

Writing Across the Curriculum Wright State University

The WAC Newsletter Returns!

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After an absence of three years, the WAC Newsletter is back!

During the first six years of the Writing Across the Curriculum (WAC) program (1996-2002), this newsletter regularly highlighted writing-related activities at Wright State and provided information about the program. The revived newsletter will continue to share effective writing assignments and teaching strategies developed on campus, provide information about upcoming events, and report the results of the spring WAC survey and other assessment activities.

All earlier newsletters are available on the WAC website (www.wright.edu/academics/wac).

The present issue spotlights writing assignments in two classes at different stages in students' introduction to their chosen professions. One is a formal case analysis from NUR 210 (Nursing in Community Health Systems), a senior-level class that asks students to integrate skills and knowledge from earlier studies and experience. The other is a series of informal writing assignments from ED 210 (Education in a Democracy), an Area VI GE class

that serves as a gateway to the profession.

A snapshot of the WAC program is provided in the form of two substantial lists—the WI classes offered at Wright State during the past academic year and the faculty who taught them.

Other Updates: University Writing Center

The previous WAC newsletter announced that I had assumed responsibility for directing the University Writing Center, a position I held until Fall 2004, when I became Assistant Vice President for Articulation and Transfer.

The new director of the University Writing Center is David Bringhurst, previously the assistant director and for the past year the interim director of the Writing Center. Join me in welcoming David—and in congratulating the Writing Center!

Joe Law
WAC Coordinator
Assistant Vice President for Articulation and Transfer

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“Flat Rat Frisbee”: Writing in NUR 422

The catalog describes Nursing in Community Health Systems (NUR 422) as a “clinical course integrating nursing and public health concepts/ trends to assess community health needs.” The course also stresses social, political, and environmental forces that affect the health of individuals, families, groups, and communities.

NUR 422 requires students to synthesize prior knowledge and skills while learning and applying new ones. Writing can be a powerful tool for such learning, and the major writing assignment in this class—an analysis of a case study with the intriguing name “Flat Rat Frisbee”—is designed to take advantage of those benefits. The detailed course syllabus is especially effective in making the instructor’s expectations and the assignment requirements clear. The following excerpts are offered as illustrations or even models of ways to provide this information.

The first passage describes the purpose of writing assignments in the course:

The writing assignments will help you learn and apply course concepts. These assignments will also help sharpen critical thinking, problem solving, and communication skills as a basis for life long learning. Furthermore, research has demonstrated that career advancement is often linked to writing abilities. In community health, with the emphasis on communities, not individuals or families, thoughtful writing should help cultivate an awareness of the moral and ethical insight needed for participation in the human community, including awareness of how such factors as ethnic identity and socioeconomic class affect the behavior of both client and care giver.

Much of the language here echoes the goals of General Education, an entirely appropriate reminder of the continuity of courses in GE and in

the major. The appeal to enlightened self-interest (career advancement) is equally appropriate—and accurate. Finally, the writing assignment is tied to the specific subject matter.

Additionally, the syllabus addresses plagiarism very emphatically, highlighting the most common problem (failure to acknowledge authorship). Students also learn that their work will be submitted to Turnitin.com, a plagiarism detection service:

Please visit the WSU web site that defines and discusses plagiarism and academic integrity at <http://www.wright.edu/students/judicial/integrity.html>. You must use quotation marks when quoting more than 2 or 3 words from another author’s writing. Ideas must have the source cited after them. Submit BOTH as a hard copy for instructor to evaluate and as an attachment via email *in Word* to virginia.nehring@wright.edu. Each paper will be submitted to Turnitin.com to confirm its originality.

This pro-active stand regarding plagiarism has been effective, especially the use of Turnitin.com to confirm originality. **Dr. Virginia Nehring**, the course coordinator, reports that this plagiarism-detection service has been very valuable. About three years ago at a Center for Teaching and Learning Turnitin workshop that she helped facilitate, she commented on the small but troublingly regular number of incidents each year. However, in discussing this assignment, she said that no cases of plagiarism were detected in NUR 422 this year. A single case that appeared in another class was resolved quickly because the report provided such compelling evidence of the plagiarism. “Turnitin.com really helps make the faculty-student discussion go quickly and *relatively* smoothly!” she notes.

The syllabus also explains the dual grade assigned to WI courses:

At the completion of the course, you will receive a course grade as outlined in this syllabus. In addition you will receive a writing grade of PASS; if you are not writing up to the required standard, NO ENTRY will be given.

The syllabus then goes on to describe two possible courses of action for a student who does not pass the writing portion of the class requirements:

Not receiving a Pass means you must meet with Dr. Carol Holdcraft, Assistant Dean for the Undergraduate Program, and decide whether to register for English 240: Intermediate Composition or an independent study course that focuses on intensive writing practice.

Dr. Nehring attests to the success of this policy as well. "The first quarter we had WAC in the nursing program, almost 1/4 of the NUR 422 class had the 'opportunity' to redo their papers due to incredibly poor writing skills. This quarter only two students had an issue—and in both cases they just didn't have their reference page in APA format. So it is now exceedingly rare to have a student with 'no entry.' Apparently students have learned how to write before they hit my senior level course."

