

# Writing Across the Curriculum Wright State University

## About This Issue

The Winter 2006 newsletter features two articles about using writing to help students analyze technical articles—and increase their comfort level with that new genre. The instructional goals and thus the approaches are quite different, however.

Sarah Twill, Social Work, has devised a means of helping students master the genre so that that can review the literature on a given topic with more confidence.

Karen Brackenridge, who teaches statistics, uses a sustained analysis to help students understand how statistical information is used in research articles in their field. Each stage of the assignment takes them deeper into the topic. In addition, her detailed assignments provide useful models for anyone teaching a course online.

Finally, a third article summarizes the results of the annual spring survey of faculty who taught writing intensive courses last year. The Spring 2006 newsletter will provide a

summary of students' perspective on writing in General Education courses.

## CORRECTIONS WI Courses and WI Faculty 2004-05

The Fall 2005 WAC newsletter included a list of writing intensive (WI) courses for 2003-04 and a list of that faculty who had taught those classes. I inadvertently omitted names of at least two faculty—**Diane Frey and Carl Brun.**

Additionally, the GE biology courses were listed incorrectly. The listing should have read as follows:

BIO 105 Introductory Biology:  
Food  
BIO 106 Introductory Biology:  
Biodiversity  
BIO 107 Introductory Biology:  
Disease

My apologies to all for these errors. Please let me know if there are others yet unreported!

Joe Law  
WAC Coordinator  
Assistant Vice President for Articulation and Transfer

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# Introducing the Article Review

## Sarah Twill

*Sarah Twill, a new member of the Social Work faculty, has developed an effective means of introducing students to the research article, which many find a daunting new genre. Her assignment, which she shared at a WAC workshop in the fall, is reproduced below.*

Reading and summarizing a research article in the social sciences can be overwhelming to some undergraduate students. Many students state that they cannot understand a research article because they are unfamiliar with (or scared of) the statistics. However, a complete comprehension of statistics is unnecessary for undergrads to complete a literature review assignment.

Students who see the task of reading and summarizing the literature as “too difficult” may be tempted to plagiarize an abstract or other works. To help prevent this, a simple four-sentence formula was developed to aid beginning students in reading and summarizing a journal article.

### **Format for reviewing an article**

Authors’ last names (Year) conducted a study about \_\_\_\_\_. The participants were / the setting was \_\_\_\_\_. The findings were \_\_\_\_\_. The authors suggested \_\_\_\_\_.

### **Examples**

*Twill, Risler, Nackerud, Bernat, and Taylor (1997) conducted a study assessing loneliness, social support, and locus of control of inmates living in a halfway house. The study took place in a large metropolitan city and the participants*

*were felons serving state prison terms. The researchers found inmates experienced less loneliness and a more internalized locus of control following participation in the halfway house. The authors suggested that community reintegration aids inmate adjustment to societal living, improves mental health and thus may help reduce recidivism.*

*Twill, Green, and Traylor (in press) evaluated a residential program serving sexually exploited adolescents sentenced for prostitution by the juvenile court. Qualitative and quantitative data were collected from seventeen African American females participating in a treatment program. The findings indicated the participants were mentally disabled, had two or more psychiatric disorders, and lacked basic survival skills such as counting money or making a meal. Further, the authors found the place of discharge influenced future recidivism. The authors recommended additional research in this area as very little is known about providing treatment services to this vulnerable population.*

**To “fill in the blanks,” pay particular attention to the following areas:**

Sentence #1: *Authors’ last names (Year) conducted a study about \_\_\_\_\_.*

- Read the *abstract* to get an overarching idea of what the article is about.
- Next, read the *literature review* or *background* section of the article. Toward the end of the section, the authors should identify gaps in the existing literature and tell readers how the current study will fill that gap. The authors may also state their

hypothesis, which will help readers understand what the authors hope to learn.

Sentence #2: *The participants were / the setting was \_\_\_\_\_.*

- Read the *methods* section of the paper. In this section, the authors describe how the data were collected, who was included in the sample, and any instruments used.
- A reader might want to consider sample size, demographic characteristics, or any interesting protocol.
- It is not necessary to report every fact (e.g., 35% of the participants were male, 71% identified their race as Asian).

