

Writing Across the Curriculum

Wright State University

Assumptions Underlying WAC Programs

Number 31
Fall 2006

This fall marks the beginning of the second decade of the Writing Across the Curriculum (WAC) program at Wright State University, and I thought this would be an appropriate occasion for revisiting some of the assumptions that underlie WAC programs. While I trust that making these assumptions explicit will be useful to those new to WAC, I also hope that those who have been teaching writing intensive (WI) classes since Fall 1996 will also find it a worthwhile reminder.

Here, then, are some of the assumptions on which the WAC program rests:

- Language is learned and understood within the context of a specific social and linguistic community. People are often members of multiple linguistic communities, adapting their use of language to fit the expectations of each group to which they belong.
- Standards and expectations vary from one linguistic community to another. Within a university, standards of “good writing” will vary among academic communities or disciplines.
- Writers must learn the expectations and standards of any discipline that is new to them, and those expectations are best known (and thus best taught) by those within the discipline.
- Writers are likeliest to improve when they feel their writing has purpose and value. That is, they should be aware that they are writing within a clearly defined context and trying to achieve some specific ends for an identifiable reader. They are less likely to improve when they perceive writing or revision as merely an exercise disconnected from their own professional/educational/personal goals.
- Learning to write is a recursive process, and writers need time and practice to adjust to changes in context, audience, and/or purpose. (No one faces more frequent changes in context, audience, and/or purpose than students entering a new discipline.) Learning to write takes place over time and requires guidance.

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- Writing promotes learning. Moreover, people tend to retain what they have learned through writing about it.

Devoting a few minutes of class discussion to these underlying assumptions might prove useful as well, particularly with our pragmatic students who (like the rest of us) want to know, “What’s in it for me?” To recognize that

Continued on back page

Faculty Feedback on Teaching Writing Intensive Courses Results of the Spring 2006 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 survey is in 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 space for comments.

The first set of questions are focused on the goals of the WAC program and ask for faculty perceptions of how well those goals were met in their classes. 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?	64%	27%	0	9%	11
To what extent did students seem to see a link between the writing assignments and the learning objectives of your WI course?	27%	64%	9%	0	11
To what extent did the writing assignments help students learn the course content?	54%	46%	0	0	11
To what extent did the writing assignments help foster critical thinking?	64%	27%	9%	0	11
To what extent did the writing assignments help students improve their writing abilities?	27%	64%	9%	0	11
To what extent did the writing assignments help stimulate class discussion?	46%	27%	27%	0	11
To what extent did the writing assignments help students learn the writing conventions of the field?	27%	54%	19%	0	11

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 a total of 25 surveys were returned.

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?	72%	17%	5.5%	5.5%	18
To what extent did students seem to see a link between the writing assignments and the learning objectives of your WI course?	33%	39.5%	22%	5.5%	18
To what extent did the writing assignments help students learn the course content?	56%	33%	11%	0	18
To what extent did the writing assignments help foster critical thinking?	22%	67%	11%	0	18
To what extent did the writing assignments help students improve their writing abilities?	22%	67%	11%	0	18
To what extent did the writing assignments help stimulate class discussion?	11%	56%	22%	11%	18
To what extent did the writing assignments help students learn the writing conventions of the field?	33%	56%	11%	0	18

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 four of the 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?

- Making students explain themselves on paper
- Encourages instructors to think about linkages between material, assignments, and learning
- Its existence
- For majors, it helps them learn how to communicate within a particular field.

- Students introduced to/practice variety of forms; engagement with materials reinforced through writing.
- Requiring critical thinking and writing skills
- Students do improve writing skills
- Students improving research and writing skills. Students learning how to write professionally and correctly citing sources and including information from other sources. (avoiding plagiarism)

What changes to the program would you suggest?

- Clear guidelines for determining P/F
- Make sure there is a pre-professional component of writing. This has been successful for [special sections of] ENG 101, 102 for Engineering.
- Online surveys
- None (2)
- More attention to some shorter forms, like annotated bibs, coupled with critical readings - not just capstone essays as typical format. This is in the guidebook so complexity workshops would be nice
- Faculty needs help with grading and editing student writing w/large classes and loads.
- Why do we report separate WI grades, especially for courses in the major?
- Clarity for new instructors - info meeting

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

- Very Comfortable (5)
- Comfortable, but it is very time consuming
- Fairly (3)
- Content - Yes, Editing/Proofreading - OK, Formal Issues - Less so
- ... I do not always give the students as much feedback with all the "formal issues" as they should probably get. I may consider having them stop by the writing center for the "formal issues."
- Better because of WAC workshops
- Students are very resistant to correction. They seem "entitled" to express themselves any way they wish even if that includes poor sentence structure, misspelled words and slang.

