

Writing Across the Curriculum

Wright State University
Fall 2002
Number 27

Writing Across the Curriculum 2002-03

What's New This Year

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New Place

The WAC office is now located in 344 Millett Hall. Not only is the new office above ground (et exultavit humiles) but, more important, there's much more space now for WAC materials and for meetings—there's a list of the fall WAC workshops on the back page of this newsletter. When you're looking over the renovated Millett, please stop by and say hello.

New Face

Please welcome Holly Blakely. As the new Assistant Director of the University Writing Center, she will spend part of her time working with the WAC program. Holly completed both her B.A. and M.A. at Wright State and returns to us after having worked as a technical writer for a software company and a commercial real estate company. Holly succeeds Cynthia Marshall, who joins the English department this fall as an instructor.

Same Old Face in Another Place

For the fall term, I'll be serving as interim director of the University Writing Center, which is located in 031 Paul Laurence Dunbar Library. If you don't find me in the WAC office, look for me there. That's where I'll be most afternoons. The phone number is 775-4186.

Joe Law
WAC Coordinator

Call for contributions for special issue on distance learning

Have you taught a WI distance learning course? Did you face any special challenges in dealing with the writing in that class? If so, how did you handle them? If you have taught such a course, please share your experience with readers of the WAC newsletter. I'd like to devote an issue to the topic in the spring.

Faculty Feedback on Teaching Writing Intensive Courses

Results of the Spring 2002 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 248 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 70 responses were returned, a return rate (28%) that is 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.

The first seven questions focused on the goals of the WAC

Responses—General Education

Question	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 when you taught your first WI course?	85%	11%	4%	0%	27
To what extent did students seem to see a link between the writing assignments and the learning objectives of your WI course?	21%	71%	8%	0%	24
To what extent did the writing assignments help students learn the course content?	56%	44%	0%	0%	25
To what extent did the writing assignments help foster critical thinking?	52%	48%	0%	0%	25
To what extent did the writing assignments help students improve their writing abilities?	37.5%	37.5%	24%	1%	24
To what extent did the writing assignments help stimulate class discussion?	32%	18%	14%	4%	25
To what extent did the writing assignments help students learn the writing conventions of the field?	24%	32%	36%	8%	25

Responses—Major

Question	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 when you taught your first WI course?	69%	32%	6%	2%	51
To what extent did students seem to see a link between the writing assignments and the learning objectives of your WI course?	37%	53%	8%	2%	51
To what extent did the writing assignments help students learn the course content?	70%	26%	4%	0%	50
To what extent did the writing assignments help foster critical thinking?	64%	32%	4%	0%	50
To what extent did the writing assignments help students improve their writing abilities?	32%	58%	10%	0%	50
To what extent did the writing assignments help stimulate class discussion?	31%	41%	22%	6%	49
To what extent did the writing assignments help students learn the writing conventions of the field?	28%	46%	22%	4%	50

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 tables on these two pages summarize the results.

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.

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

- The mere fact that it exists helps students to write more often than they otherwise would, I think.
- The students' expectation that their writing is important and is going to be evaluated.
- Nothing.

- I do not feel it is very successful in the major, because I question how the WI classes are being taught in GE. Students say they get little if any feedback. ... My students have a great deal of difficulty with agreement of subject and verb, plural vs. possessives, over-use of pronouns, use of slang in formal writing, spelling and punctuation.
- The students write more—they now expect to write more—and better.
- The WI component is valuable in providing a sustained avenue for critical thinking—a wonderful idea.

2. What changes to the program would you suggest?

- ... I'd like to see it disappear and have every class incorporate the goals--rather than just a few specially designed classes.
- Smaller class size if you really want writing to be a major component.
- Consistency of what = a pass grade.
- At my regular work site, a full-time specialist reviews our work prior to submitting the work to our customer. I suggest using "real" examples, before-edit vs. after-edit, in order for the student to view and analyze assignments; incorporate case studies.
- Drop it. It does not work.
- I think we are on the right track.
- Just keep trying to educate students about the purpose and faculty about making good assignments.
- It would be better to offer credit (grade) for the course and not just pass or fail.

