

# Writing Across the Curriculum

Wright State University  
September 2001  
Number 23

## Faculty Feedback on Teaching Writing Intensive Courses

### Results of the Spring 2001 Survey

#### Inside this issue... Faculty and students look at WAC at Wright State.

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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 227 faculty this spring, consisted of two sections: (1) seven questions with Likert scale responses (with a separate scale for GE classes and WI classes for each question) and (2) six open-ended questions, along with a space for additional comments.

Thanks to all who took the time to fill out this survey at the end of a busy spring quarter. This year 61 responses were returned, a return rate (27%) well above the 10% return usually predicted for surveys. As in the past, responses came from all instructional ranks, ranging from full professor to adjunct faculty.

The seven questions that comprised the first section 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; in the mean scores that follow the questions, I have assigned “significantly” a value of 3, “not at all” a value of 0.

#### Meeting the Goals of the WAC Program—Spring 2001

(1) To what extent were you aware of the goals of the WAC program when you taught your first WI course?

Mean responses: GE 2.66  
major 2.54

(2) To what extent did students seem to see a link between the writing assignments and the learning objectives of your WI course?

Mean responses: GE 2.09  
major 2.31

(3) To what extent did the writing assignments help students learn the course content?

Mean responses: GE 2.50  
major 2.65

(4) To what extent did the writing assignments help foster critical thinking?

Mean responses: GE 2.22  
major 2.56

(5) To what extent did the writing assignments help students improve their writing abilities?

Mean responses: GE 2.00  
major 2.14

(6) To what extent did the writing assignments help stimulate class discussion?

Mean responses: GE 1.70  
major 1.84

(7) To what extent did the writing assignments help students learn the writing conventions of the field?

Mean responses: GE 1.48  
major 2.28

### **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 four questions and some of the more general concerns expressed about the WAC program and writing in general. Additional comments will be included in the next newsletter as space permits.

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

- Students have become aware that writing is part of everything they do. The “this is not an English class; why does my writing matter?” is now rare!
- It enables me to force students to read about subjects related to economics in current newspapers and periodicals—reading I’m reasonably sure they wouldn’t do on their own. Their papers on their reading show how well their understanding is developing.
- Nothing. The program should be dismantled.
- It helps students understand that writing helps thinking.
- Keeping faculty conscious of the need for a structured approach to writing assignments. Making students aware of the importance

of writing in the eyes of the University community

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

- More education about WI courses—students resent writing—especially younger students.
- The size of my class—usually 35+—does not allow us to focus much on developing writing skills.
- Single grade with “C” or better signifying satisfactory completion of writing assignments.
- Have a statement of minimal requirements to pass the writing portion of the test.

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

- Sometimes students say that I’m “picky” or “you know what I mean!” The problem is, I often don’t.
- Very comfortable—but I spend way too much time at it.
- On formal issues, I provide only an indication of the type of difficulty I observe, supplemented by suggestions for improvement. ... I always try to respond to content, often by raising questions for students to consider.

#### **4. What topics would you like to see addressed in WAC workshops?**

- Consistency of grading between classes
- Differences between informal and formal or business writing
- More on plagiarism. Advice on teaching grammar.
- Online chatting and email etiquette

Sometimes students say that I’m “picky” or “you know what I mean!” The problem is, I often don’t.

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

*Very comfortable—but I spend way too much time at it.*

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## Additional Comments

- I think the WAC program improves the writing skills of those who already understand grammar, sentence structure, etc. I find students without the basic knowledge struggle the entire program and end up hating writing.
- Although I do not directly teach WI in Gen. Ed., I think its benefits are minimal because enrollments are so large.
- The fact that we have writing

intensive classes at all reflects a larger problem—namely, that WSU and many other colleges are admitting students who are not college material.

- Many of my students have been advised to use the writing center with good results.

My thanks to Neal Stark and Eric Hull, Budget Planning and Resource Analysis, for collecting the surveys and tabulating the results.

# Observations from WAC Student Focus Groups

The WAC program held three student focus groups during the 2000-01 academic year to discuss the program and to gather suggestions for making it more effective.

At all three sessions, students stressed the same point—integrating the writing assignments with course content was key to their learning. They expressed dislike for writing that seemed to be “just a requirement.” However, when writing assignments were clearly related to the content and integrated into the courses, they said that they remained interested in the material, learned more, and felt more engaged. One student said, “When you write about something pertaining to the subject, it doesn’t seem like [the class is] writing intensive.”