What topics would you like to see addressed in WAC workshops?

- Overcoming resistance to corrections!
- Grading and critiquing informal writing
- Managing the grading load
- I found the workshops that have been previously offered useful.
- Focusing on non-essay varieties of assignments that nonetheless contribute significantly to skills needed for better academic writing
- Technical writing and variety of genres
- More on APA writing style
- Assessment
- More on giving meaningful feedback to students' writing.

Additional Suggestions and Comments from Surveys

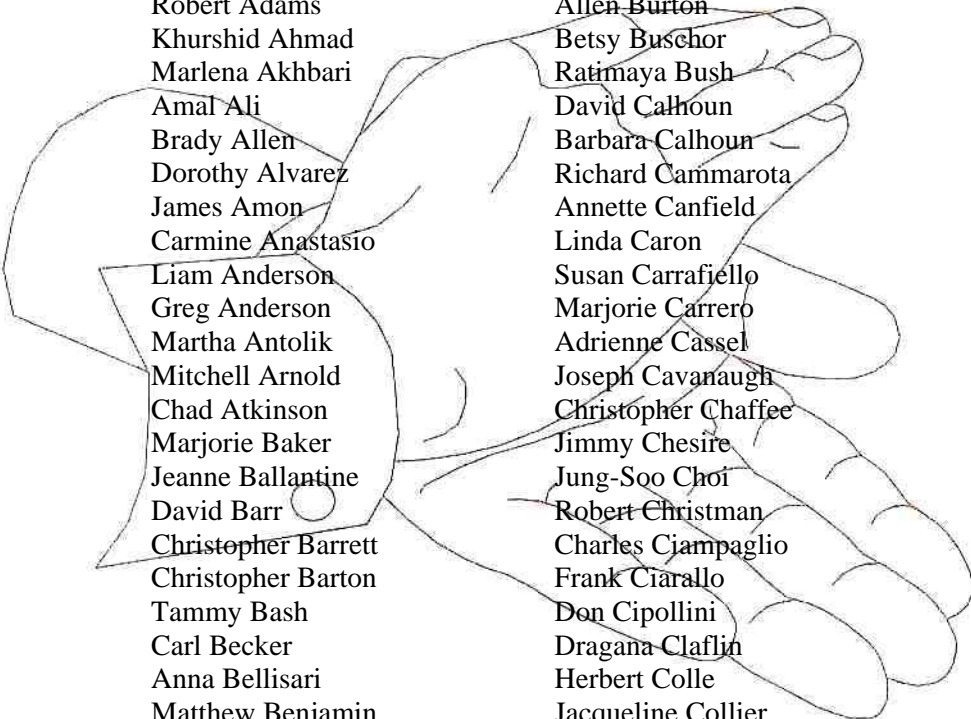
- Are there resources or tutoring services available for technical writing? I will admit I have not explored to see if there are. Technical writing in many cases can be very strange to students (past tense, objective, ...)
- It would be useful to learn if WI faculty across curriculum have need for general writing resources for their students that are not represented here.
- This relates to writing in general. From my students, I understand that they come across different requirements from different professors. This I have specifically noticed (from talking with students) the area of plagiarism/citing sources correctly. Perhaps more faculty members should enforce the rules when it comes to plagiarism.
- If WSU is committed to quality WAC courses, WSU needs to develop policy around setting enrollment limits, use of GA or TA's to assist with reading assignments, or reduce teaching loads for WAC faculty.

Acknowledgments

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

WAC Faculty 2005-06

The following faculty taught one or more (often substantially more!) writing intensive classes during the 2005-06 academic year. If you taught a WI course last year but your name has not been included in this list, please contact Joe Law.