An important reason for that success is the clarity of the assignment and the thoroughness of the directions for completing it. The paper, which is due during the fifth week, is expected to "demonstrate originality and application of course concepts." Students are given explicit directions to include "appropriate references and a title page," and the use of headers and sub-headers is "strongly suggested" as part of the assignment.

Further expectations and the importance of the assignment are spelled out together in some detail:

The written assignment must follow the APA publication manual (5th ed.). It is the basis for your writing grade (PASS or NO ENTRY) as well as 20% of your total course grade. The criteria for grading are two fold. First, were the assignment objectives (questions) answered in a professional, appropriate manner?

Second, does the writing meet the writing standards as reflected in the attached writing across the curriculum (WAC) criteria sheet? Include this criteria sheet with WAC evaluation requirements and specific paper requirements as the last page of your paper. Your written feedback will be on this sheet. [This sheet appears on page 5 of this newsletter.]

The syllabus also positions the assignment in the larger context of the course and in the larger field of nursing:

Community health is, in a very real sense, a synthesis course. You must use all your knowledge from all your previous courses to be able to address complex problems in families and communities. Because you will be pulling material from many courses, it is NOT necessary to have completed more than three (3) weeks of NUR 422 to be able to analyze the case and draw appropriate conclusions

Finally, here is the assignment itself:

Read the attached case study "Flat Rat Frisbee." In your case study analysis, please address in narrative form the following points:

- Begin with an introduction that states the purpose of the paper and hints as to the content.
- What are the boundaries of the family?
- What assessment approaches did the nurse use?
- What additional assessment approaches might have been useful? (Note: use professional terminology from text & lecture.)
- Use the agent-host-environment model to assure your assessment is comprehensive.
- What are the resources and strengths of this family? (You may use a list or table format; however, be sure it is clear WHY a particular item is a resource or a strength.)
- What are the barriers or areas of weakness of this family? (You may use a list format; however, be sure it is clear WHY a particular item is a barriers or areas of weakness.)

- Assuming this family is a typical family in the neighborhood, what are the resources or strengths of the community? (You may use a list or table format.)
- Assuming this family is a typical family in the neighborhood, what are the barriers or areas of weakness in this community? (You may use a list or table format.)
- Explicitly address the influence of poverty on this aggregate with relevant epidemiological data related to poverty.
- Include findings or implications from at least five research articles related to Americans in poverty.
- Identify two ethical issues in planning appropriate interventions for this family or this community. (Note: although you may use ethical principles in the discussion, the question concerns ethical dilemmas facing the nurse.)
- What would be the first three priorities in planning and implementing care for this family? Include a justification for these choices.
- What is the most important role of the community health nurse when providing care to vulnerable families?
- Include a summary, ending, or closing to the paper.
- Include at least five URLs or web sources as well as at least five references from professional literature as references.
- References (including the URLs, textbooks, journal research articles, and other materials) MUST be in 5th edition APA format.

This detailed list provides a scaffolding on which to build and allows the writer to concentrate on content and development.

At the same time, providing this information to the students can make life somewhat easier for the person who will respond to the papers. The resulting papers will be similar enough to allow the grader to focus on content, too, concentrating on whether the writer has, in fact, covered all the key points of the assignment. This list forms the basis of the grading rubric used with the assignment (see facing page). The rubric has the triple advantage of speeding up the grading process for the teacher,

encouraging consistency in responses and grades, and reminding students of expectations (in a more compact form). It ought to eliminate the familiar “What do you want in this paper?” question—or at least expedite the answer.

NUR 422 is a clinical course, taught by nine clinical instructors and a course coordinator. It is the course coordinator to whom the task of marking all the papers falls. A typical enrollment in the course is 80 students—which translates into a lot of grading. To reduce certain problems (including stylistic preferences), Dr. Nehring uses the assignment to make students aware of certain “red flags” that she will find troubling:

- Don’t begin a sentence with “this”—“this,” unless followed by a noun, is vague and makes reader do the work of attempting to figure out to what the “this” refers.
- Use nouns, not pronouns, to keep writing exact and specific.
- Don’t begin sentences with “And,” which is a connector.
- Don’t use the term “we”; only editors and royalty can use “we” (and you are neither).
- Don’t forget to spell check, grammar check, and proofreading.
- Do use headers to keep reader oriented. Present material in same order as assignment bullets.

While professors sometimes provide similar lists of stylistic preferences, this list is unusual in that it provides clear, convincing reasons for those preferences.

This detailed look at the major writing assignment for NUR 422 reveals that a good deal of time and much energy have gone into clarifying expectations and criteria, but it seems equally clear that the results justify that effort—for students and for faculty alike.

The grading rubric for the assignment appears on the facing page.

Writing Across the Curriculum Form

NUR 422

Attach this paper as last sheet with your submitted paper.