Further, students said that relevant writing assignments helped them move beyond memorization to begin thinking critically about content. One student suggested foregoing exams and basing grades solely on writing. Students also noted that the usefulness of assignments varied greatly between courses, with several students

enthusiastically endorsing courses which included writing they found particularly meaningful. Some added that writing in WI courses in their majors seemed easier and more helpful than in some GE courses.

When asked how they received information about the WAC program, students indicated that they learned the most through the WI courses themselves. Because they receive so much information during freshman orientation, they often forget what they hear about WAC. But students wanted to know more about WAC requirements, and they suggested repeating information about WAC in WI courses, in English classes, and during advising sessions. They also wanted instructors to include explicit information about both specific writing assignments and WAC requirements on course syllabuses.

When asked how the program might be improved, students again suggested making writing assignments apply to course content and providing information about the WAC program from multiple sources on campus.

Students have become aware that writing is part of everything they do. The “this is not an English class; why does my writing matter?” is now rare!

When you write about something pertaining to the subject, it doesn’t seem like [the class is] writing intensive.

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# Plagiarism Detection Service Available This Fall

*On August 17, Gary Dickstein, Director of Judicial Affairs, posted the following message to the Faculty ListServ. He and Dr. Virginia Nehring (Nursing) have given their permission to reproduce the message here. It should be of great interest to anyone requiring students to do any sort of writing.*

Greetings,

I am pleased to announce that the Office of the Provost has agreed to fund the plagiarism detection service, Turnitin.com, for all faculty beginning Fall 2001.

Turnitin.com is a company in its 5th year of development that uses powerful algorithms and search robots to locate possible matches of information taken from the Internet. Additionally, submitted papers are cross-referenced against over 100,000 Internet documents contained within their in-house database. Every paper submitted for detection is then entered into the in-house d-base, which results in a continual increase of papers to check against. For more information, please feel free to go to the web site at Turnitin.com. Dr. Virginia Nehring and I will offer multiple informational sessions on how to use the service very early in the Fall quarter.

In preparing to start using Turnitin.com, you may want to include a statement in your syllabus as a way to inform students that you will be utilizing this service. Dr. Nehring has provided (see below) an example of what she uses on her syllabus. It is highly suggested that you announce this information during your first class each quarter, too. A note on your syllabus and announcing it in your class will serve the dual purpose of informing your students that you will be checking all of their papers for plagiarism and hopefully act as deterrent to students to not cheat in the first place!

I encourage you to consider utilizing this service as a tool to help stop acts of plagiarism. I believe (as has happened on other campuses that use this service) that as word spreads about this tool, fewer and fewer students will risk cheating in this manner. I will be providing more details as soon as the informational session dates are confirmed. Please feel free to contact me at 775-4573 if you have any questions.

### **Example provided by Dr. Virginia Nehring**

You must submit both a hard copy of your paper and a disk with your paper on it. You must use Word, suitable for a PC format computer. A software program called "Turnitin.com" will be used to compare your paper with all papers previously submitted in NUR 422 previous quarters as well as all sources available online. Turnitin.com then affirms your paper's originality or gives the source of the plagiarism. Please visit WSU's web site that defines & discusses plagiarism an academic integrity at [http://www.wright.edu/students/judicial/stu\\_integrity.html](http://www.wright.edu/students/judicial/stu_integrity.html).

Especially note, you must use quote marks if quoting more than 2 - 3 words. Ideas do not need quote marks but must have the source cited after them.

Gary Dickstein  
Director of Judicial Affairs  
gary.dickstein@wright.edu

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# WAC Faculty

## Fall-Summer Quarters

### 2000-01



The following faculty taught one or more writing intensive classes during the 2000-01 academic year.

If you taught a WI course last year but your name has not been included in this list, please let us know.

R. W. Adams  
Marlena Akhbari  
Brady Allen  
James Amon  
Liam Anderson  
Martin Arbaji  
Marjorie Baker  
Jeanne Ballantine  
Gust Bambakidis  
David Barr  
Beth Basista  
Maryellen Batiuk  
Dave Baxter  
Carl Becker  
Donald Beelick  
Eric Belky  
Matthew Benjamin  
Jacqueline Bergdahl  
Marcia Bernhard  
Paul Blaine  
John Blair  
Jane Blakelock  
David Block  
Bela Bognar  
David Bogumil  
Ann Bowling  
Hunt Brown  
Carl Brun  
Ted Bunn  
Ratimaya Bush  
Wendy Caldwell  
Patrick Campbell  
Cindy Carney  
Linda Caron  
Susan Carrafiello