Sentence #3: *The findings were \_\_\_\_\_.*

- Read the *findings* section of the article.
- If you do not understand all of the statistics, that is okay. Pay attention to key words such as *increased*, *decreased*, *improved*, and *reduced*.
- Next, read the *discussion* section. The authors will present the findings in “layman’s terms.”
- Again, you are looking for phases that indicate a change. Examples may include statements such as “The participants’ scores remained constant over time” or “The data indicated that participants were less violent after the intervention.”

Sentence #4: *The authors suggested \_\_\_\_\_.*

- While reading the *discussion* section, look for comments that the authors make about the intervention or program such as whether it worked or whether it should be continued.
- Look for the authors’ critique of why the study did or did not produce results. Did anything unexpected influence the findings?
- The authors may suggest a future line of research or next steps to improve our body of knowledge.

Finally, when writing a literature review it is helpful to keep the following points in mind:

- A literature review is a summary of what research has been completed in a topic area.
- A literature review should represent the current literature (articles published in the last five years).
- A literature review helps set the framework for a new study or theory.
- One purpose of a literature review is to allow a new reader to determine if the article is interesting or applicable to his/her needs.
- As such, not every detail or fact should be (or needs to be) reported. A reader will obtain a copy of the article if more information is needed.
- Write the literature review in the past tense—the research has already been done.
- The article cannot “do,” “find,” or “say” anything. The authors are the people who conducted the study.
- The format example is a guideline. It may be necessary to change the verbs or to expand an idea.

**Coming in the  
Spring 2006  
WAC Newsletter**

*Writing in the Sign  
Language Interpreting  
Program*

*WAC and General  
Education*

# Faculty Feedback on Teaching Writing Intensive Courses Results of the Spring 2005 Survey

Each spring faculty who have taught at least one writing intensive (WI) course during the academic year are asked for their comments about those courses. The surveys, which were mailed to 267 faculty, consisted of two sections: seven questions with Likert scale responses (with separate responses for general education classes and classes in the major) and six open-ended questions, along with a space for additional comments.

The first set of questions focused on the goals of the WAC program and asked for faculty perceptions of how well those goals were being met in GE classes and in the major. Four choices (significantly, somewhat, only slightly, not at all) were provided. The results for GE appear in Table 1, those for courses in the major in Table 2.

Questions	Significantly	Somewhat	Only Slightly	Not at All	Number of Responses to Question
To what extent were you aware of the goals of the WAC program before you taught your first WI course?	69%	21%	3%	7%	29
To what extent did students seem to see a link between the writing assignments and the learning objectives of your WI course?	38%	50%	8%	4%	26
To what extent did the writing assignments help students learn the course content?	70%	26%	4%	0	27
To what extent did the writing assignments help foster critical thinking?	70%	29%	11%	0	27
To what extent did the writing assignments help students improve their writing abilities?	40%	48%	8%	4%	25
To what extent did the writing assignments help stimulate class discussion?	33%	30%	30%	7%	27
To what extent did the writing assignments help students learn the writing conventions of the field?	24%	32%	36%	8%	25

**Table 1—WI Courses in GE**

Thanks to all who took the time to fill out this survey at the end of a busy spring quarter. This year 48 surveys were returned, a response rate (18%) well above the 10%

usually predicted for surveys. As in the past, responses came from all instructional ranks, ranging from full professor to graduate teaching assistant.

Question	Significantly	Somewhat	Only Slightly	Not at All	Number of Responses to Question
1. To what extent were you aware of the goals of the WAC program before you taught your first WI course?	58%	36%	6%	0	33
To what extent did students seem to see a link between the writing assignments and the learning objectives of your WI course?	31%	60%	6%	3%	32
To what extent did the writing assignments help students learn the course content?	67%	24%	9%	0	33
To what extent did the writing assignments help foster critical thinking?	53%	34%	13%	0	32
To what extent did the writing assignments help students improve their writing abilities?	42%	45%	13%	0	31
To what extent did the writing assignments help stimulate class discussion?	21%	49%	27%	3%	33
To what extent did the writing assignments help students learn the writing conventions of the field?	37.5%	47%	12.5%	3%	32

**Table 2—WI Courses in the Major**

### **Faculty Comments on the WAC Program**

I particularly appreciate the time many people devoted to responding to the open-ended questions. The following examples have been selected to represent the range of comments made in reply to the first three questions and some of the more general

concerns expressed about the WAC program and writing in general.