- I. Writing Criteria
 - Uses APA format (5th edition)
 - Correct spelling and punctuation
 - Professional language
 - Proper grammar/usage mechanics
 - Sentence structure
 - Clear organization and development of content
 - Written for appropriate audience with well articulated ideas

CONCLUSION

- Pass
- No entry

RECOMMENDATIONS

- Visit Writing Center for help with drafts, etc.
- Work with a tutor
- Attend writing workshops (such as one on APA format)
- Meet with advisor
- Other (write in)

II. Content Criteria Flat Rat Frisbee

- Introduction stating purpose of paper & organization or content
- Boundaries of the family
- Assessment approaches used by nurse
- Additional assessment approaches (professional terminology)
- Use of agent-host-environment model
- Resources and strengths of family with rationale
- Barriers or areas of weakness of this family with rationale
- The resources or strengths of the community
- Barriers or areas of weakness in this community
- Influence of poverty on this aggregate with relevant epidemiological data
- Five research articles related to Americans in poverty quoted
- Two ethical issues in planning appropriate interventions discussed
- First three priorities in planning and implementing care for this family with rationale identified
- Role of the community health nurse when providing care to vulnerable families
- Summary, ending, or closing to the paper.
- Five URLs or web sources as well as at least five references from professional literature

Grade

Signature

Date

Whom Do You Trust?

Writing in ED 210

Education in a Democracy (ED 210) is a course that “explores the role and relationship of education in a democracy,” stressing the concepts of “a civil, social justice, access to knowledge, and development of democratic character in the young.” It is part of Area VI (College Component) in the General Education program. Area VI courses are designed to link the goals of General Education with those of the major.

Like all Area VI classes, ED 210 is Writing Intensive (WI). The master syllabus for the course indicates that writing assignments should be used to “integrate the students’ understanding of reading assignments and class discussions.” Writing activities that support writing to learn can take many forms. Among the approaches suggested in the master syllabus are reaction papers, essays, journal entries, small online group discussions, essay exams, and position papers.

The master syllabus also supplies a number of potential questions to be answered and topics that might be explored in writing:

1. Define Civil Society.
How are democracy and civil society related?
2. Define a true member of a democracy.
How has democracy influenced education both

- positively and negatively?
3. How does government suggest improvement of education?
How do educators suggest improvement in schooling?
4. How do we, in comparison, as individuals view those who lead our nation to those who lead us educationally?
6. What is the link between social justice and education in a democracy?
Democracy, Socialistic, and Communist Education
7. How much should a society know?
8. Defining school systems
What is the influence of the moral dimension of education in a democracy?

Sophia Rodriguez, who teaches ED 210 at Lake Campus, asks that students frequently conclude the class by writing a brief reflection on one of these topics or on a quotation that she provides them. These reflections are brief, usually less than a page each. When a topic hits a “soft spot,” she says, students will write more than a page, “and that’s what you want.”

When she returns the reflections (usually at the following class meeting), she will often underline comments in a student’s response, share it with the class, and guide the class into asking more questions.

“It’s not about *not* knowing,” says Rodriguez, stressing that these teachers-to-be must be able to know where they stand on a wide variety of issues. “If you’re wishy-washy with yourself, you’ll be wishy-washy with everyone.”

For a longer assignment, she asks students to conduct a survey on the issue of trust (see facing page) and then write up the results. The goal is to determine which groups of people the interviewees find most trustworthy and then to detect patterns of trust within the demographics of the people interviewed. This exercise gives students some first-hand experience in gathering and analyzing data, and she reports that they enjoy the change of pace the assignment entails.

When the students have tabulated and analyzed the survey responses, though, she brings them back to the heart of the course with a seemingly casual question: “What does all of this have to do with education?” The subsequent discussion—both in class and in writing—is highly gratifying, she reports.

ED 210 Education in a Democracy

Trust Research Paper Requirement

Required information of person of interview of trust factor (20 – 30)

- 1. age
- 2. city or country living
- 3. male - female
- 4. consider themselves blue/white collar
- 5. education level (k-12, college, post)

- 6. political party
- 7. with or without children (#)
- 8. single or married
- 9. religion (Catholic, Baptist, etc)

Must be 50/50 male to female ratio

Level of trust

- 1 – 5
- 1 = least
- 5 = most

Required Charts and Information

List of all participants with information
 Required charts of comparisons

A one- to two-page summary of research
 A one- to two-page conclusion
 Copy of questionnaire form

- 1. an overall average of persons trusted
- 2. over 45 vs. under 45
- 3. male vs. female
- 4. Republican vs. Democrat vs. other
- 5. HS vs. college vs. post


- 6. blue collar vs. white collar
- 7. city vs. country
- 8. single or married
- 9. with vs. without children (# of children)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

WAC Faculty 2004-05

The following faculty taught one or more (often substantially more!) writing intensive classes during the 2004-05 academic year. If you taught a WI course last year but your name has not been included in this list, please let us know.