Cecile Cary  
Norman Cary  
Adrienne Cassel  
Joseph Cavanaugh  
Ava Chamberlain  
Jimmy Chesire  
Jung Choi  
Donna Cole  
Herbert Colle  
Robert Correale  
Donna Curry  
Bing Davis  
Carol Davis  
Jeanette Davy  
Barbara Denison  
Charles Derry  
Dan DeStephen  
Frank Dobson  
David Dolson  
David Dominic  
Jane Doorley  
Thomas Dovel  
Diane Dunham  
Marlese Durr  
Jack Dustin  
William Dwyer  
Jean Edwards  
Carol Endres  
Carol Engelhardt  
D.R. Fannin  
Gary Farlow  
Linda Farmer  
Colleen Finegan  
Leo Finkelstein  
John Fortman

Barbara Fowler  
Andrea Franklin  
Charles Funderburk  
Jan Gabbert  
Elliot Gaines  
Barbara Galbraith  
Nancy Garner  
David Garrison  
Mary Ann Gasior  
Robert Gilkey  
David Goldstein  
Kathy Goodrich  
December Green  
Bryan Gregor  
Paul Griffin  
David Grossie  
Sue Gruber  
James Guthrie  
Cherise Hairston  
Kirsten Halling  
Thomas Hangartner  
Mary J. Haritos  
Charles Hartmann  
Craig Harvey  
Ernest Hauser  
Ping He  
John Hehmeyer  
Michael Hennessy  
Robert Hiskey  
Sara Hohne  
Barbara Hopkins  
James Hughes  
David Hunt  
Jane Hutcheson  
William Irvine

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Larry Isaacs  
Dragana Ivkovich  
Azi Jahanbegloo  
Judith Janicki  
Tom Jenkins  
Jeffrey John  
Willie Kamara  
Martin Kich  
Jerri Killiam  
Kim Kinateder  
Cynthia King  
Helen Klein  
Gregory Kozlowski  
Dan Krane  
Brian Kruger  
Byron Kulander  
Larry Kurdek  
Bruce Laforse  
Charles Larkowski  
Joe Law  
Paul Leonard  
Henry Limouze  
Jill Lindsey-North  
Elizabeth Lipp  
Paul Lockhart  
Carol Loranger  
Dennis Loranger  
Tonya Lovelace  
Laura Luehrmann  
Mark Mamrack  
Martin Maner  
Susann Mathews  
Roger McDermott  
Linda McIntyre  
Marjorie McLellan  
Edgar Melton  
Richard Mercer  
Kathryn Meyer  
John Miller  
Mill Wayne Miller  
Barry Milligan  
Edna Molina  
Arthur A. Moliterno  
Carol Morgan  
John Morrisette  
Theresa Myadze  
Carol Nathanson  
Virginia Nehring

Robert Nester  
Barbara O'Brien  
Andre Odermatt  
David Orenstein  
Evan Osborne  
Kenji Oshiro  
Annette Oxindine  
Gary Pacernick  
Steen Pedersen  
Arliss Perry  
David J. Petreman  
Chandler Phillips  
Roberta Pohlman  
Robert Premus  
Mary Beth Pringle  
Linda Ramey  
Kuldip Rattan  
Ron Reichers  
Stephen Renas  
David Reynolds  
Robert Riordan  
John Rippin  
Marita Rogers  
Ken Rosengarten  
Neal Rote  
Henry Ruminski  
James Runkle  
Anne Sisson Runyan  
Anne Russell  
Ralph Salvucci  
Martha Sammons  
G. Thomas Sav  
Steve Schicker  
Beverly Schieltz  
Donna Schlagheck  
Tamera Schneider  
David Seitz  
Munsub Seoh  
Paul Seybold  
Alpana Sharma  
Norma Shepelak  
John Sherman  
Raymond Siferd  
Tracy Simonson  
Mark Sirkin  
Tracy Snipe  
Sandy Specht  
Karin-Leigh Spicer

Beverly Stambaugh  
Tracey Steele  
James Steinberg  
Gwen Stevenson  
Rick Strader  
Kenton Strickland  
James Swaney  
Roger Sylvester  
John Talbott  
Debi Tankersley  
Lisa Taschenberger  
Charles Taylor  
Donald Tetmeyer  
Robert Thobaben  
Mark Verman  
Roy Vice  
Michael Vidulich  
Harvey Wachtell  
Jan Waddel  
Will Wagner  
Won Wang  
Scott Watamaniuk  
Doyle Watts  
Jeff Welty  
Mary Wenning  
Patricia White  
Norma Wilcox  
James Will  
Greg Willis  
Paul Wolfe  
Tim Wood  
Jung Soo Yi  
Mindy Young