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

- I feel very comfortable.
- Although I am in the College of Science & Math, writing was emphasized and taught throughout my undergraduate and graduate years. Most Science departments believe it is important to teach writing to assist in thesis, dissertation, publication, and technical writing.
- I think it is important to do these things regardless of whether a course is writing intensive or not. But these issues should not become a distraction to the main

course content. Regrettably, writing intensive courses have made these issues a distraction.

- I am better at proofreading for grammar, etc., than addressing bigger issues—lack of critical thinking and analysis and just cutting and pasting.

Additional Suggestions from Surveys

- Perhaps a monthly brown-bag discussion group to talk informally about teaching writing? (Would people have time to come to this?)
- Professors who teach WI or WAC classes should get PAID or courseload credit for the extra work involved—perhaps they'd be willing to invest more time if compensated in some manner.
- Free drinks when reading papers.
- Perhaps it would be useful to see some sample grading/rating sheets that some faculty use to make a part of the grading process more uniform.

An Opportunity for Further Assessment of WAC

The responses to the annual survey provide a useful look at the reactions of faculty teaching writing intensive courses in GE and in the major. As in previous years, suggestions for faculty resources and workshop topics have been helpful in planning activities for the upcoming year. This spring, at about the same time the surveys were mailed, Jim Sayer, Faculty President, announced in *Faculty Line* that he was charging the University Curriculum and Academic Policy Committee to carry out an in-depth study of the WAC program in 2002-03. All faculty will be given

an opportunity to express their views about the program.

Although I have no further information at this point, I want to urge everyone to take part in the discussion. As one possible occasion for doing that, I have scheduled a pair of open discussions on November 13 and 14 (for details see the back cover of this newsletter).

I hope that this issue of the WAC newsletter will provide some context for talking about WAC. This summary of the Spring 02 faculty survey identifies some issues of concern to the faculty who have been teaching those classes, and the lists of last year's writing intensive classes and the faculty teaching them should give some sense of the scope of the program. For additional information, you can consult the WAC Web page, which contains (among other things) a copy of the program guidelines and the brief handbook for faculty teaching WAC courses. And, of course, I will be happy to speak with any individual or group about the program.

Joe Law
WAC Coordinator

Acknowledgment

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

WAC Faculty

2001-02



The following faculty taught one or more (often more!) writing intensive (WI) classes during the 2001-02 academic year, including the two summer terms.

If you taught a WI course last year but your name is not included here, please contact Joe Law.

Robert Adams
Abinash Agrawal
Kurshid Ahmad
Marlena Akhbari
James Amon
Liam Anderson
Martha Antolik
Julia Applegate
Martin Arbagi
Larry Arlian
Mitch Arnold
Scott Baird
Jeanne Ballantine
Gust Bambakidis
David Barr
Tammy Bash
Beth Basista
Mary Batiuk
David Baxter
Carl Becker
Donald Beelick
Matthew Benjamin
Jacqueline Bergdahl
Angela Beumer Johnson
Paul Blaine
John Blair
Jane Blakelock
Karen Brackenridge
Roderic Brame
Judy Brewer
Nancy Broughton
Hunt Brown
Carl Brun

Ted Bunn
Allen Burton
Patrick Campbell
Wayne Carmichael
Cindy Carney
Linda Caron
Susan Carrafiello
Norman Cary
Adrienne Cassel
Joseph Cavanaugh
Richard Chadwick
Ava Chamberlain
Jimmy Chesire
Jung Choi
Don Cipollini
Kendra Cipollini
Donna Cole
Philip Cole
Herbert Colle
Robert Correale
Donna Curry
Patrick Czupik
Glenn Dahl
Bing Davis
Carol Davis
Jeanette Davy
Joe Deer
Robin Deisher
Barbara Denison
Charles Derry
Dan DeStephen
Jane Dockery
David Dolson
Joanne Dombrowski
David Dominic
Elfe Dona