Amal Ali
 Brady Allen
 Dorothy Alvarez
 Carmine Anastasio
 Liam Anderson
 Greg Anderson
 Martha Antolik
 Mitchell Arnold
 Chad Atkinson
 Jeanne Ballantine
 David Barr
 Christopher Barrett
 Christopher Barton
 Tammy Bash
 Anna Bellisari
 Matthew Benjamin
 Jacqueline Bergdahl
 J. Michael Bernstein
 Ann Biswas
 Joseph Blake
 Jane Blakelock
 Heather Blubaugh
 Xenia Bonch-Bruevich
 Ann Bowling
 Karen Brackenridge
 Elizabeth Brads
 Heidi Breuer
 Judith Brewer
 Nancy Broughton
 Hunt Brown
 Edward Bunn
 Allen Burton
 Betsy Buschor
 Ratimaya Bush
 David Calhoun
 Barbara Calhoun
 Richard Cammarota
 Annette Canfield
 Linda Caron
 Susan Carrafiello
 Adrienne Cassel
 Joseph Cavanaugh

Christopher Chaffee
 Jimmy Chesire
 Jung Choi
 Robert Christman
 Charles Ciampaglio
 Don Cipollini
 Dragana Claflin
 Herbert Colle
 Jacqueline Collier
 Holly Counts
 Donna Curry
 Glenn Dahl
 Richard Danals
 Jeanette Davy
 Joe Deer
 Charles Derry
 Dan Destephen
 Sally Dethomas
 Dawne Dewey
 James Dittner
 Peter Doherty
 David Dolson
 Joanne Dombrowski
 David Dominic
 Jane Doorley
 Jack Dustin
 William Edwards
 Frank Eguaroje, Sr.
 Brenda Ellis
 Beth Engelhardt
 Carol Englehardt
 Gary Farlow
 Linda Farmer
 John Feldmeier
 Coleen Finegan
 Leo Finkelstein
 Brent Foy
 Charles Funderburk
 Elliot Gaines
 Nancy Garner
 David Garrison
 Mary Ann Gasior

William Gayle
 Robert Gilkey
 Michelle Goodman
 Robert Gordon
 Scott Graham
 December Green
 Kathy Green
 Bryan Gregor
 Ida Gressis
 Paul Griffin
 Charles Gulas
 James Guthrie
 Gaetano Guzzo
 Edward Haas
 Cherise Hairston
 Kirsten Halling
 Thomas Hangartner
 Charles Hartmann
 Ping He
 Adrienne Heard
 Ron Helms
 Robin Herman
 Marjorie Hess
 Robert Hiskey
 Cindra Holland
 Barbara Hopkins
 Qingbo Huang
 Barbara Hull
 Jane Hutcheson
 Stacie Hutton
 Allen Hye
 Azedeh Jahanbegloo
 Judith Janicki
 Annemette Jensen
 Jeffrey John
 Doris Johnson
 Wanda Johnson
 Joyce Kannan
 Joseph Keferl
 Lynne Kelley
 David Kender
 William Kennedy

Brigid Kharoufeh
 Martin Kich
 Chigon Kim
 Paul Koller
 Tracey Kramer
 Karen Kramer Brakenridge
 Dan Krane
 Brian Kruger
 Bruce Laforse
 Marietta Langlois
 Charles Larkowski
 Joe Law
 Gail Lichtenfels
 Henry Limouze
 Erika Lindgren
 Peggy Lindsey
 Lalitha Locker
 Dennis Loranger
 Carol Loranger
 Ken Lowrey
 Laura Luehrmann
 Mary Lynd
 Nancy Mack
 Alex MacLeod
 Mark Mamrack
 Martin Maner
 Jeannie Marchand
 William Marshak
 Susann Mathews
 Roger McDermott
 S. F. McGinley
 Audrey McGowin
 Marjorie McLellan
 Mindy McNutt
 Michael Meckstroth
 H. Edgar Melton
 Richard Mercer
 Kathryn Meyer
 Mill Miller
 Tara Miller
 John Miller
 Barry Milligan
 Arthur Molierno
 Jeffrey Morgan
 Charlotte Morgan
 Amy Morgenstern
 John Morrisette
 Will Mosier
 Theresa Myadze
 Allen Nagy

S. Narayanan
 Carol Nathanson
 Virginia Nehring
 Robert Nelson
 Phillip Nickell
 Douglas Nord
 Audrey Norman-Turner
 Mari O'Brien
 C. Richele O'Connor
 David Orenstein
 Betsy O'Ryan
 Kenji Oshiro
 Robin Osterman
 Annette Oxindine
 Gary Pacernick
 Phyllis Pacifico
 Anthony Partlow
 Randall Paul
 Amber Peplow
 Doug Petkie
 David Petreman
 Joseph Petrick
 Kimberlee Pierce
 Cynthia Plank
 Roberta Pohlman
 Marybeth Pringle
 Linda Ramey
 Mak Rapnaparkhi
 David Reynolds
 Adele Riley
 Sophia Rodriguez
 Mary Rohrkenper
 Kenneth Rosengarten
 Leatha Ross
 Blair Rowley
 Mary Rucker
 Henry Ruminski
 James Runkle
 Ann-Marie Ruotolo Boyce
 Ralph Salvucci
 Martha Sammons
 Patricia Schiml-Webb
 James Schwartz
 Michelle Scott
 David Seitz
 Valerie Shalin
 Alpana Sharma
 John Sherman
 Bradley Sidle
 Mark Sirkin