#### **What do you feel is most successful about the WAC program?**

- It gets students to make connections between complex ideas.
- Emphasis on critical thinking

- The students come into classes expecting to write and revise.
- Making students write a coherent paper—for many in my classes this is the first time in their entire educational process.
- Students who have difficulty with the writing component do show improvement by the end of the course.
- Our students are more respected in the workplace.
- It keeps WAC in the “mainstream” rather than a “fringe” approach.

### **What changes to the program would you suggest?**

- More guidelines regarding the relative "weight" applied to content, organization, writing, readability, etc.
- Don't know if it's within your power but I need less students—40 is too many!
- Lose the separate grade. Concentrate a little more on outcomes (can the students write at an acceptable level?)
- Higher word/page counts
- I feel that a term paper should always be required. Several small writing assignments are not equivalent. I have had upper-class students who had passed other WI courses fail to get credit because they were totally unable to organize and write a coherent longer paper.
- Helping students understand that it's not merely about improving writing (grammar, mechanics) but it's writing as a tool for thinking
- Require writing in all courses.
- Scrapping it—let us decide what is an appropriate quantity of writing assignments for each course.
- Could students work on technical writing skills for their major via a course on technical writing for the major? Faculty could teach them content NOT writing.

### **How comfortable do you feel in responding to student writing in terms of content, formal issues, and editing/proofreading issues?**

- Much more confident thanks to CTL classes! What a change from my first quarters at WSU!
- Not at all
- I am comfortable. However in my discipline (math), students are often very uncomfortable about being graded on writing well.
- Very comfortable. The majority do not respond in enough detail; do not support assertions; do not read the assignment carefully, this is easily addressed.
- Very Comfortable (16 responses)

### **Additional Suggestions and Comments from Surveys**

- Students must see that the writing center is an asset. Not a punishment. I had one student, very angry when I sent her to writing center, but later she told me she had learned a lot and thanked me!!
- Students get very confused between MLA and APA format. The latter is required by their field. I am not familiar enough with MLA to point out similarities and differences.
- WAC & WI are important concepts and restore emphasis on student writings, critical thinking, and original thought and thus should be supported and allowed to progress for univ. growth as well.
- I would be interested in a workshop on non-essay ways to accomplish WI. I used blogs this quarter, and they worked.

### **Acknowledgment**

My thanks to Kary Brigger, Budget Planning and Resource Analysis, for collecting and tabulating the responses to the survey.

# Writing in STT 160

## Karen Kramer Brackenridge

*Karen Kramer Brackenridge, coordinator of STT 160 (Statistical Concepts), shared the following assignment at the October 13, 2005, WAC roundtable discussion of teaching courses online. STT 160 is a required course for Nursing majors, who take it as a General Education course.*

*The major writing assignment is an analysis of the use of statistics in a research article in a health-related journal. In face-to-face classes, students select an article from a list they are given; in the online class, they are directed to a particular article. In both instances, the assignment is broken into four stages, and very detailed guidelines are provided to lead students gradually into this new area. In addition, notes at the end of each set of guidelines address some writing-related concerns and some common questions.*

*In the online course students submit papers as Word document attachments through WebCT's email, and Karen uses Word tools (track changes and insert comments) to respond to papers before returning them. The following materials have been reformatted and edited slightly to fit the available space.*

**Because the project is broken up over the term, students are provided an initial overview that helps them see the overall purpose of the assignment as well as how the various pieces will fit together.**

### WRITING ASSIGNMENT

**Purpose:** To become familiar with medical research, to learn how statistics is an integral part of medical research, and to learn how to communicate statistical results in written form.

**Goals of the Writing Across the Curriculum Program:**

- To help students think critically about the course material by writing about it.
- To give students an opportunity to improve their editing skills.
- To help students learn the conventions of writing in their own field of study.