Jane Doorley
Ana Douglas
Thomas Dovel
Tran Dung
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 Flach
Barbara Fowler
Brent Foy
Andrea Franklin
Charles Funderburke
Elliot Gaines
Nancy Garner
Mary Ann Gasior
Cynthia Gibbons
Robert Gilkey
David Goldstein
Maria Gonzales-Slatte
Michelle Goodman
Dwayne Grace
Barbara Green
December Green
Bryan Gregor
Ida Gresis
Joan Groeber
James Guthrie

Kirsten Halling
Thomas Hangartner
Mary Haritos
Charles Hartmann
Craig Harvey
Ernest Hauser
Ping He
John Hehmeyer
Michael Hennessy
Robert Hiskey
Sara Hohne
Barbara Hopkins
Ronald Hough
James Hughes
Barbara Hull
Dave Hunt
Jane Hutcheson
Allen Hye
William Irvine
Larry Isaacs
Dragana Ivkovich
Judith Janicki
Thomas Jenkins
Jeff John
Wanda Johnson
Joseph Keferl
Martin Kich
Jerri Killian
Cynthia King
Kay Koenninger
Paul Koller
Gregory Kozlowski
Dan Krane
Brian Kruger
Byron Kulander
Bruce Laforse
Charles Larkowski
Joe Law
Paul Leonard
Henry Limouze
Jill Lindsey-North
Elizabeth Lipp
Paul Lockhart
Carol Loranger
Dennis Loranger
Yueh-Feng Lu
Alex Macleod
Mark Mamrack
Martin Maner
William Marshak
Kerry Martin
Susann Matthews

Roger McDermott
Audrey McGowin
Linda McIntyre
Marjorie McLellan
Mindy McNutt-Young
Ed Melton
Kathryn Meyer
Jon Miller
Edna Molina
Art Molitierno
Carol Morgan
John Morrisette
Theresa Myadze
Carol Nathanson
Al Naziripour
Virginia Nehring
Robert Nester
Douglas Nord
Mari O'Brien
Richelle O'Connor
Andre Oldermatt
David Orenstein
Evan Osborne
Kenji Oshiro
Annette Oxindine
Gary Pacernick
Phyllis Pacifico
David Petreman
Chandler Phillips
Robert Pohlman
Robert Premus
Mary Beth Pringle
Robert Pruett
Linda Ramey
Kuldip Rattan
Stephan Renas
David Reynolds
Robert Ritzi
Marita Rogers
Kenneth Rosengarten
Blair Rowley
Robert Rubin
Mary Rucker
Henry Ruminski
James Runkle
Martha Sammons
Nadia Sanders
William Sangrey
Thomas Sav
Beverly Schieltz
Donna Schlagheck
Tamera Schneider

David Seitz
Paul Seybold
Alpana Sharma
Norma Shepelak
John Sherman
Robert B. Smith
Tracy Snipe
Kendra Sommer
Sandra Specht
Karin-Leigh Spicer
Tracey Steele
Jim Steinberg
Gwen Stevenson
Rick Strader
Michelle Streeter-Ferrari
Kenton Strickland
Robert Sumser
James Swaney
Roger Sylvester
John Talbott
Deborah Tankersley
Charles Taylor
Donald Tetmeyer
James Tomlin
Jim Vance
Mark Verman
Roy Vice
Harvey Wachtell
Will Wagner
Carol Wagner-Williams
James Walker
Rick Wantz
Kim Warrick
Doyle Watts
Jeff Welty
Ann Wendt
Mary Wenning
Michele Wheatly
Patricia White
Norma Wilcox
James Will
Jung Soo Yi



Designated Writing Intensive Courses at Wright State 2001-02

One way to get a sense of the scope of the WAC program is to look at the number of classes involved in it. The following courses were all designated as writing intensive (WI) in the past academic year, including the summer terms. Even this list does not give a full picture, however. Some of these classes were offered in multiple sections every quarter (including summer), and some were offered with variable titles. For that matter, different classes might have been designated as WI in other years. No matter how you look at it, the list is striking testimony to Wright State's recognition of the importance of writing in all fields.