Julie Skipper
 Robert Smith
 Tracy Snipe
 Faith Sorice
 Karin-Leigh Spicer
 Beverly Stambaugh
 James Steinberg
 Valerie Stoker
 Richard Strader
 Robert Sumser
 Shuxia Sun
 James Swaney
 John Talbott
 Charles Taylor
 Barbara Teater
 Donald Tetmeyer
 Robert Thobaben
 Rosalisa Tobin
 James Tomlin
 Jon Tomlinson
 Pamela Tsang
 Yvonne Vadeboncouer
 Mark Verman
 Patricia Vermeersch
 Roy Vice
 William Wagner
 Carol Wagner Williams
 Lisa Wellinghuft
 Jeffrey Welty
 Marcia Wendeln
 Mary Wenning
 Eldon Wetter
 David Williams
 Scott Wilson
 Carol Winhusen
 Mitch Wolff
 William Wood
 Kefu Xue
 Kyejung Yang
 Jung-Soo Yi
 Kelli Zaytoun

WI Classes 2004-05

The following writing intensive (WI) classes were during the 2004-05 academic year, many in multiple sections in two or more quarters. If you taught a WI course last year missing from this list, please let us know.

College of Liberal Arts	COM 447 Organizational Communication: Applications & Strategies	ENG 484 TESOL Methods & Materials
AFS 200 What is the African and African American Experience?	COM 448 Case Studies in Organizational Communication	ENG 486 Integrated Language Arts Curriculum
ART 411 Studies in Ancient and Classical Art	COM 449 Survey of Communication Research	ENG 492 Technical Editing
ART 415 Studies in 19th-Century Art	COM 451 Communication Consulting & Research	ENG 493 Fiction Writing Seminar
ART 416 Studies in 20th-Century Art	COM 457 Intercultural Communication	FR 322 French Composition
ATH 241 Introduction to Physical Anthropology	COM 458 Editing for the Media	FR 465 Studies in French & Francophone Literature
ATH 242 Introduction to Archaeology	COM 464 Broadcast Criticism	GEO 375 Environmental Conservation
ATH 399 Studies in Selected Subjects	CST 221 Comparative NW Environments	GER 322 German Composition
ATH 448 Development of Ethnological Thought	CST 231 Comparative NW Literature	HST 220 Introduction to Gender History
CLS 204 Great Books: Classical Beginnings	CST 232 Comparative NW Religions	HST 221 American Diversities
CLS 260 Introduction to Classical Mythology	CST 241 Comparative NW Cultures	HST 400 Historiography
CLS 340 Studies in Ancient Art & Archeology	CST 242 Comparative NW Culture: Music	HST 405 Ancient History
CLS 350 Studies in Ancient Culture & Society	CST 251 Comparative NW Social Systems	HST 410 The Middle Ages
CLS 399 Studies in Selected Subjects	DAN 253 Dance History	HST 415 Medieval & Early Modern European History
COM 200 Writing to Communicate	DAN 399 Studies in Selected Subjects	HST 425 Modern European History
COM 256 Basic Media Writing	ENG 204 Great Books: Literature	HST 435 British History
COM 333 Persuasion	ENG 257 Basic Media Writing	HST 440 History of Sub-Saharan Africa
COM 343 Communication & Human Relations	ENG 300 Literary Study I	HST 445 Middle Eastern History
COM 346 Public Relations Campaign Techniques	ENG 301 Literary Study II	HST 465 East Asian History
COM 347 Case Studies in Public Relations	ENG 344 Research Writing	HST 480 20th-Century United States History
COM 365 Issues in Mass Communication	ENG 405 Topics in Technical Writing	HST 485 Special Topics in United States History
COM 366 Advanced News Writing	ENG 410 Studies in British Literature	HST 486 Gender History: Special Topics
COM 400 Senior Seminar in Communications	ENG 430 Studies in Literature, Gender & Sexuality	HST 488 History & New Media
COM 441 Advanced Interpersonal Communication	ENG 440 African American Women Writers	MP 231 History of the Motion Picture
	ENG 458 Editing for the Media	MUS 290 African American Music; America & Beyond
	ENG 460 Studies in Literary Genres and Themes	MUS 312 History of Music
	ENG 470 Constructions of Gender	MUS 313 History of Music
		PHL 200 Critical Thinking

