professions require some type of writing.
- Many famous writers came from other professions:
  - John Grisham, Lawyer
  - Michael Crichton, Doctor
  - Dick Francis, Jockey
  - Diana Gabaldon, PhD in Biology
From Demonstrating to Applying - Example 1

<table>
<thead>
<tr>
<th>Traditional Assignment</th>
<th>Creative Writing Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome:</strong> Demonstrate understanding of the different types of faults and the types and variety of earthquakes that the cause.</td>
<td><strong>Seismology Course Final Assignment</strong> Research the various types of earthquake faults and the largest recorded or best known quakes on that fault. Write 20,000 words in a novella, 3-4 short stories, or creative nonfiction from a first person perspective that describes what someone experiencing one of those quakes would have gone through, including the strength and length of the shaking, how damage differs between the types of faults, and how far shaking and damage radiate out from the epicenter.</td>
</tr>
</tbody>
</table>

Seismology Course Final Paper
Using 5-7 sources compare and contrast the various types of earthquake faults. Include information on the largest recorded quake on that fault, what magnitude the type of fault is capable of producing, how damage differs between the types of faults, and how far shaking and damage radiate out from the epicenter.
<table>
<thead>
<tr>
<th>Traditional Assignment</th>
<th>Creative Writing Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome:</strong> Apply mathematical concepts to starting or running a small business.</td>
<td></td>
</tr>
<tr>
<td>Business Math Course Final Paper</td>
<td>Business Math Course Final Assignment</td>
</tr>
<tr>
<td>Consider the mathematical concepts we’ve covered this term. Create a business plan that employs at least five of those concepts. Include references that explain how the concepts apply to running a small business.</td>
<td>Consider the mathematical concepts we’ve covered this term. Write 20,000 words in a novella, 3-4 short stories, or 20,000 words of creative nonfiction that relates the story of starting and running a small business. Your work should demonstrate understanding of at least five of those concepts, Be sure to address successes and challenges.</td>
</tr>
</tbody>
</table>
Why Pick Just One?

- Both activities are higher order thinking skills in Bloom’s Taxonomy.
- A content heavy rubric could be designed that can be applied to both types of projects.
- This would allow students of multiple learning styles to benefit.
- Big plus – the creative writing assignments may lead to less plagiarism.
Case Study:
PSYC3004 Writing for Psychology
Getting Psyched About NaNoWriMo
Observations Prior to PSYC3004

- Students engaged in procrastination writing
- Students fixated over individual words and fail to write complete thoughts
- Students frequently failed to draft their work
Rationale Given to Students

- Students in PSYC3004 are training to be counselors.
- Counseling necessarily involves stories.
  - We listen to stories.
  - We tell stories.
  - We craft metaphors.
  - We look for themes and patterns.
- Exercising the creative mind helps one be a better story-teller and a better audience for others’ stories.
Students selected a novel about an adolescent struggling with a psychological issue.

The student located 5 primary source journal articles on the relevant issue.

- Assignment 1: Annotated Bibliography
- Assignment 3: Oral Presentation
- Assignment 4: DAP & SOAP Notes
- Assignment 5: Treatment Plan
Sample Topics

 Domestic Violence
 Depression
 Narcissism
 Parent Diagnosed with Cancer
 Living in Foster Care
 Immigration
 Anxiety
October

- Literature Review
  - Minimum of five primary source articles
  - Minimum of eight sources
  - APA style
  - Draft
  - Peer Review
  - Final Copy
  - Emphasis on integrating sources

- Writer’s Workshops Offered One Day a Week
  - Character Development
    - Pictures, names and bios for all major characters
  - Plot Development
    - Basic Story-Arc with Conflict
  - Additional Research
Late October

Contracts were signed...

Students signed a contract at the end of October.

- They agreed to one of the following:
  - 50K -- Upon successful completion, students may earn an A-grade
  - 35K -- Upon successful completion, students may earn a B-grade
  - 30K -- Upon successful completion, students may earn a C-grade

Students thought long and hard about their personal obligations and willingness to invest in this project. We discussed what this meant in terms of pages of output, making sure to highlight the Thanksgiving holiday as a challenge. All but 1 of the students selected the 50K or 35K option
November

**Writers Write**
- Students brought laptops and wrote for the entire class period.
- Students generated a class blog, rotating authors and responding to each post.
  - What are your challenges?
  - Post an excerpt.

**Writers Read**
- Random students were asked to provide a summary of their novel to a given page number and then read a 2-3 page excerpt.
The Experience

- As the instructor, it felt awful
  - I was terrified I was wasting their time.
  - I sought constant reassurance from my colleagues.
  - I convinced myself I would never do this again.

- As a student it was stressful
  - Students all over campus were saying
    - “…the Psychology professor is crazy.”
    - “I’m so glad I’m not in that class!”
    - “Did you know they have to write a 250 page paper?!”
And then it was over

Failed to Meet Goal
Met Personal Goal
Wrote 50,000 words
A Little Feedback....

- I will try to do NaNoWriMo again.
- I am glad I tried NaNoWriMo.
- NaNoWriMo was an important part of my learning this semester.
- NaNoWriMo was a waste of class time.