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# WI Classes at Wright State 2000-01

One way to get a sense of the extent of the WAC program is to step back and look at the number of classes involved in it. The following courses were all designated as writing intensive in the past academic year, including the summer terms. However, this list alone does not provide the full picture. In other years, for example, different classes might be offered designated WI. The list does not indicate which classes were cross-listed (e.g., PLS 225/WMS 200), which might seem to reduce the number of “real” classes. However, some courses were offered in multiple sections every quarter (including summer); and some were offered with variable titles. No matter how you look at it, though, the list is striking testimony to Wright State’s recognition of the importance of writing in all disciplines.

## **Raj Soin College of Business**

ACC 498 Seminar in Management Accounting  
CSE 250 Comparative Non-Western Economic Systems  
EC 200 Economic Life  
EC 201 Principles of Economics  
EC 317 Intermediate Macroeconomics  
EC 319 Institutional Economics  
EC 435 Comparative Economic Systems  
EC 444 Economic Development & World Poverty  
FIN 420 Seminar in Financial Management  
FIN 463 Seminar in Financial  
MGT 410 Organizational Development  
MGT 491 Public Policy in the Business Environment  
MIS 323 Management of IS Projects  
MKT 492 Marketing Planning

## **College of Liberal Arts**

ART 410 Studies in American Art  
ART 411 Studies in Ancient & Classical Art  
ART 413 Studies in Renaissance Art  
ART 415 Studies in Nineteenth-Century Art  
ART 416 Studies in Twentieth-Century Art  
ART 417 Studies in Non-Western Art

ATH 447 Peoples & Cultures of Africa  
ATH 465 Seminar in Woodland Archaeology  
CLS 330 Studies in Ancient Literature  
CLS 340 Studies in Ancient Art & Archaeology  
CLS 350 Studies in Ancient Culture & Society  
CLS 360 Studies in Ancient Mythology  
COM 200 Writing to Communicate  
COM 256 Basic Media Writing  
COM 345 Public Relations: Principles & Practices  
COM 346 Public Relations: Campaign Techniques  
COM 347 Case Studies in Public Relations  
COM 360 Broadcast Journalism  
COM 364 Communication Graphics  
COM 400 Senior Seminar in Communication  
COM 441 Advanced Interpersonal Communication  
COM 446 Intro to Organizational Communication  
COM 447 Organizational Communication: Applications & Strategies  
COM 448 Case Studies in Organizational Communication  
COM 449 Survey of Communication Research  
COM 451 Communication Consulting & Training  
COM 453 Communication and Conflict

COM 454 Feature Story Writing  
COM 457 Intercultural Communication  
COM 458 Editing for the Media  
COM 462 Mass Media: Law & Regulation  
COM 464 Broadcast Criticism  
CPL 310 Problems in Comparative Literature  
DAN 253 Dance History  
ENG 204 Great Books  
ENG 250 Study of Literature I  
ENG 251 Study of Literature II  
ENG 257 Basic Media Writing  
ENG 344 Research Writing  
ENG 364 Communication Graphics  
ENG 400 Advanced Technical Writing  
ENG 410 Studies in British Literature  
ENG 420 Studies in American Literature  
ENG 430 Studies in Literature, Gender, & Sexuality  
ENG 440 Studies in Ethnic & Regional Literature  
ENG 470 Studies in World Literature  
ENG 480 Studies in Language & Literacy  
ENG 492 Poetry Writing Seminar  
ENG 493 Fiction Writing Seminar  
FR 321 French Composition  
FR 322 French Composition  
FR 403 Advanced Studies: Language/Civilization  
GEO 340 Urban Geography  
GEO 375 Environmental Conservation