- PHL 204 Great Books: Philosophy
 PHL 303 History of Philosophy
 PHL 399 Studies in Selected Subjects
 PHL 401 Major Philosophers
 PHL 431 Classical and Medieval Political Philosophy
 PHL 467 Philosophy of Mind
 PLS 200 Political Life
 PLS 212 American National Government
 PLS 222 International Politics
 PLS 301 Modern Political Ideologies
 PLS 323 Government of Ohio
 PLS 331 Political Parties
 PLS 343 Civil Liberties II: due Process & Equal Protection
 PLS 344 Police Procedures/ Operations
 PLS 364 Contemporary African Politics
 PLS 370 International Theory
 PLS 381 National Security Politics
 PLS 399 Studies in Selected Subjects
 PLS 402 Classical & Medieval Political Thought
 PLS 407 Seminar in Political Theory
 PLS 428 Contemporary African American Problems
 PLS 435 Seminar in Political Corruption
 PLS 444 Topics in Criminal Justice
 PLS 445 Advanced Criminal Investigation
 PLS 446 Public Budgeting
 PLS 454 Politics of the Middle East
 PLS 455 Advanced Criminal Investigation
 PLS 460 Seminar: Politics of European Union
 PLS 470 Seminar in International Relations
- PLS 473 American Foreign Policy
 PLS 482 Legislative Internship
 PLS 484 Pre-Law Internship
 PLS 486 Model U N Seminar
 PLS 487 History & Politics of Intelligence Gathering
 PLS 492 Independent Field Experience
 PLS 581 National Security Policy
 REL 204 Great Books: The Bible & Western Culture
 REL 321 Religions in the Biblical Period
 REL 390 Studies in Selected Subjects
 REL 493 Seminar in Religion
 RIA 420 Senior Research Project
 RST 261 Regional Studies: Japan
 RST 262 Regional Studies: China
 RST 271 Regional Studies: Africa
 RST 281 Regional Studies: Latin America
 SOC 200 Social Life
 SOC 204 Sociology Career Seminar
 SOC 301 History of Sociological Thought
 SOC 303 Contemporary Sociological Theory
 SOC 306 Introduction to Research Methods
 SOC 406 Application of Research Methods
 SPN 203 Second Year Spanish
 SPN 321 Spanish Composition
 SPN 322 Spanish Composition
 SPN 323 Spanish Composition
 SPN 332 Survey of Spanish Literature
 SPN 432 Seminar in Spanish American Literature
 SW 272 Cultural Competence in a Diverse World
 SW 380 Basic Practice Theory
 SW 481 Generalist Practice with Individuals
 SW 489 Social Work Practicum III
 TH 250 Script Analysis
 TH 382 Theatre History and Literature
- TH 399 Studies in Selected Subjects
 UH 201 Studies in the Humanities
 UH 202 Studies in Social Science
 UH 400 University Honors Seminar
 URS 200 Growth and Change in Urban Society
 URS 410 Urban Empirical Research
 URS 411 Seminar in Urban Affairs
 URS 425 Issues in Urban Development
 URS 450 Ethics in Public Service
 URS 470 Urban Leadership
 WMS 200 Approaches to Women's Studies
 WMS 300 Women in Multicultural Perspective
 WMS 399 Studies in Selected Subjects
- College of Education and Human Services**
- CNL 210 Understanding Emotional Intelligence
 ED 210 Education in a Democracy
 ED 301 Schooling in a Pluralistic Society
 ED 303 Introduction to Educational Psychology
 ED 316 Early Childhood Language Arts: Curriculum & Materials
 ED 421 Literature for Middle Childhood
 ED 440 The Teacher in School & Society
 EDE 230 Introduction to Early Childhood Education
 EDE 301 Human Growth & Development: Pre-Natal Through Early Childhood
 EDE 440 The Professional Early Childhood Educator
 EDL 494 Leadership Development Seminar
 EDL 495 Leadership in Practice: The Capstone

HED 330 School and Community Health Services
 HPR 251 Basics of Anatomy & Physiology II
 HPR 481 Research Measurement & Evaluation in Physical Education
 RHB 402 Career Assessment

College of Science and Mathematics

BIO 106 Introductory Biology: Food
 BIO 107 Introductory Biology: Disease
 BIO 112 Principles of Biology: Cell Biology & Genetics
 BIO 230 Organismal Physiology
 BIO 231 Intro to Ecology
 BIO 303 Vertebrate Histology
 BIO 315 Bio of Invertebrates
 BIO 380 Conservation Biology
 BIO 408 Writing in The Biological Sciences
 BIO 420 Designing Biological Experiments
 BIO 492 Senior Seminar
 CHM 107 Chemistry of Our World: Energy & the Environment
 CHM 458 Physical Chem Lab II
 CL 422 Laboratory Management
 EH 366 Environment Science Internship
 EH 401 Topics in Environmental Science
 EXB 352 Human Biomechanics
 EXB 451 Exercise Pharmacology
 GL 105 The Planet Earth
 GL 106 The Evolving Earth
 GL 107 The Earth & Human Affairs
 GL 199 Directed Studies
 GL 253 Physical Geology & Geomorphology II
 GL 255 Historical Geology
 GL 428 Geology Colloquium
 MTH 280 Intro to Mathematical Proof
 MTH 440 History of Mathematics
 MTH 491 Math Education Seminar
 MTH 492 Undergraduate Mathematics Seminar

PHY 117 Principles of Physics Lab
 PHY 204 General Physics Lab
 PHY 316 Physics Instrumentation
 PHY 494 Senior Projects
 PHY 499 Special Honors Research Problems
 PSY 110 The Science of Behavior
 PSY 200 Psychological Study of Contemporary Problems
 PSY 300 Research Design & Methods
 PSY 302 Experimental Methods
 PSY 481 History of Psychology
 PSY 487 Cross Cultural Psychology
 PSY 488 Seminar in Special Topics
 PSY 489 Independent Research Selected Topics in Psychology
 SM 145 Foundations in Scientific Literacy & Problem Solving
 SM 205 Great Ideas in Science
 STT 160 Statistical Concepts
 STT 467 Statistical Methods II
 STT492 Undergraduate Statistics Seminar