Agree
Disagree
What Students Learned

- “I learned how to write fluidly.”
- “In all of my papers now I think about how the information goes together to tell a story. I am better at writing papers because I try to make it all flow.”
- “I learned that if I get stuck somewhere in my paper there is always something that can be written. If I just keep going, I usually figure out the stuck part. Then I can just go back later to that particular part and fix it up. It works better than just stopping because you are stuck.”
What Students Observed

- “My time management is way better now.”
- “I used to wait until the last minute to write my papers. I couldn’t do that with NaNoWrimo. And I have found I don’t do that in my other classes now either.”
- “Time management. Mine is SO MUCH BETTER NOW!! This is true in all areas of my life because I had to manage everything just to get this done!”
What Students Had To Say After NaNoWrimo

- “I am capable of writing large papers.”
- “It made us have no choice but to try to get comfortable with writing. Whether we are writing reports or charts or treatment plans or research, we can’t be scared of it anymore.”
- “This experience makes writing papers that are 8-10 pages long not so scary. I wasn’t intimidated by my last 5 page assignment. In fact, I wrote 8 pages and didn’t even know I had that much to say.”
Use three words to describe this experience....

- Accomplished (n=2)
- Annoying
- Are. You. Serious?
- Boring
- Creative
- Done
- Exhausting
- Empowering (n = 6)

- Encouraging (n = 2)
- Fulfilling (n = 4)
- Interesting
- Proud (n = 4)
- Stressful (n = 5)
- Valuable (n = 3)
- Overwhelming
- Unmotivated
As a participant in NaNoWriMo, did you discover anything about yourself?

“I have been doubting myself as a writer for a long time. But through this experience I am fully aware that I AM a writer. I am a person who is eager to learn more about my writing ability and style.”

“I have been worrying about writing for way too long. There is no need for that.”
Sample Student Summary:

*Identity in Shadows* by K.D.

Sofia is a thirteen year old girl living in the Ivory Coast, Africa with her Mama and little brother, Obed. Her world is a dark one, offering little hope. But when Sofia’s family gets the chance to go to America she is too troubled to see this as the opportunity it is. She rebels, and accidentally puts her little brother’s life at risk. Is she really the horrible person everyone thinks she is? Or did she simply make a horrible mistake?
The Next Step

- I have revised the project for next year. (And yes, I am doing it again next year!)
- Not only have my colleagues become adamant cheerleaders for the project, but I now have students running up to me in the halls saying, 'Dr. Augusto, I'm in your Writing class next year and I'm so excited. I have an awesome idea for my novel!'
- The reputation of the project has moved from negative to positive.
- Just this past week, I had a nonmajor ask if he could enroll in my class 'just because I want to be part of that novel thing you do.' Of course I said yes! :))
You Can Do It Too! Model Plan For Implementing NaNoWrimo on a Campus

<table>
<thead>
<tr>
<th>Phase</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gather a small group of instructors, staff members, students, etc., to informally participate in NaNoWrimo. Encourage participants to share their experiences via blogs, Facebook, Twitter, etc., as a modeling activity. Track participation, hold write-ins (physical or virtual) and make use of NaNoU.</td>
</tr>
<tr>
<td>2</td>
<td>Expand the group using a call for all members of the campus community to participate. Keep participation voluntary. There are sample flyers at the NaNoWrimo Site. Strongly encourage participants to share their experiences via blogs, Facebook, Twitter, etc., as a modeling activity. Track participation, hold write-ins (physical or virtual) and make use of NaNoU.</td>
</tr>
<tr>
<td>3</td>
<td>Incorporate NaNoWrimo Type Assignments into Writing Courses (Composition, Creative Writing, Etc.).</td>
</tr>
<tr>
<td>4</td>
<td>Incorporate NaNoWrimo Type Assignments into content areas</td>
</tr>
</tbody>
</table>
Special Notes About the “Model Plan”

- Don’t be afraid to ‘skip’ steps. If you already have large members of your community participating in NaNoWriMo Step 1 may not be necessary.
- You don’t have to wait a year between steps. This is not necessarily a four-year plan. More on that in a moment.
- These are concurrent steps. Some participants will always feel more comfortable staying at step one while others will want to fly to step two.
Think Flexibility Not Rigidity-NaNoWrimo On Your Terms

- You have the resources available year round
- You are not tied to November or June (CampNaNoWrimo)
- You are not tied to length or format
- You could assign a shorter novel, a series of related short stories, or any other creative work
- Keep in mind to provide clear structure, time limits, and word limits as well as tying the assignment to course content and outcomes
Conclusions

- NaNoWrimo and NaNoWrimo like activities can be a tool for incorporating Writing Across the Curriculum.

- NaNoWrimo can be a tool for personal growth for students and instructors.

- NaNoWrimo can be adapted to fit your school, department, or course needs.

- Creative thinking equals learning. Use NaNoWrimo to motivate and inspire your students.
References


McLaughlin, S. Personal Communication. 16 April 2012.


Questions?

Contact Information

- Kerri Augusto, PhD
  kerri.augusto@becker.edu
- Sheryl Bone, MA
  sbone@kaplan.edu
- Teresa Marie Kelly, MAT
  tkelly@kaplan.edu
- Elizabeth Kelly, MA
  elizabethkelly@georgiasouthern.edu

Be sure to take a handout. It contains useful links as well as a link to this presentation.