ACC 498 Seminar in Management Accounting	COM 451 Communication Consulting and Training
ART 213 Art History III	COM 453 Communication and Conflict
ART 397 Introduction to Museology	COM 454 Feature Story Writing
ART 409 Art Theory and Criticism	COM 457 Intercultural Communication
ART 410 Studies in American Art	COM 458 Editing for the Media
ART 411 Studies in Ancient and Classical Art	CPL 310 Problems in Comparative literature
ART 413 Studies in Renaissance Art	CS 415 Social Implications of Computing
ART 415 Studies in 19th-Century Art	DAN 373 Dance Pedagogy
ART 416 Studies in 20th-Century Art	DAN 399 Studies in Selected Subjects
BME 402 Biomedical Engineering Design II Laboratory	EC 200 Economic Life
BME 471 Medical Imaging	EC 201 Principles of Economics
BME 491 Biomedical Engineering Design I	EC 317 Intermediate Macroeconomics
BME 492 Biomedical Engineering Design II	EC 319 Institutional Economics
BME 493 Biomedical Engineering Design III	EC 435 Comparative Economic Systems
CLS 320 Rome: Republic and Empire	EC 444 Economic Development and World Poverty
CLS 330 Studies in Ancient Literature	ED 221 Practicum Experience I
CLS 340 Studies in Ancient and Classical Art	ED 301 Schooling in a Pluralistic Society
COM 200 Writing to Communicate	ED 303 Introduction to Educational Psychology
COM 256 Basic Media Writing	ED 316 Early Childhood Language Arts: Curriculum and Materials
COM 345 Public Relations: Principles and Practices	ED 440 The Teacher in School and Society
COM 346 Public Relations Campaign Techniques	EDE 230 Introduction to Early Childhood Education
COM 347 Case Studies in Public Relations	EDE 301 Human Growth and Development: Prenatal through Early Childhood
COM 358 Emerging Communication Technologies	EDE 440 The Professional Early Childhood Educator
COM 399 Studies in Selected Subjects	EDL 495 Leadership in Practice: The Capstone
COM 400 Senior Seminar in Communication	EE 418 Control Systems Design Project
COM 441 Advanced Interpersonal Communication	EE 448 RF/Microwave Systems Design Projects
COM 446 Introduction to Organizational Communication	EE 455 Electronic Circuits Design Project
COM 447 Organizational Communication: Applications and Strategies	EE 476 Communications/Signal Processing Design Projects
COM 448 Case Studies in Organizational Communication	EGR 335 Technical Communications for Engineers and Computer Scientists
COM 449 Survey of Communication Research	