Raj Soin College of Business

ACC 424 Advanced Management Accounting
 CSE 250 Comparative Non-Western Economics Systems
 EC 200 Economic Life (sections 1-3 only)
 EC 290 Economic, Business, & Social Issues
 EC 317 Intermediate Macroeconomics
 EC 319 Institutional Economics
 FIN 205 Personal Financial Decision Making
 FIN 315 Foundations of Financial Planning
 FIN 419 Financial Planning & Analysis
 FIN 790 Seminar in Int'l. Finance Management
 IB 486 International Trade Management

MGT 410 Organizational Development
 MGT 493 Public Policy in the Business Environment
 MGT 703 Seminar in Human Resource Management
 MKT 492 Senior Projects in Marketing

College of Engineering and Computer Science

BME 403 Biomedical Engineering Design III Lab
 BME 492 Biomedical Engineering Design II
 BME 493 Biomedical Engineering Design III
 CS 415 Social Implications of Computing
 EE 418 Control Systems Design Project
 EE 448 RF/Microwave Systems Design Projects
 EE 455 Electronic Circuits Design Project
 EE 476 Communication/Signal Processing Design Projects
 EE 499 Special Problems in Electrical Engineering
 EGR 190 Fundamentals of Engineering
 EGR 335 Technical Communications for Engineers & Computer Scientists
 EP 494 Engineering Physics Projects
 EP 499 Honors Engineering Physics Projects
 ISE 210 Engineering Perspectives
 ISE 472 Design I
 ISE 473 Design II
 ISE 474 Design III
 ME 490 Engineering Design I
 ME 491 Engineering Design II
 ME 492 Materials Engineering Design
 ME 493 Materials Engineering Design II
 MIS 450 Systems Development & Implementation

**Miami Valley College of
Nursing and Health**

NUR 212 Nursing for Health & Wellness Lifestyle
 NUR 218 Introduction to Clinical Nursing
 NUR 323 Nursing Care of Childrearing Families
 NUR 405 Nursing Care of Aging/Aged Families
 NUR 422 Nursing in Community Health Systems
 NUR 425 Synthesis Practicum in Professional Nursing
 NUR 443 Clinical Nursing 3: Childbearing & Childrearing
 NUR 444 Clinical Nursing 4: Community & Mental Health

Lake Campus

BIO 105 Introductory Biology: Food
 BIO 107 Introductory Biology: Disease
 CHM 107 Chemistry of Our World: Energy & the Environment
 CST 231 Comparative Non-Western Literature
 CST 241 Comparative Non-Western Cultures
 EC 200 Economic Life
 ED 210 Education in a Democracy
 ED 316 Early Childhood Language Arts: Curriculum & Materials
 ED 421 Literature for Middle Childhood
 EDE 230 Intro to Early Childhood Education
 EDE 440 Professional Early Childhood Educator
 ENG 204 Great Books: Literature

NUR 212 Nursing for Health & Wellness Lifestyle
 SOC 200 Social Life
 SW 272 Cultural Competency
 UH 201 Vietnam War Films
 NUR 422 Nursing in Community Health Systems
 NUR 425 Synthesis Practicum in Professional Nursing
 PHL 204 Great Books: Philosophy
 REL 204 Great Books: Bible
 RHB 210 Intro to Alcohol & Drugs
 RST 262 Regional Studies: China
 RST 291 Regional Studies: Middle East
 SM 145 Foundations in Scientific Literacy & Problem Solving

**Coming in the
Winter 2006
WAC Newsletter**

*Writing in the Sign
Language Interpreting
Program*

*Results of the 2004-05
WAC Faculty Survey*

Tips for Remembering Homonyms

Writers often have trouble with homonyms and other similar words. Knowing when to use such words as *then/than*, *too/to/two*, and *there/they're/their* can be tricky. Even under the best of conditions, it is easy to type the wrong word, but is even more likely to happen when a writer is (a) focused on new concepts and information or (b) writing quickly. Students are often doing both, of course. Spell check is of no help in detecting these errors, and everyone's tendency to see the intended word (rather than the one actually on the page) is a further barrier to effective proofreading.

If you have students who have recurring difficulties with homonyms, you might ask them to search their paper for the homonyms or other similar word pairs that they frequently confuse. In the case of contractions (*it's*,

they're), you might suggest that students run a "find and replace" search that will allow them to replace a contraction with the full words (*it is*, *they are*). In addition to determining if they have used the correct word, writers can easily replace contractions when contractions are too informal for the writing task at hand.

This additional, highly focused step of proofreading should allow students to correct errors resulting from haste. If the error is occurring because the writer is uncertain which word is correct, the exercise provides an opportunity for learning.