Robert Adams
 Khurshid Ahmad
 Marlena Akhbari
 Amal Ali
 Brady Allen
 Dorothy Alvarez
 James Amon
 Carmine Anastasio
 Liam Anderson
 Greg Anderson
 Martha Antolik
 Mitchell Arnold
 Chad Atkinson
 Marjorie Baker
 Jeanne Ballantine
 David Barr
 Christopher Barrett
 Christopher Barton
 Tammy Bash
 Carl Becker
 Anna Bellisari
 Matthew Benjamin
 Carol Bennett
 Jacqueline Bergdahl
 Gregory Bernhardt
 J. Michael Bernstein
 Ann Biswas
 Joseph Blake
 Jane Blakelock
 Heather Blubaugh
 Xenia Bonch-Bruevich
 Ann Bowling
 Ann-Marie Boyce
 Karen Brackenridge
 Elizabeth Brads
 Heidi Breuer
 Judith Brewer
 Otis Brooks
 Nancy Broughton
 Hunt Brown
 Carl Brun
 Athanasios Bubulya
 Edward Bunn

Allen Burton
 Betsy Buschor
 Ratimaya Bush
 David Calhoun
 Barbara Calhoun
 Richard Cammarota
 Annette Canfield
 Linda Caron
 Susan Carrafiello
 Marjorie Carrero
 Adrienne Cassel
 Joseph Cavanaugh
 Christopher Chaffee
 Jimmy Chesire
 Jung-Soo Choi
 Robert Christman
 Charles Ciampaglio
 Frank Ciarallo
 Don Cipollini
 Dragana Clafin
 Herbert Colle
 Jacqueline Collier
 Holly Counts
 Donna Curry
 Glenn Dahl
 Richard Danals
 Ribhi Daoud
 Jeanette Davy
 Joe Deer
 Charles Derry
 Dan Destephen
 Sally Dethomas
 Dawne Dewey
 James Dittner
 Peter Doherty
 David Dolson
 Joanne Dombrowski
 David Dominic
 Elfe Dona
 Jane Doorley
 Donald Dulle
 Marlese Durr
 Jack Dustin

William Edwards
 Frank Eguaroje
 Brenda Ellis
 Beth Engelhardt
 Carol Englehardt
 David Everson
 Gary Farlow
 Linda Farmer
 John Feldmeier
 Coleen Finegan
 Leo Finkelstein
 Erin Flanagan
 Barbara Fowler
 Brent Foy
 Charles Funderburk
 Elliot Gaines
 Nancy Garner
 Rochelle Garner
 David Garrison
 Mary Ann Gasior
 William Gayle
 Robert Gilkey
 Michelle Goodman
 Robert Gordon
 Scott Graham
 Kathy Green
 December Green
 Bryan Gregor
 Ida Gressis
 Paul Griffin
 Charles Gulas
 James Guthrie
 Gaetano Guzzo
 Edward Haas
 Cherise Hairston
 Awad Halabi
 Kirsten Halling
 Thomas Hangartner
 Charles Hartmann
 Ping He
 Adrienne Heard
 Ron Helms
 Robin Herman