GEO 463 Geographic Applications for Remotely Sensed Data	PLS 493 Contemporary Problems	URS 470 Urban Leadership
GER 321 German Composition	REL 204 Great Books	WMS 200 Approaches to Women's Studies
HST 415 Medieval & Early Modern European History	REL 322 Topics in Biblical Literature	WMS 300 The Sociology of Gender
HST 425 Modern European History	REL 331 New Religious Movements in America	WMS 400 Women, Gender, and World Politics
HST 435 British History	REL 390 Studies in Selected Subjects	
HST 455 Latin American History	REL 394 Existentialism	<b>College of Science &amp; Math</b>
HST 465 East Asian History	SOC 200 Social Life	
HST 470 Early American History	SOC 301 History of Sociological Theory	BIO 105 Introductory Biology: Food
HST 485 Special Topics in United States History	SOC 303 Contemporary Sociological Theory	BIO 106 Introductory Biology: Biodiversity
ML 311 Literature in Translation (French)	SOC 306 Intro to Research Methods	BIO 107 Introductory Biology: Disease
MP 233 History of the Motion Picture III	SOC 310 Sociology of Gender	BIO 112 Principles of Biology: Cell Biology & Genetics
MUS 311 History of Music	SOC 489 Selected Topics in Social Interaction	BIO 255 Biology of the Invertebrates
MUS 312 History of Music	SPN 321 Spanish Composition	BIO 303 Vertebrate Histology
MUS 413 History of Music	SPN 322 Spanish Composition	BIO 306 Ecology
PHL 204 Great Books	SPN 325 Business Spanish	BIO 352 Human Biomechanics
PHL 394 Existentialism	SPN 332 Survey of Spanish Literature	BIO 360 Exercise Prescription
PHL 399 Studies in Selected Subjects	SPN 403 Advanced Studies: Language/Civilization	BIO 401 Topics in Modern Biology
PHL 401 Major Philosophers	SPN 432 Seminar in Spanish-American Literature	BIO 407 Wetlands Biology
PLS 225 Approaches to Women's Studies	SW 375 Human Behavior in Social Functioning	BIO 420 Designing Biological Experiments
PLS 323 Government of Ohio	SW 380 Basic Practice Theory	BIO 492 Senior Seminar
PLS 325 African American Politics	SW 483 Generalist Practice with Families	BIO 499 Special Problems in Biology
PLS 331 Political Parties	SW 484 Generalist Practice with Organizations & Communities	CHM 107 Chemistry of Our World: Energy & the Environment
PLS 335 The American Presidency	SW 489 Practicum in Social Work III	CHM 419 Chemical Literature & Composition
PLS 337 The Legislative Process	TH 368 Theatre Repertoire III	CHM 457 Physical Chemistry Laboratory I
PLS 367 Political System of China: The People's Republic	TH 399 Studies in Selected Subjects	CHM 458 Physical Chemistry Laboratory II
PLS 370 International Theory	UH 201 Studies in the Humanities (Honors)	EH 366 Environmental Sciences Internship
PLS 371 Current World Problems	UH 202 Studies in the Social Studies (Honors)	EH 401 Topics in Environmental Science
PLS 374 International Human Rights	UH 400 University Honors Seminar	GL 105 The Planet Earth
PLS 384 Chinese Foreign Policy	URS 311 Intro to Urban Affairs	GL 106 The Evolving Earth
PLS 399 Studies in Selected Subjects	URS 346 Public Personnel Administration	GL 107 The Earth & Human Affairs; also offered as Geologic Development of
PLS 408 Radical Black Thought	URS 411 Seminar in Urban Affairs	
PLS 433 Public Opinion	URS 450 Ethics in Public Service	
PLS 434 Political Leadership		
PLS 460 Seminar on Comparative Political Systems		
PLS 470 Seminar in International Relations		
PLS 472 International Terrorism		
PLS 475 Women, Gender, and World Politics		

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Ohio: Rocks, Fossils, & Resources  
GL 255 Historical Geology  
GL 399 Special Problems  
GL 428 Geology Colloquium  
GL 486 Invertebrate Paleontology  
GL 499 Special Problems  
MTH 280 Intro to Mathematical Proof  
MTH 440 History of Mathematics  
MTH 491 Undergraduate Mathematics Education Seminar  
MTH 492 Undergraduate Mathematics Seminar  
PHY 117 Stars, Galaxies, & the Cosmos Laboratory  
PHY 204 General Physics Laboratory  
PHY 494 Senior Projects  
PHY 499 Special Honors Research Problems  
PSY 200 Psychological Study of Contemporary Problems  
PSY 210 Psychology of Women & Men  
PSY 300 Research Designs & Methods  
PSY 353 Social Psychology Methods  
PSY 419 Advanced Topics in Physiological Psychology  
PSY 421 Advanced Topics in Cognition & Learning  
PSY 431 Advanced Topics in Personality  
PSY 433 Developmental Psychopathology  
PSY 471 Advanced Topics in Perception  
PSY 481 History of Psychology  
PSY 488 Seminar in Special Topics  
PSY 489 Independent Research  
SM 145 Foundations in Scientific Literacy & Problem Solving  
STT 160 Statistical Concepts  
STT 467 Statistical Methods II  
STT 492 Undergraduate Statistics Seminar  
UH 203 Studies in the Natural Sciences (Honors)