The tip sheet on the following page deals with several of the most commonly confused clusters of words. It is adapted (with permission) from materials created by Barbara Toth for the Bowling Green State University Writers Lab. Feel free to duplicate the page and distribute it to any of your students you think it might help.

Tips for Remembering Homonyms

1. then/than

a. Try connecting then, which refers to a certain time, with when. Try connecting the e in then with the e in when.

Question: When?

Answer: Then.

Example: *Mungo will go to school then.*

b. Because than is used in comparisons, try connecting the a in than with the a in compare.

Example: *The blue cheese is better than the green cheese.*

2. too/two/to

a. “Too” means “also.” In this case, try connecting the extra “o” in “too” with the “o” in “also.”
Aisha will go to the Eminem concert too (i.e., also).

“Too” also means excessively. Try connecting the extra “o” in “too” with excess.

For example, if a homework assignment is excessively long, it is “too” long.

b. Most writers easily connect two with the number 2.

c. By process of elimination, use to when you don’t mean excess or the number two. Keep in mind that “to” is often followed by a verb (present tense) as in “to go,” “to see,” “to be,” etc. “To” is also followed by a noun as in such phrases as “to school,” “to the store,” or “to town.”

3. there/they’re/their

a. Try connecting there, which refers to location, with where.

Question: Where?

Answer: There.

b. They’re = they are. In the contraction they’re, the apostrophe signals the missing a in are. Try replacing the apostrophe with the missing letter.

Example: *They’re [they are] going to see a movie tomorrow.*

c. You can connect the word heir in their: an heir implies ownership, and their indicates ownership as well.

Example: *The heirs claimed their inheritance quickly.*

4. it’s/its

a. It’s = it is. In the contraction it’s, the apostrophe signals the missing i in is. Try replacing the apostrophe with the missing letter.

Test: *The greatest advantage of the new procedure is it’s [it is] simplicity.*

Correction: *The greatest advantage of the new procedure is its simplicity.*

b. “Its” indicates possession. By process of elimination, you will know when to use it.

Adapted by permission from materials created by Barbara Toth for the BGSU Writers Lab. For additional information, see <http://www.bgsu.edu/offices/acen/writerslab/handouts/index.htm>.

WAC Workshops Fall 2005

Designing Writing Assignments to Prevent Plagiarism

Wednesday, September 21, 2005

or

Thursday, September 22, 2005

Time and location: 12:00-1:00 p.m.

023 Paul Laurence Dunbar Library (Center for Teaching and Learning)

Dealing with plagiarism is a perpetual concern in classes that involve writing. Ideally, the best way to deal with plagiarism is to prevent it. Join your colleagues from across campus in discussing ways assignments can be designed to discourage plagiarism from the outset. Lunch will be provided.

Writing Intensive Goes Online—A Faculty Roundtable

Thursday, October 13, 2005

Time and location: 12:00-1:30 p.m.

023 Paul Laurence Dunbar Library (Center for Teaching and Learning)

What happens when writing intensive (WI) classes are taught online? What are the special challenges of dealing with writing under these conditions? What can you do to prepare to teach such a class? Learn from the experts—faculty from Economics, English, Music, Nursing, and Statistics will talk about their experience and provide pointers for dealing with writing online. Lunch will be provided.

Helping Students Revise Effectively

Wednesday, November 2, 2005

or

Thursday, November 3, 2005

Time and location: 12:00-1:00 p.m.

023 Paul Laurence Dunbar Library (Center for Teaching and Learning)

How much do your comments on early drafts help students improve their writing? How much do you need to mark to show students what they need to do to improve? How can you ensure that students do more than simply correct the errors you have identified? Join faculty from across campus to discuss these and related questions. It will be a good opportunity to share what you have learned—and to learn from others.

Other Workshops of Interest

Introduction to Course Applicability System (CAS) and Degree Audit Reporting System (DARS)

Wednesday, October 5

or

Monday, October 31

12:30 to 1:20 p.m. in 016 Library Annex.

Led by Tammy Bash, Assistant Registrar; Melinda Schneider, Degree Audit Encoder, Office of the Registrar; and Joe Law, Assistant Vice President for Articulation and Transfer, and Coordinator, Writing Across the Curriculum.

If you advise students, you have probably heard of CAS and DARS, but you may not have received any information about these two advising tools. This session provides a brief introduction to the Course Applicability System (CAS) and the Degree Audit Reporting System (DARS) and the differences between them.

Using Degree Audit Reporting System (DARS) for Advising

Wednesday, October 12

or

Monday, November 7

12:30 to 1:30 p.m. in 016 Library Annex.

Led by Tammy Bash, Assistant Registrar; Melinda Schneider, Degree Audit Encoder, Office of the Registrar; and Joe Law, Assistant Vice President for Articulation and Transfer, and Coordinator, Writing Across the Curriculum.

If you advise students, you will be seeing an increasing number of reports from the Degree Audit Reporting System (DARS) as more and more students use DARS to check their progress toward a degree. This session will provide you with the basis for reading and interpreting these reports and answering your advisees' questions. Recommended for advisors new to DARS.

FROM: Joe Law
WAC Coordinator
268 University Hall
Wright State University
Dayton, OH 45435-0001