**Paper:** You will write a paper summarizing the statistical information contained in “Colleges Respond to Student Binge Drinking: Reducing Student Demand or Limiting Access,” from the Journal of American College Health Vol. 52, No. 4, January/February 2004, pp. 159-168. The paper will be submitted in the following four parts:

- I. Outline of Article** Write a very general outline of what is contained in the article. No specific details are needed at this point. (1 page)
- II. The Design** In your own words, summarize the design of the study. Include a title page with your name, date, and source. (1-2 pages)
- III. The Statistical Analysis** In your own words, summarize the statistical methods and results of the study. Again include a title page with your name, date, and source. (1-2 pages)
- IV. The Final Paper** Using my feedback for parts II-III, write a final paper combining the above parts appropriately (cut and paste)! Include a title page with your name, date, and source. (2-4 pages)

**Format:** Parts II-IV must be typed and double-spaced with approximately one-inch margins. There will be an outline to follow for each of these parts that you may download.

In order to pass the writing portion of this course, you must do the following:

1. Turn in all materials for each part by the due date or sooner. **NO LATE WORK IS ACCEPTED.**
2. Follow the format above.
3. Parts II-IV must be free of grammar, spelling, and punctuation errors. I will ask you to resubmit the work if necessary.
4. The final paper must include all relevant information as suggested.
5. You may work with other students if it helps you to understand the article, but you must submit your own work in your own words. Plagiarism will not be tolerated!

**Grading:** The outline, design, and analysis parts, if satisfactory, will be returned with comments on-line, and no rewrites will be necessary (unless major problems exist with content and/or grammar, spelling, etc.). The final paper will be given a check minus (redo is mandatory to pass), check (a passing grade is given), or a check plus (passing grade and consideration given if a borderline course grade results at the end of the quarter; that is, I may “bump you up” to the next letter grade if you are borderline and have turned in an excellent paper).

**The first assignment is a simple summary of the article, ensuring that students will have an overall grasp of the study before beginning to engage with the statistical concepts that will be unfamiliar to most of them. Those concepts are addressed in very general terms at this point.**

## I. OUTLINE OF ARTICLE

The outline should be 1 page typed (double-spaced with approximately 1 inch margins) with no spelling errors and submitted via e-mail as an attachment readable in Microsoft Word. (Remember to use “spell check”!) Please put your name and the date at the top of the document.

Read the article thoroughly, and make a general outline of its contents (no specific details are needed yet). Proper outline format is not required, and complete sentences are not necessary at this point. Use the statistical vocabulary that you learned in chapter 1 of your textbook.

### Guideline

*Introduction*—Who did the research? When? Who was in the study? How was the sample selected? **What population do you think the people in the study represent?** (This target population must be included for credit!!) What was done? What was the major purpose? Was this an observational study or a designed experiment?

*Findings*—What general results were found? What variables were measured? (You can find some of these in the tables. Try to mention 3 or 4 important variables. Specific numbers are not needed at this point.) Were specific groups compared (males/females, younger/older, etc.)?

*Conclusion*—How are the results used? What came out of the study? Is further research recommended?

The second assignment addresses the research design of the study reported in the article, asking students to look more closely at each section. Notes at the end of the assignment include writing-related concerns along with additional guidance concerning the topic.

## II. THE DESIGN

The design should be 1-2 pages typed (double-spaced with approximately 1 inch margins) with no spelling, grammar, or punctuation errors, written in complete sentences, and submitted as an attachment readable in Microsoft Word. (The outline that you completed may help you with this “mini-paper.”) The design should include a title page with only your name, the date, and the source (journal name underlined, title of article in quotes) and also a typed summary in your own words.

### Guideline

*Introduction*—Who did the research? When? Was any previous research conducted or referenced? What was the main purpose of the research? What were the researchers trying to show? Did they have a particular hypothesis in mind to test?

*The Sample*—Who participated? How did the researchers select their sample? Is it a random sample or a convenience sample or some other type? How many people were in the sample? **Who do you think is the target population (i.e., to whom would the researchers apply the results)?** Were there any problems with the sample (e.g., bias, people who dropped out, etc.)?