Marjorie Hess	Paul Pockhart	David Orenstein
Robert Hiskey	Dennis Loranger	Betsy O’Ryan
Cindra Holland	Carol Loranger	Evan Osborne
Barbara Hopkins	Mariann Lovell	Kenji Oshiro
Jacqueline Housel	Ken Lowrey	Robin Osterman
Julie Hruby	Laura Luehrmann	Annette Oxindine
Qingbo Huang	Mary Lynd	Gary Pacernick
Kevin Hudson	Nancy Mack	Phyllis Pacifico
James Hughes	Alex MacLeod	Anthony Partlow
Barbara Hull	Mark Mamrack	Randall Paul
Allen Hunt	Martin Maner	Amber Peplow
Rashida Hussain	Jeannette Marchand	Lura Peterman
Jane Hutcheson	William Marshak	Doug Petkie
Sacie Hutton	Susann Mathews	David Petreman
Allen Hye	John McCree	Joseph Petrick
Azedeh Jahanbegloo	Roger McDermott	Chandler Phillips
Judith Janicki	S. F. McGinley	Kimberlee Pierce
Annemette Jensen	Audrey McGowin	Cynthia Plank
Jeffrey John	Noeleen McIlvenna	Roberta Pohlman
Daniel Johnson	Marjorie McLellan	Timur Pollack-Lagushenko
Doris Johnson	Mindy McNutt	Marybeth Pringle
Wanda Johnson	Michael Meckstroth	Linda Ramey
Joyce Kannan	H. Edgar Melton	Mak Rapnaparkhi
Pramod Kantha	Richard Mercer	David Reynolds
Catherine Keener	Cindy Merchant	Adele Riley
Joseph Keferl	Kathryn Meyer	Robert Riordan
Lynne Kelley	Tara Miller	Sophia Rodriguez
David Kender	Jon Miller	Mary Rohrkemper
William Kennedy	Mill Miller	Kenneth Rosengarten
Brigid Kharoufeh	Barry Milligan	Leatha Ross
Martin Kich	Arthur Molitierno	Blair Rowley
Chigon Kim	Judy Montgomery	Mary Rucker
Beth Kinsel	Mark Moosbrugger	Henry Ruminski
Helen Klein	Charlotte Morgan	James Runkle
Kathy Koenig	Jeffrey Morgan	Ann-Marie Ruotolo Boyce
Paul Koller	Amy Morgenstern	Martha Sammons
Tracey Kramer	John Morrisette	Cathy Sayer
Dan Krane	Will Mosier	Patricia Schiml-Webb
Brian Kruger	Theresa Myadze	Francis Schanberger
Bruce Laforse	Allen Nagy	Donna Schlagheck
David Lahuis	S. Narayanan	Tamera Schneider
Mark Landers	Carol Nathanson	James Schwartz
Marietta Langlois	Virginia Nehring	Michelle Scott
Charles Larkowski	Robert Nelson	David Seitz
Paul Leonard	Phillip Nickell	Damaris Serrano
Lok Lew Yan Voon	Ginette Ninon	Valerie Shalin
Gail Lichtenfels	Douglas Nord	Alpana Sharma
Henry Limouze	Audrey Norman-Turner	John Sherman
Erika Lindgren	Mari O’Brien	Bradley Sidle
Peggy Lindsey	C. Richele O’Connor	Lynn Simonelli
Lalitha Locker	Reginald O’Hara	Mark Sirkin

Julie Skipper
Robert Smith
Tracy Snipe
Monica Snow
Faith Sorice
Karin-Leigh Spicer
Beverly Stambaugh
James Steinberg
Kimberly Stewart
Jeffrey Stewart
Valerie Stoker
Richard Strader
Jennifer Subban
Robert Sumser
Shuxia Sun
James Swaney

John Talbott
Charles Taylor
Barbara Teater
Donald Tetmeyer
Robert Thobaben
Rosalisa Tobin
James Tomlin
John Tomlinson
Pamela Tsang
Sarah Twill
Yvonne Vadeboncouer
Mark Verman
Patricia Vermeersch
Roy Vice
William Wagner
Carol Wagner Williams

Lisa Wellinghoff
Jeffrey Welty
Marcia Wendeln
Ann Wendt
Mary Wenning
Eldon Wetter
David Williams
Scott Wilson
Carol Winhusen
Mitch Wolff
William Wood
Kefu Xue
Kyejung Yang
Jung-Soo Yi
Kelli Zaytoun
Joyce Zurmehly

WI Classes 2005-06

The following writing intensive (WI) classes were during the 2005-06 academic year, many in multiple sections in two or more quarters. If you taught a WI course last year missing from this list, please contact Joe Law.

ACC 424 Management Accounting Advanced
AFS 200 What Is the African and African American Experience?
ART 411 Studies in Ancient and Classical Art
ART 415 Studies in 19th-Century Art
ART 416 Studies in 20th-Century Art
ATH 241 Introduction to Biological Anthropology
ATH 242 Introduction to Archaeology
ATH 399 Studies in Selected Subjects
ATH 448 Development of Ethnological Thought
BIO 105 Introductory Biology: Food
BIO 106 Introductory Biology: Biodiversity
BIO 107 Introductory Biology: Disease
BIO 112 Principles of Biology: Cell Biology and Genetics
BIO 230 Organismal Physiology
BIO 231 Introduction to Ecology

BIO 303 Vertebrate Histology
BIO 315 Biology of Invertebrates
BIO 380 Conservation Biology
BIO 408 Writing in the Biological Sciences
BIO 420 Designing Biological Experiments
BIO 492 Senior Seminar
BME 403 Biomedical Engineering Design III Laboratory
BME 492 Biomedical Engineering Design II
BME 493 Biomedical Engineering Design III
CHM 107 Chemistry of Our World: Energy and the Environment
CHM 458 Physical Chemistry Laboratory II
CL 422 Laboratory Management
CLS 204 Great Books: Classical Beginnings
CLS 260 Introduction to Classical Mythology
CLS 340 Studies in Ancient Art and Archaeology
CLS 350 Studies in Ancient Culture and Society