EH 360 Environmental Aspects of Water Quality	HST 455 Latin American History
EH 366 Environmental Sciences Internship	HST 465 East Asian History
EH 401 Topics in Environmental Science	HST 470 Early American History
ENG 204 Great Books: Literature	HST 485 Special Topics in United States History
ENG 250 The Study of Literature I	HST 486 Gender History: Special Topics
ENG 251 The Study of Literature II	HST 487 Introduction to Public and Applied History
ENG 257 Basic Media Writing	HST 490 Topics in African-American History
ENG 344 Research Writing	HST 498 Historiography (American or European)
ENG 400 Advanced Technical Writing	IB 477 The Globalization of Culture
ENG 410 Studies in British Literature	IB 486 International Trade Management
ENG 420 Studies in American Literature	ISE/HFE 472 Human Factors Engineering Design I
ENG 430 Studies in Literature, Gender, and Sexuality	ISE/HFE 473 Human Factors Engineering Design II
ENG 440 Studies in Ethnic and Regional Literature	ISE/HFE 474 Human Factors Engineering Design III
ENG 470 Studies in World Literature	ME 419 Energy Conversion
ENG 480 Studies in Language and Literacy	ME 490 Engineering Design I
ENG 486 Integrated Language Arts Curriculum	ME 492 Materials Engineering Design
ENG 492 Poetry Writing Seminar	ME 493 Materials Engineering Design II
FIN 420 Seminar in Financial Management	MGT 410 Organizational Development
ENG 493 Fiction Writing Seminar	MGT 491 Public Policy in the Business Environment
EP 494 Engineering Physics Projects	MIS 323 Management of IS Projects
EP 499 Honors Engineering Physics Projects	MKT 492 Marketing Planning
FR 322 French Composition	MP 233 History of the Motion Picture III
FR 323 French Composition	MS 438 Just-In-Time Production Systems
FR 332 Survey of French Literature	MTH 280 Introduction to Mathematical Proof
FR 465 Problems in French Literature	MTH 440 History of Mathematics
GEO 370 Regional Geography	MTH 491 Undergraduate Mathematics Education Seminar
GEO 385 Geographic Methodology	MTH 492 Undergraduate Mathematics Seminar
GEO 486 Foundations of Geography	MUS 311 History of Music
GER 322 German Composition	MUS 481 Advanced Studies in Special Subjects
GER 403 Language/Civilization	NUR 218 Introduction to Clinical Nursing
GL 105 The Planet Earth	NUR 308 Theories and Concepts of Professional Nursing
GL 106 The Evolving Earth	NUR 323 Nursing Care of Childrearing Families
GL 107 The Earth and Human Affairs or Geologic Development of Ohio: Rocks, Fossils, and Resources	NUR 422 Nursing in Community Health Systems
GL 251 Physical Geology and Geomorphology I	NUR 425 Synthesis Practicum in Professional Nursing
GL 255 Physical Geology and Geomorphology II	PHL 204 Great Books: Philosophy
GL 399 Special Problems	PHL 302 History of Philosophy
GL 428 Geology Colloquium	PHL 401 Major Philosophers
GL 485 Stratigraphy	PHL 432 Modern Political Philosophy
GL 486 Invertebrate Paleontology	PHY 117 Stars, Galaxies, and the Cosmos Laboratory
GL 487 Sedimentology	PHY 204 General Physics Laboratory
HST 415 Medieval and Early Modern European History	PHY 260 Introduction to Modern Physics
HST 425 Modern European history	PHY 315 Physics Instrumentation laboratory I
HST 435 British History	

PHY 494 Senior Projects
 PHY 499 Special Honors Research Problems
 PLS 225 Approaches to Women's Studies
 PLS 325 African American Politics
 PLS 331 Political Parties
 PLS 335 The American Presidency
 PLS 337 The Legislative Process
 PLS 356 Politics and Society in France
 PLS 368 Politics of Vietnam
 PLS 372 International Organization
 PLS 374 International Human Rights
 PLS 381 National Security Policies
 PLS 403 Political Thought: Hobbes to Mill
 PLS 405 Feminist Thought
 PLS 430 Seminar in American Politics and
 Government
 PLS 433 Public Opinion
 PLS 434 Political Leadership
 PLS 435 Political Corruption in America
 PLS 448 Gender Violence and American politics
 PLS 449 International Politics of Gender Violence
 PLS 453 Soviet Successor States
 PLS 460 Seminar on Comparative political Systems
 PLS 470 Seminar in International Relations
 PLS 472 International Terrorism
 PLS 473 American Foreign Policy
 PLS 486 Model U.N. Seminar
 PSY 300 Research Designs and Methods
 PSY 353 Social Psychology Methods
 PSY 419 Advanced Topics in Physiological
 Psychology
 PSY 431 Advanced Topics in Personality
 PSY 471 Advanced Topics in Perception
 PSY 481 History of Psychology
 PSY 488 Seminar in Special Topics
 PSY 489 Honors Seminar
 REL 204 Great Books: Religion
 REL 322 Topics in Biblical Literature
 RHB 202 Rehabilitation Resources
 RHB 402 Career Assessment
 RHB 403 Rehabilitation Practicum
 SM 145 Foundations in Scientific Literacy and
 Problem Solving
 SOC 200 Social Life
 SOC 301 History of Sociological Thought
 SOC 303 Contemporary Sociological Theory
 SOC 306 Introduction to Research Methods
 SOC 406 Application of Research Methods
 SOC 489 Selected Topics in Social Interaction
 SPN 322 Spanish Composition
 SPN 323 Spanish Composition
 SPN 325 Business Spanish
 SPN 333 Survey of Spanish-American Literature
 SPN 334 Survey of Spanish-American Literature
 SPN 403 The Spanish Novel of the 19th Century
 STT 160 Statistical Concepts
 STT 492 Undergraduate Statistics Seminar
 SW 375 Human Behavior in Social Functioning
 SW 380 Basic Practice Theory
 SW 481 Generalist Practice with Individuals
 SW 489 Practicum in Social Work III
 TH 361 The History of the Theatre II
 TH 372 Musical Theatre History and Literature
 TH 373 Musical Theatre History and Literature II
 TH 399 Studies in Selected Subjects
 UH 201 Studies in the Humanities
 UH 202 Studies in the Social Sciences
 UH 400 University Honors Seminar
 URS 311 Introduction to Urban Affairs
 URS 410 Urban Empirical Research
 URS 411 Seminar in Urban Affairs
 URS 425 Issues in Urban Development
 URS 450 Ethics in Public Service
 WMS 200 Approaches to Women's Studies
 WMS 399 Studies in Selected Subjects
 WMS 450 Feminist Thought