*Research Conducted*—Did the research involve a survey or questionnaire (observational study) or was there an experiment? If there was a survey, what was in it, and how was it constructed and given? If there was an experiment, were there an experimental and control group? Was it double-blind? How were people assigned to groups? Was a placebo used, and if so, what was it? Were treatments applied to the groups, and if so, what were they? Were there simply groups that were compared in some way, and if so, what were some of the groups (male/female, older/younger, etc.)?

*Variables*—What was measured? (The tables in your article may list some of the variables.) How did this measurement occur? (Remember that variables are characteristics that are measured, like gender, marital status, drugs used, frequency of an activity, percentage change in a subject’s weight, etc. Statistics are numbers calculated from the results, like means, percentages, standard deviations, etc.)

### **Notes**

1. You do not need a conclusion—you may end the paper awkwardly with comments about the variables as given above. You will attach the analysis part of the paper later.
2. The article may not answer all of the above questions, but include what it does say.
3. If there are too many variables to list, pick out at least three important ones.
4. If you quote or make reference to a specific table, put the page number in parentheses—e.g., Dr. Smith called this research “critical to understanding the needs of women” (p.7).
5. You do not need to include any results (statistics or otherwise) in this part of the paper.

The third assignment focuses on the statistical analysis itself. By this time, students should be comfortable with the topic and better prepared to concentrate on the analysis, probably the most challenging portion of the task. Notes again address writing-related concerns, some repeated in abbreviated form from the earlier assignment.

### III. THE STATISTICAL ANALYSIS

The analysis should be 1-2 pages typed (double-spaced with approximately 1 inch margins) with no spelling, grammar, or punctuation errors, written in complete sentences, and submitted as an attachment readable in Microsoft Word. (The outline that you completed may help you with this “mini-paper.”) The analysis should include a title page with only your name, the date, and the source (journal name underlined, title of article in quotes) and also a typed summary in your own words.

#### Guideline

*Technique*—This section should be a very general description of how statistics was used in the study. In general, what statistical methods (confidence intervals, hypothesis tests, regression analysis, categorical analysis such as chi-square- testing, ANOVA such as F-testing, etc.) were used? What types of graphs were presented, if any? Were means, standard deviations, percentages, and/or proportions calculated? What variables did the numbers refer to? Were any other statistical numbers used? (Look for z, t, F,  $\chi^2$ , and other statistics that indicate what type of tests were done. Also remember that even though the authors will not write out the 7-steps, they have hypotheses in mind to test, especially involving comparisons between groups.)

*Results and Interpretation*—**Use only p-values of your choice from Tables 2, 3, or 5 (these will be the easiest to interpret).** For p-values that are shown in these tables (designated with superscript stars), mention what was being tested (in the form of  $H_0$  and  $H_a$  if you like), and **give and interpret only 2 p-values with a page reference and table number. Pick only one result that is significant and only one that is not significant.** You may use .05 as the level of significance to run your test. Give conclusions with regard to the target population. Were groups being compared, were relationships between variables being looked at, etc.?

*Conclusion*—What major findings came out of the research? Were the authors’ hypotheses proven? Is future research recommended? Were any questions left unanswered?

#### **Notes**

1. You may start this paper with the results immediately—no introduction or conclusion is needed. You will add these when you do the final paper.
2. The article may not answer all of the above questions, but be specific about what it does say.
3. When you quote or make reference to a specific table, put the page number in parentheses.

The final installment asks students to combine the previously submitted sections, responding to the comments and incorporating the corrections that have been made for those documents. The guidelines make it clear that additional revision is expected, as well as a brief concluding section. The restatement of the grading policy anticipates a question likely to be familiar at this point of the term.

#### IV. THE FINAL PAPER

Note: If the paper does not receive a passing grade due to content and/or grammar/spelling errors, you must revise it by Wednesday, November 16 to receive credit for the writing part of this course. (If it needs to be revised, I will e-mail you by Monday, November 14.)

The final paper should be 2-4 pages typed (double-spaced with approximately 1 inch margins) with no spelling, grammar, or punctuation errors, written in complete sentences, and submitted as an attachment readable in Microsoft Word. The final paper should include a title page with only your name, the date, and the source (journal name underlined, title of article in quotes).

##### Guideline

I like to think of the paper in four parts. (These parts don't necessarily have to be labeled.)