CLS 399 Studies in Selected Subjects
CNL 210 Understanding Emotional Intelligence
COM 200 Writing to Communicate
COM 256 Basic Media Writing
COM 333 Survey of Rhetorical Theory
COM 343 Communication and Human Relations
COM 346 Public Relations Campaign Techniques
COM 347 Case Studies in Public Relations
COM 365 Issues in Mass Communication
COM 366 Advanced News Writing
COM 400 Senior Seminar in Communication
COM 441 Advanced Interpersonal Communication
COM 443 Interviewing
COM 447 Organizational Communication: Applications and Strategies
COM 448 Case Studies in Organizational Communication

COM 449 Survey of Communication Research	EDL 495 Leadership in Practice: The Capstone	FIN 315 Foundations of Financial Planning
COM 451 Communication Consulting and Training	EE 418 Control Systems Design Project	FIN 419 Financial Management IV
COM 453 Communication and Conflict	EE 431 Electronic Circuits	FR 322 French Composition
COM 457 Intercultural Communication	EE 432 Electronic Circuits Lab	FR 403 Advanced Studies: Language/Civilization
COM 458 Editing for the Media	EE 448 RF/Microwave Systems Design Projects	FR 465 Studies in French and Francophone Literature
COM 464 Broadcast Criticism	EE 455 Electronic Circuits Design Project	GEO 375 Environmental Conservation
CS 415 Social Implications of Computing	EE 476 Communications/Signal Processing Design Projects	GER 322 German Composition
CSE 250 Comparative Nonwestern Economic Systems	EE 499 Special Problems in Electrical Engineering	GL 105 The Planet Earth
CST 221 Comparative Nonwestern Environments	EGR 190 Fundamentals of Engineering and Computer Science	GL 106 The Evolving Earth
CST 231 Comparative Nonwestern Literature	EGR 335 Technical Communications for Engineers and Computer Scientists	GL 107 The Earth and Human Affairs
CST 232 Comparative Nonwestern Religions	EH 366 Environmental Science Internship	GL 199 Directed Studies
CST 241 Comparative Nonwestern Cultures	EH 401 Topics in Environmental Science	GL 253 Physical Geology and Geomorphology II
CST 242 Comparative Nonwestern Cultures: Music	ENG 204 Great Books: Literature	GL 255 Historical Geology
CST 251 Comparative Nonwestern Social Systems	ENG 240 Intermediate Composition	GL 428 Geology Colloquium
DAN 253 Dance History	ENG 257 Basic Media Writing	HED 330 School and Community Health Services
DAN 399 Studies in Selected Subjects	ENG 300 Introduction to Literary Study I	HPR 251 Basic Anatomy and Physiology II
EC 200 Economic Life	ENG 301 Introduction to Literary Study II	HPR 481 Research Measure/Evaluation in HPR Physical Education
EC 290 Economics, Business and Social Issues	ENG 344 Research Writing	HST 220 Introduction to Gender History: Special Topics
EC 317 Intermediate Macroeconomics	ENG 405 Topics in Technical and Professional Writing	HST 221 American Diversities
EC 319 Institutional Economics	ENG 410 Studies in British Literature	HST 400 Historiography
ED 210 Education in a Democracy	ENG 430 Studies in Literature, Gender, and Sexuality	HST 405 Ancient History
ED 301 Schooling in a Pluralistic Society	ENG 440 Studies in Ethnic and Regional Literature	HST 410 The Middle Ages
ED 303 Introduction to Educational Psychology	ENG 458 Editing for the Media	HST 415 Medieval and Early Modern European History
ED 316 Early Childhood Language Arts: Curriculum and Materials	ENG 460 Studies in Literary Genres and Themes	HST 425 Modern European History
ED 421 Literature for Middle Childhood	ENG 470 Studies in World Literature	HST 435 British History
ED 440 The Teacher in School and Society	ENG 484 TESOL Methods and Materials	HST 440 Topics in African History
EDE 230 Early Childhood Education in a Diverse, Pluralistic Society	ENG 486 Integrated Language Arts Curriculum	HST 445 Middle Eastern History
EDE 301 Human Growth and Development: Pre-Natal Through Early Childhood	ENG 492 Poetry Writing Seminar	HST 465 Asian History
EDE 440 The Professional Early Childhood Educator	ENG 493 Fiction Writing Seminar	HST 470 Early American History
EDL 494 Leadership Development Seminar	EP 494 Engineering Physics Projects	HST 485 Special Topics in United States History
	EP 499 Honors Engineering Physics Projects	HST 486 Gender History: Special Topics