## **College of Engineering & Computer Science**

BME 402 Biomedical Engineering Design II Laboratory  
BME 471 Medical Imaging  
BME 491 Biomedical Engineering Design I  
BME 493 Biomedical Engineering Design III  
CS 415 Social Implications of Computing  
EE 418 Control Systems Design Project  
EE 449 Pulse & Digital Circuits  
EE 455 Electronic Circuits Design Project  
EE 476 Communication/ Signal Processing Design Projects  
EE 499 Special Problems in Engineering  
EGR 335 Technical Communication for Engineers & Computer Scientists  
EP 494 Engineering Physics Projects  
EP 499 Honors Engineering Physics Projects  
HFE 472 Human Factors Engineering Design I  
HFE 473 Human Factors Engineering Design II  
HFE 474 Human Factors Engineering Design III  
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  
UH 400 University Honors Seminar

## **College of Education & Human Services**

ED 303 Intro to Psychological & Sociological Foundations of Education

ED 316 Early Childhood Language Arts: Curriculum & Materials  
ED 440 The Teacher in School & Society  
EDE 301 Developmentally Appropriate Programming in Early Childhood: Infants & Toddlers  
RHB 202 Rehabilitation Resources  
RHB 402 Vocational Evaluation/ Assessment

## **College of Nursing & Health**

NUR 218 Intro to Clinical Nursing  
NUR 308 Theories & Concepts of Professional Nursing  
NUR 323 Nursing Care of Childrearing Families  
NUR 422 Nursing in Community Health Systems  
NUR 425 Synthesis Practicum in Professional Nursing

## **Lake Campus**

BIO 105 Introductory Biology: Food  
CHM 107 Chemistry of Our World: Energy & the Environment  
EC 200 Economic Life  
EC 201 Principles of Economics  
ED 316 Early Childhood Language Arts: Curriculum & Materials  
ED 440 The Teacher in School & Society  
EDL 495 Leadership in Practice  
ENG 204 Great Books  
GL 105 The Planet Earth  
PHL 204 Great Books  
REL 204 Great Books  
SM 145 Foundations in Scientific Literacy & Problem Solving  
SOC 200 Social Life  
UH 201 Studies in the Humanities (Honors)

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# WAC Lunchtime Workshops

## Fall 2001

### **In-Class Writing Assignments**

*Wednesday, September 26, 2001  
023-N Library (Center For Teaching & Learning)*

*or*

*Thursday, September 27, 2001  
023-N Library (Center For Teaching & Learning)*

*Time for both sessions: 12:00-1:00 p.m.*

Without taking more than five minutes of class time, impromptu in-class writing can be used in a variety of ways—to ask students to summarize the key points covered, to stimulate flagging discussion, to provide an opportunity for reflecting on complex issues, to check reading comprehension, and the like.

Please join us to share some of the ways you have used this strategy in class—and to get ideas from your colleagues.

### **What's New in the New APA Publication Manual**

*Wednesday, October 10, 2001  
023-N Library (Center For Teaching & Learning)*

*Time: 12:00-1:00 p.m.*

This summer, the American Psychological Association issued the latest edition of its publication manual, which is used by a number of disciplines. In this workshop we will look at the key changes in this new edition and discuss what kinds of information it would be helpful to share with students.

And, since lunch will be provided, it ought to be more fun than sitting down with the manual on your own.

### **Designing Assignments to Prevent Plagiarism**

*Wednesday, October 31, 2001  
023-N Library (Center For Teaching & Learning)*

*or*

*Thursday, November 1, 2001 023-N Library (Center For Teaching & Learning)*

*Time for both sessions: 12:00-1:00 p.m.*

A number of people responding to the spring WAC survey mentioned plagiarism as a topic they would like to see addressed in one of these informal luncheon workshops. 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 to all workshop participants.  
To register for workshops, call Joe Law at x2155 or  
email him at [joe.law@wright.edu](mailto:joe.law@wright.edu).

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Joe Law, Coordinator  
Writing Across the Curriculum  
027 Paul Laurence Dunbar Library