Introduction

Design

Analysis

Conclusion

The introduction and design parts go with your design paper, and the analysis and conclusion parts go with your analysis paper. Put these together (cut and paste using Word) so that the paper flows nicely and summarizes the article clearly. **In the conclusion, add a couple of sentences about what you learned from the article and any comments that you would have regarding the research.**

**Grading:** If your paper receives a check +, you will pass the writing portion of the course and be eligible to earn a higher grade if your overall course grade is borderline. If your paper receives a check, you will pass the writing portion of the course. You may not resubmit the paper. If your paper receives a check -, you will not pass the writing portion of the course unless you resubmit the paper by November 16 and receive a check. Good luck!

# Center for Teaching & Learning (CTL)

## Winter 2006 Offerings

To register for the CTL workshops, please call Tina Scarberry at 937-775-4522 or go online at [www.wright.edu/ctl/workshops/](http://www.wright.edu/ctl/workshops/). Unless otherwise noted, all meetings will be held in 023 Paul Laurence Dunbar Library.

### **Learning Communities: Faculty Satisfaction and Engagement with First Year Students**

**Luncheon:** Led by Edwin Mayes, Coordinator for First Year Experience and Academic Advisor, University College; Jeanne Fraker, Associate Dean, University College; and Doug Saul, Director of Learning Communities Program, University College. Have you heard about learning communities, but wondered what the term meant? Join us for an overview of learning communities at WSU. Hear from faculty who have participated so that you can decide if a learning community would enhance your effectiveness and satisfaction in Fall 2006. **Monday, January 23, 11:00 a.m.-1:00 p.m.**

**Developing an Effective Classroom Assessment System Luncheon:** Led by James Uphoff, Associate Director, CTL and Professor Emeritus, College of Education and Human Services. This workshop is the second in a series of three. Based on the seminal Angelo and Cross's seminal *Classroom Assessment Techniques: A Handbook for College Teachers* (1993), this workshop will focus on a variety of practical techniques suggested by the authors and on the workshop participants' sharing of their own successful practices. **Tuesday, February 14, 11:00 a.m.-1:00 p.m.**

### **Planning and Preparing a Course Series, and Delivering and Evaluating a Course Series**

**Luncheons: (Two separate sessions):** Led by Bonnie Mathies, Professor and Associate Dean, College of Education and Human Services. *Please note that you do not have to attend both sessions. You may attend one without attending the other.* Call x4522 to make your reservation and to receive your complimentary copies of the books.

- **Planning a Course** and **Preparing a Course** will cover the first two books of a four-book series. *Planning a Course* describes the planning and design of learning materials from their logical beginnings to their conclusion. *Preparing a Course* covers such issues as determining delivery mode, selecting pre-produced materials, and creating new course materials. **Monday, February 20, 11:00 a.m.-1:00 p.m.**
- **Delivering a Course** and **Evaluating a Course**, the remaining books in the series, will be covered in **spring quarter**. *Delivering a Course* focuses on such topics as structuring learning events, learner interaction, and issues of electronic technology. *Evaluating a Course*, which discusses the evaluation of courses and course support materials, also covers the online environment, evaluation criteria, and indicators of success. **Monday, April 10, 11:00 a.m.-1:00 p.m.**

**Loose Canons: Notes on the Culture Wars Book Group Luncheon:** Led by Rochelle Garner, Assistant Professor, Educational Leadership. In *Loose Canons*, Henry Louis Gates, Jr., looks at the highly contentious issue of multiculturalism, arguing that the only way to transcend divisions caused by nationalism, racism, and sexism is through an education that respects both the diversity and commonalities of human culture. Call x4522 to make your reservation and to receive your complimentary copy of the book. **Wednesday, February 22, 11:00 a.m.-1:00 p.m.**