<p>If you taught a WI course in 2001-02 and it is not listed here, please contact Joe Law.</p>
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Center for Teaching and Learning

Offerings, Fall 2002

For more detailed information about each offering, consult the Center for Teaching and Learning Web site (<http://www.wright.edu/ctl/workshops/index.html>). You can make a reservation to attend any of these events by calling x3162.

Electronic Classroom Orientation: Led by Robert Frey, Classroom Services Coordinator, CTL, and Phillip Combs, Presentation Systems Administrator, CTL.
Friday, September 20, 10:00-11:00 a.m. in 056 University Hall.

The Teaching Portfolio: More Reasons to Create One Luncheon: Led by Jeanne Ballantine, Professor of Sociology.
Tuesday, October 1, 11:00 a.m.-1:00 p.m. in 023N Library.

Jill Ker Conway's *A Woman's Education* Book Group Luncheon: Led by Michele Wheatly, Dean of Science and Mathematics and Professor of Biological Sciences.
Wednesday, October 2, 11:00 a.m.-1:00 p.m. in 023N Library.

Turnitin.com Workshop Luncheon: Led by Gary Dickstein, Director, Judicial Affairs.
Wednesday, October 9, 11:00 a.m.-1:00 p.m.
or
Monday, November 4, 11:00 a.m.-1:00 p.m.
Both in 023N Library.

Word to Web Luncheon: Led by Jeff Hiles, Instructional Web Designer, CTL.
Friday, October 11, 12:00 noon-2:00 p.m. in 023N Library.

Disruptive Students in the Classroom Luncheon: Led by Gary Dickstein, Director, Judicial Affairs, and Robert Adams, Associate Professor, Political Science.
Monday, October 14, 11:00 a.m.-1:00 p.m. in 023N Library.

Promotion and Tenure Luncheon: Led by Jim Sayer, Chair and Professor of Communication.
Wednesday, October 16, 11:00 a.m.-1:00 p.m. in 023N Library.

Educational Records Luncheon: Led by Gary Dickstein, Director, Judicial Affairs and Joyce Hail, Assistant Registrar.
Monday, October 21, 11:00 a.m.-1:00 p.m. in 023N Library.

Addressing the Needs of the Disabled Student Online and Onsite Luncheon: Led by Jeff Hiles, Instructional Web Designer, CTL, and Jeffrey Vernooy, Director, Office of Disability Services.
Tuesday, October 22, 11:00 a.m.-1:00 p.m. in 023N Library.

All About Honors: Developing and Teaching an Honors Class Luncheon: Led by Susan Carrafiello, Director, Honors Program and Associate Professor of History.
Wednesday, October 23, 11:00 a.m.-1:00 p.m. in 238 Millett (Honors Program Office).

Using the Internet to Enhance Onsite Student Learning: Lessons Learned Luncheon: Led by Dan DeStephen, Director, CTL and Professor of Communication.
Thursday, October 24, 11:00 a.m.-1:00 p.m. in 023N Library.