	EXB 352 Human Biomechanics	HST 488 History and New Media
	EXB 451 Clinical Exercise Physiology II	IB 486 International Trade Management
	FIN 205 Personal Financial Decision Making	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	PHL 431 Classical and Medieval Political Philosophy	PLS 487 History and Politics of Intelligence Gathering
ME 492 Materials Engineering Design I	PHL 467 Philosophy of Mind	PLS 492 Independent Field Experience
ME 493 Materials Engineering Design II	PHY 117 Stars, Galaxies, and the Cosmos Laboratory	PSY 110 Psychology: Science and Practice
MGT 410 Organizational Development	PHY 204 General Physics Laboratory	PSY 200 Psychological Study of Contemporary Issues
MGT 493 Public Policy in the Business Environment	PHY 316 Physics Instrumentation II	PSY 300 Research Design and Methods
MIS 450 Systems Development and Implementation	PHY 494 Senior Projects	PSY 302 Experimental Methods in Psychology
MKT 277 International Marketing Study Tour	PHY 499 Special Honors Research Problems	PSY 303 Alternatives to Experimental Methods in Psychology
MKT 492 Senior Projects in Marketing	PLS 200 Political Life	PSY 481 History of Psychology
MP 231 History of the Motion Picture I	PLS 212 American National Government	PSY 487 Capstone Seminar on Select Topic
MTH 280 Introduction to Mathematical Proof	PLS 222 International Politics	PSY 488 Seminar in Special Topics
MTH 440 History of Mathematics	PLS 301 Modern Political Ideologies	PSY 489 Honors Seminar
MTH 491 Undergraduate Mathematics Education Seminar	PLS 323 Government of Ohio	PSY 490 Independent Readings in Selected Topics in Psychology
MTH 492 Undergraduate Mathematics Education Seminar	PLS 325 African American Politics	REL 204 Great Books: Religion
MUS 290 African American Music: America and Beyond	PLS 331 Political Parties	REL 321 Religion in the Biblical Period
MUS 312 History of Music	PLS 335 The American Presidency	REL 390 Studies in Selected Subjects
MUS 313 History of Music	PLS 343 Civil Liberties II: Due Process and Equal Protection	REL 493 Seminar in Religion
NUR 212 Nursing for Health and Wellness Lifestyle	PLS 344 Police Procedures and Operations	RHB 210 Introduction to Drugs and Alcohol
NUR 218 Introduction to Clinical Nursing	PLS 360 Politics of the Developing Nations	RHB 402 Career Assessment
NUR 323 Nursing Care of Childrearing Families	PLS 364 Contemporary African Politics	RIA 420 Senior Research Project
NUR 405 Nursing Care of Aging/ Aged Families	PLS 370 International Theory	RST 261 Regional Studies: Japan
NUR 422 Nursing in Community Health Systems	PLS 372 International Organization	RST 262 Regional Studies: China
NUR 425 Synthesis Practicum in Professional Nursing	PLS 381 National Security Politics	RST 271 Regional Studies: Africa
NUR 443 Clinical Nursing 3: Childbearing and Childrearing	PLS 399 Studies in Selected Subjects	RST 281 Regional Studies: Latin America
NUR 444 Clinical Nursing 4: Clinical and Community Health	PLS 402 Classical and Medieval Political Thought	RST 291 Regional Studies: The Middle East
PHL 200 Critical Thinking	PLS 407 Seminar in Political Theory	SM 145 Foundations in Scientific Literacy and Problem Solving
PHL 204 Great Books: Philosophy	PLS 428 Contemporary African American Problems	SM 205 Great Ideas in Science
PHL 303 History of Philosophy	PLS 435 Seminar in Political Corruption	SOC 200 Social Life
PHL 399 Studies in Selected Subjects	PLS 444 Topics in Criminal Justice	SOC 204 Sociology Career Seminar
PHL 401 Major Philosophers	PLS 445 Advanced Criminal Investigation	SOC 300 Sociological Analysis
	PLS 446 Public Budgeting	SOC 301 History of Sociological Thought
	PLS 452 International Human Rights	SOC 303 Contemporary Sociological Theory
	PLS 453 Soviet Successor States	SOC 306 Introduction to Research Methods
	PLS 454 Politics of the Middle East	SOC 406 Applications of Research Methods
	PLS 455 Israeli and Palestinian Politics	SPN 203 Second Year Spanish
	PLS 460 Seminar in Comparative Political Systems	SPN 321 Spanish Composition
	PLS 470 Seminar in International Relations	SPN 322 Spanish Composition
	PLS 473 American Foreign Policy	
	PLS 482 Legislative Internship	
	PLS 484 Pre-Law Internship	
	PLS 486 Model U.N. Seminar	