## CTL DISTANCE LEARNING/ MULTIMEDIA AND INSTRUCTIONAL SUPPORT WORKSHOPS

**Electronic Classroom Orientation - Evening and Day Sessions:** Led by Robert Frey, Instructional Services Supervisor, CTL, and Phillip Combs, Presentation Systems Administrator, CTL. These sessions will acquaint faculty with CTL's electronic classroom equipment. Attendees will see the equipment used in the classrooms and learn how to operate the equipment. These sessions assume basic working knowledge of Microsoft WindowsXP and Microsoft Office (Word, PowerPoint, Excel), and the ability to log into Novel network accounts. Boxed lunches will be provided. **Wednesday EVENING, January 4, 5:30-7:00 p.m.** or **Friday DAYTIME, January 6, 11:30 a.m.-1:00 p.m.**

**Integrating Student Response Systems into Classroom Teaching Demonstration Luncheon:** Led by Dan DeStephen, Director, CTL and Professor of Communication. Student response systems allow faculty to gather and immediately display student responses to questions during class. As a means to begin a dialogue or to measure in-class understanding of lecture material, these systems seek to engage students in active learning. This seminar will demonstrate how student response systems work, how they can be used to create an active learning environment, and how the Center will support the use of this instructional technology. **Tuesday, January 17, 11:00 a.m.-1:00 p.m.**

**Teaching in Wings: WebCT, Course Studio, or ERes Workshop Luncheon:** Differences among the online course tools available at Wright State can be confusing. This workshop will help alleviate the confusion by reviewing the three course tools supported on our campus: WebCT, Course Studio and ERes. Representatives from CTL, CaTS, and University Libraries will discuss the capabilities of the products, describe when it is best to use each product, and answer any questions you may have. **Tuesday, January 24, 12:00 noon-2:00 p.m.**

### Online Teaching and Learning Certificate

Participants will be provided training in how to effectively plan/deliver an online or web-enhanced course as well as how to utilize WebCT, the University's course management system. To earn the OTL Certificate, participants must attend at least 14 hours of training from the following workshop selections (*no duplicate workshops*). More detailed

descriptions of each workshop are available on the CTL webpage: [www.wright.edu/ctl/workshops/](http://www.wright.edu/ctl/workshops/).  
**NOTE: not all workshops are offered every quarter.**

**Introduction to Course Management Software:** Led by Sheri Stover, Instructional Designer, CTL. This two-hour workshop provides beginning or returning users of WebCT an overview of the tools and best practices for creating web-enhanced courses. **Friday, January 13, 10:00 a.m.-12:00 noon.**

**Instructional Planning for Web-Based Courses:** Led by Chris Roberts, Instructional Designer, CTL. Instructional planning is a crucial component for successfully developing a web-based course and this two-hour workshop will get you started on this process. **Friday, January 20, 10:00 a.m.-12:00 noon.**

**Course Management for Web-Based Courses:** Led by Sheri Stover, Instructional Designer, CTL. This two-hour workshop focuses on organizing and managing content in web-based courses. **Friday, February 3, 10:00 a.m.-12:00 noon.**

**Course Assessment for Web-Based Courses:** Led by Chris Roberts, Instructional Designer, CTL. This two-hour workshop focuses on creating and managing online quizzes and surveys using WebCT and Respondus, a Windows application that enhances the functionality and usability of WebCT's testing tool. **Friday, February 10, 10:00 a.m.-12:00 noon.**

**Communication Tools for Web-Based Courses:** Led by Sheri Stover, Instructional Designer, CTL. This two-hour workshop introduces the best practices for communicating in any course with an emphasis on web-enhanced or online courses. **Friday, February 24, 10:00 a.m.-12:00 noon.**

**Introduction to Universal Design for Online Learning:** Led by Jeff Hiles, Instructional Web Designer, CTL. In this two-hour hands-on workshop, you'll learn ways you can employ universal design principles to make your online courses as usable as possible by as many people as possible. **Friday, March 3, 10:00 a.m.-12:00 noon.**

**Mobile Learning Technologies:** Led by Bryan Beverly, Sr. Digital Technology Analyst/Project Manager, CTL, and Sheri Stover, Instructional Designer, CTL. This two-hour demonstration/panel discussion will showcase mobile learning technologies such as PDAs, iPods, and possibly cell phones. You will also hear from a panel of faculty from CONH and CEHS using these technologies in their classes. **Friday, March 10, 10:00 a.m.-12:00 noon.**