The Impact of Technology on Faculty Development, Life, and Work **Book Group Luncheon:** Led by Chris Roberts, Instructional Designer, CTL.
Thursday, October 31, 11:00 a.m.-1:00 p.m. in 023N Library.

DISTANCE LEARNING/MULTIMEDIA AND INSTRUCTIONAL SUPPORT WORKSHOPS

Fundamentals of WebCT: Led by Chris Roberts, Instructional Designer, CTL.
Friday, October 4, 9:00 a.m.-4:00 p.m.
or
Friday, November 8, 9:00 a.m.-4:00 p.m.
Both in 023N Library.

Online in No Time: Web Publishing with Word: Led by Jeff Hiles, Instructional Web Designer, CTL.
Friday, October 18, 10:00 a.m.-12:00 noon in 023N Library.

Web Publishing with Dreamweaver: Led by Jeff Hiles, Instructional Web Designer, CTL.
Friday, October 25, and Friday, November 1, 10:00 a.m.-12:00 noon in 023N Library.

Making Images Digital - Led by Chris Snyder, Digital Imaging Specialist/Photographer, CTL.
Friday, November 15, 10:00 a.m. –12:00 noon in 023P Library. **Limit 4**

WebCT Course Management: Led by Chris Roberts, Instructional Designer, CTL.
Friday, October 25, 1:00-3:00 p.m. in 023N Library.

Advanced PowerPoint-Office XP: Led by Dara Bornstein, Multimedia Consultant, CTL.
Friday, September 27, 10:00 a.m.-12:00 noon
or
Friday, November 1, 2:00-4:00 p.m.
Both in 023N Library.

WebCT Quizzing and Testing/Respondus: Led by Chris Roberts, Instructional Designer, CTL.
Friday, November 15, 1:00-4:30 p.m. in 023N Library.

WebCT Campus Edition 3.8 Orientation Luncheons: Led by Chris Roberts, Instructional Designer, CTL.
Tuesday, September 24, 12:00-1:00 p.m.
Tuesday, October 8, 12:00-1:00 p.m.
Monday, October 28, 12:00-1:00 p.m.
Thursday, November 7, 12:00-1:00 p.m.
Wednesday, November 20, 12:00-1:00 p.m.
All workshops to be held in 023N Library.

WAC Luncheon Workshops

Fall 2002

Designing Writing Assignments to Prevent Plagiarism

Wednesday, September 25

or

Thursday, September 26

Time for both sessions: 12:00 to 1:00 p.m.

Location for both sessions: 344 Millett Hall (WAC Office)

Several people responding to the spring WAC survey identified plagiarism as a topic they wanted to see addressed in these workshops. The first element in preventing plagiarism is the assignment itself. Join colleagues from across campus to discuss ways assignments can be designed to discourage plagiarism from the outset.

Encouraging Revision

Wednesday, October 30, 2002

or

Thursday, October 31, 2002

Time for both sessions: 12:00 to 1:00 p.m.

Location for both sessions: 344 Millett Hall (WAC Office)

How much do comments on early drafts help students improve their writing? How much should be marked to show students what still needs to be done? What will help writers move beyond simply correcting surface errors? Come and share the strategies you have developed for helping students revise—and learn what other faculty are doing as well.

Caffeine, Cookies, Conversation: Open Forums about WAC

Wednesday, November 13, 2002

or

Thursday, November 14, 2002

Time for both sessions: 2:00 to 3:00 p.m.

Location for both sessions: 344 Millett Hall (WAC Office)

In the June issue of *Faculty Line* Jim Sayer, President of the Faculty, announced that he has charged the Undergraduate Curriculum and Academic Policy with carrying out an in-depth study of the WAC program, which begins its seventh year this fall. These sessions will provide one opportunity for faculty to provide feedback about the program and offer suggestions for its future development.

**To register for WAC workshops,
call Joe Law at x2155
or email him at joe.law@wright.edu.**

Joe Law, Coordinator
Writing Across the Curriculum
344 Millett Hall