WI Classes 2005-06 (continued)

SPN 323 Spanish Composition
 SPN 332 Survey of Spanish Literature
 SPN 432 Seminar in Spanish American Literature
 STT 160 Statistical Concepts
 STT 467 Statistical Methods II
 STT 492 Undergraduate Statistics Seminar
 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 & Literature III
 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 & 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

WAC Workshops Fall 2006**Alternative Paper Assignments**

Wednesday, September 27, 2006

or

Thursday, September 28, 2006

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

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

Assigning a substantial research paper may not be appropriate for your class, but shorter alternative assignments may provide opportunities for students to learn by writing. Join colleagues from across campus to discuss ways in which students may benefit from assuming a particular role, addressing a specific audience, or using unusual formats in brief assignments that help them consolidate their understanding of the course content. Lunch will be provided.

Assessing Critical Thinking in Written Assignments

Wednesday, October 18, 2006

or

Thursday, October 19, 2006

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

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

Earlier workshops have dealt with creating writing assignments that foster critical thinking. How do you evaluate evidence of critical thinking in the resulting papers? Join faculty from a variety of disciplines to discuss the hallmarks of critical thinking in their fields and how these might be reflected in student work. Lunch will be provided.

Another Workshop of Interest**Introduction to Course Applicability System (CAS)**

Wednesday, October 4, 2006

or

Thursday, November 2, 2006

12:30 to 1:20 p.m.

016 Library Annex

If you advise students, you have probably heard of CAS, but you may not have received any information about this advising tool. This session provides a brief introduction to the Course Applicability System (CAS). Led by Joe Law, Assistant Vice President for Articulation and Transfer.

Writing Across the Curriculum Student Achievement Recognition

As WAC Coordinator, I often talk to faculty about dealing with students' problems—actual or anticipated—with writing. At the same time, though, our classes include a number of very accomplished writers. The WAC Committee would like to recognize the achievements of these student writers by creating an anthology of their work and hosting a special event in their honor.

If you have a recent or current student whose writing you would like to recognize, please submit her or his name, the name and number of course you taught, and the term you taught it. In addition, please identify any particular assignment (e.g., final term paper, reading journals) with which that student did especially good work.

Nominations should be sent to
Joe Law
268 University Hall
or
joe.law@wright.edu



Writing Across the Curriculum Faculty Achievement Recognition

The WAC Committee would like to recognize the achievements of faculty teaching writing intensive (WI) courses. We invite you to nominate faculty—whether fully affiliated or adjunct—who have made significant efforts to reach the goals of the WAC program. Faculty who are selected will be honored at an event in the spring and featured in a special publication distributed to all faculty.

To nominate a faculty member, submit his or her name and the courses taught. Please include a brief statement concerning how that person has addressed one or more of the WAC goals:

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

You may nominate more than one faculty member. Self-nominations are welcome.

Nominations should be sent to
Joe Law
268 University Hall
or
joe.law@wright.edu

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their writing identifies them as linguistic “insiders” or “outsiders” is a crucial step in their development as professionals and can be a powerful motivator for improvement.

These statements of basic principles are drawn from

more detailed discussions that would repay close reading. The two principal sources are publications of the writing program at the University of Hawaii at Manoa (<http://mwp01.mwp.hawaii.edu/why-wi.htm>) and position statements by the National

Council of Teachers of English (see, for example, <http://www.ncte.org/cccc/resources/positions/123784.htm>).

Joe Law
WAC Coordinator
Assistant Vice President for Articulation

FROM: Joe Law
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