# Editing and Proofreading

## Strategies for Revision

*We always tell students to edit and proofread carefully before submitting papers, but we don't always give much guidance for doing it. The following recommendations are adapted (and considerably condensed) from a handout created for Purdue's Online Writing Lab (OWL). For more detailed instructions, you can direct your students to [http://owl.english.purdue.edu/handouts/general/gl\\_edit.html](http://owl.english.purdue.edu/handouts/general/gl_edit.html).*

- Try to read through the paper as though you were checking a someone else's grasp of the concepts involved. Would you be convinced he or she understood?
- Evaluate the development of the paper. Are there sufficient details? Is the logic sound?
- Check for coherence. Are the major points connected? Are the relationships among them clear? Are they all related to the thesis?

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### Revising and Proofreading Strategies

- Set the rough draft aside for at least a day so you can get some distance from your ideas and spot errors more easily.
- Read the paper aloud—slowly—pointing to each word or using a sheet of paper to block off all but the line you're reading. An equally good strategy is to ask a friend to read you *exactly* what appears on the page.
- Write the thesis on a separate page, listing the main idea of each paragraph below it. Does the thesis accurately sum up your main idea? Is each paragraph relevant? Is the sequence of ideas logical?
- Remember that you are writing for others, not yourself. For a class assignment, you want to demonstrate your understanding of the course content.

After you have revised the larger elements of your paper, work on proofreading, looking at sentence- and word-level issues. Look for areas where you typically have problems. If you are unsure where to start, review your instructor's comments on earlier papers or talk with someone in the Writing Center. Once you identify the errors, concentrate on how to fix them. For instance, if you have a tendency to write incomplete sentences, you can try the following strategies:

- Read each sentence separately to verify that it really is a complete sentence.
- Pay special attention to sentences that begin with words (such as "because") or phrases (such as "for example") that often introduce dependent clauses or lists.
- See if the sentence might be just a piece of the previous sentence that mistakenly got separated by a period.

Information about sentence fragments and other common errors, along with strategies for dealing with them, can be found at [http://owl.english.purdue.edu/handouts/general/gl\\_edit.html](http://owl.english.purdue.edu/handouts/general/gl_edit.html).

## WAC Workshops Winter 2006

### Working with ESL Writers

Thursday, January 19, 2006

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

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

What is the most productive way of responding to the papers of students who are writers of English as a second language (ESL)? Join faculty from across campus to discuss strategies for responding in ways that will help students revise effectively. In addition to background information for understanding some of the challenges faced by ESL writers, the workshop will include opportunities for hands-on work with sample student writing. The workshop will be led by Irena Joseph, who has a degree in TESOL (Teaching English to Speakers of Other Languages) and is currently a graduate student in composition and rhetoric.

### Developing Rubrics for Responding to Student Writing

Wednesday, February 8, 2006

or

Thursday, February 9, 2006

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

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

Looking for a way to respond consistently to student writing, encourage substantial, independent revision—and save time? Consider developing a grading rubric. This workshop, developed in response to the spring WAC survey, will provide guidelines for developing grading rubrics and a number of examples of completed rubrics.

### Helping Students Assess Online Resources

Wednesday, March 1, 2006

or

Thursday, March 2, 2006

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

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

The Internet gives students immediate access to a wealth of valuable research material—and equally immediate access to infotrash. Faculty often report that their students make no distinction between online resources. Join faculty from across campus to discuss ways of helping students evaluate the Internet materials they use in their class research.

## Other Workshop of Interest

### Introduction to Course Applicability System (CAS)

Tuesday, January 31, 2006

12:30 to 1:20 p.m. in 012 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, but you may not have received any information about this valuable advising tool. This session provides a brief introduction to the Course Applicability System (CAS) and provides an opportunity for hands-on experience in using it.

## **Call for Contributions to Special Distance Learning Issue of the WAC Newsletter**

Have you taught a distance learning course that was writing intensive? Did you face any special challenges in dealing with the writing in that class? If so, how did you handle them? What strategies did you adopt for giving and responding to assignments?

If you have taught such a course, please share your experience with readers of the WAC newsletter. I would like to devote an upcoming issue to the topic. You can reach me by email ([joe.law@wright.edu](mailto:joe.law@wright.edu)) or by phone (775-2155).

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