

WRITING ACROSS THE CURRICULUM AT WRIGHT STATE UNIVERSITY

A BRIEF GUIDE FOR FACULTY

Contents

<u>Assumptions Underlying WAC Programs</u>	2
<u>A Message from the WAC Coordinator</u>	3
<u>Writing Across the Curriculum at Wright State</u>	4
<u>Making Writing Assignments</u>	6
<u>Responding to Student Papers</u>	11
<u>Resources for WAC Teachers and Their Students</u>	16
Appendix A:	
<u>The Writing Center and WAC Courses</u>	20
Appendix B:	
<u>Dealing with Plagiarism</u>	22
Appendix C:	
<u>The Wright State Core and Integrated Writing Courses</u>	24

ASSUMPTIONS UNDERLYING WRITING ACROSS THE CURRICULUM PROGRAMS

The following statement comes from the writing program at the University of Hawaii at Manoa. Because it provides such a clear statement of the assumptions on which WAC programs are based, it is reproduced verbatim here:

- *All meaningful language use—speaking, reading, writing—takes place within a language community and is understood and learned only within the particular language community.*
- *The forms of “good” language use vary from one language community to another. Standards of good writing vary from culture to culture and, in a university, from discipline to discipline.*
- *Students improve as writers through practice, particularly when provided with instruction and guidance while they are working on pieces of writing within the context of a specific discipline.*
- *Writing promotes learning; what we learn through writing we are more likely to retain and more likely to understand.*

Source: <http://manoa.hawaii.edu/mwp/students/about-wi-courses>

Though written to describe a different program, the above statement outlines the basic principles underlying WAC at Wright State as well. The purpose of this brief guide is to suggest ways of achieving these goals.

A Message from the WAC Coordinator

WAC on Semesters

Fall 2012 marked Wright State University's transition to a semester calendar. As part of the transition, several significant changes were made to the Writing Across the Curriculum (WAC) program. The program goals were clarified and, more important, learning outcomes were articulated. The biggest change is that there is no longer a separate grade for a "writing component" in a designated Integrated Writing (IW) course. Students who pass a course with the IW designation will use that class to meet the WAC requirement for graduation.

Also included in this handbook are general suggestions about making writing assignments and responding to student papers, and a list of resources for you and your students.

I am indebted to Dr. Joe Law, founder of the Writing Across Campus at Wright State University (WSU) and the creator of this and other WAC resources utilized across our campus. Joe was a mentor to me when I taught IW courses. Joe retired from WSU in December, 2014.

In my role as WAC coordinator, I will provide support for faculty in utilizing writing as a powerful learning tool. The services I offer are:

- working with individual instructors or groups of instructors who teach different sections of the same course;
- helping design and deliver training if your department employs graders for large writing intensive classes; and
- developing criteria and procedures for assessing the impact of the WAC program.

Please call on me for any WAC questions or needs.

Carl Brun
Coordinator, Writing Across the Curriculum
Assistant Vice President for
University Curricular Programs
280A University Hall
Phone: 775-2155
E-mail: carl.brun@wright.edu

WRITING ACROSS THE CURRICULUM AT WRIGHT STATE

Goals of the WAC Program

The Writing Across the Curriculum program at Wright State University has three goals:

- To help students grow as writers,
- To encourage students to use writing as a tool to discover and communicate ideas, and
- To introduce students to discipline-specific ways of writing.

Learning Outcomes of the WAC Program

Wright State students will be able to produce writing that

- Demonstrates their understanding of course content,
- Is appropriate for the audience and purpose of a particular writing task,
- Demonstrates the degree of mastery of disciplinary writing conventions appropriate to the course (including documentation conventions), and
- Shows competency in standard edited American English.

Requirements Integrated Writing Courses

Courses that are approved for the Integrated Writing (IW) designation must meet the following requirements:

- The course syllabus identifies the course as an IW course. □ The IW learning outcomes are listed on the syllabus.
- A significant amount of writing is required: a minimum total of 2,000 words in IW Wright State Core courses and a minimum total of 5,000 words in IW courses in the major.
- Students will receive response to their writing and have opportunities to use that response to improve their writing.
- Writing assignments are integrated into the course design. Students should not be able to pass the course without completing the writing assignments.
- Criteria for evaluating writing are clearly articulated and provided to students.

Grades in Integrated Writing Courses

Beginning Fall 2012, there will no longer be a separate pass/ fail grade for a “writing component” in any WAC course. Courses submitted and approved for the IW designation integrate writing into the course, and student performance in writing is reflected in the course grade. Students who pass a designated IW course in the Core or in the major will use that course to meet the WAC graduation requirement.

WAC Requirements for Graduation

In addition to completing ENG 1100 and ENG 2100, all undergraduate students admitted to WSU for the fall quarter of 2012 and thereafter must complete a minimum of four designated Integrated Writing (IW) courses—two designated IW courses in the Wright State Core and two designated IW courses in the major.

For students making the transition from quarters to semesters, the previous requirement of four Writing Intensive (WI) courses for General Education has been reduced to three courses in the Wright State Core. Students may use either WI (quarter) or IW (semester) courses to meet this requirement.

For students transferring to Wright State in fall quarter or 2012 or thereafter, the number of IW courses required for the Core depends upon the number of transfer hours applied to the Core in the term that they matriculate. A full statement of the policy is available at <http://www.wright.edu/writingacross-the-curriculum/requirements>. Students with questions should be referred to their advisors.

All students must complete the two-course IW requirement in the major.

MAKING WRITING ASSIGNMENTS

Planning Writing Assignments

Successful assignments build on the following principles:

- Each writing assignment should reinforce the content base of the course.
- Writing assignments should be sequenced from easier and personal writing to more demanding and public writing.
- Writing assignments may be sequenced so that a complex task is carried out in several more easily managed stages.
- Writing assignments should build in an opportunity for response and revision.
- Writing assignments should be paced to allow feedback before the next writing assignment is due.

Setting Up Writing Assignments

A written assignment sheet is crucial. Even though faculty may be quite explicit in describing the writing assignment, it will be difficult for students to remember details unless the assignment is in print.

The sheet should include the following kinds of information:

- the kind of writing expected (analytical, argumentative, etc.)
- the range of acceptable topics or research questions
- the length requirements
- the source or citation requirements (if applicable)
- the documentation style expected (if applicable)
- the formatting requirements
- due dates for drafts, other preliminary materials, and final version
- penalties for not meeting basic requirements and deadlines
- any other criteria used in evaluating the paper

The following short writing assignments are meant to suggest some possibilities for your consideration. Additional ideas can be found in the resources listed at the end of this pamphlet.

Some Short Writing Assignments (In Class)

- **In-Class Writings:** 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 reflection on complex issues, to check comprehension of reading material, and the like. These brief writings need not be graded, though you might use them as an indicator of class participation in determining a course grade.
- **Essay Exams:** Instructors often ask if essay exams “count” as part of the writing requirement, and the answer is yes. The easiest way to keep track of the number of pages of writing is to specify an approximate number of words for each answer on the exam itself. Students find the guidelines useful, too.

Some Short Writing Assignments (Outside of Class) These assignments may be adapted to fit a variety of classes and instructional purposes. They can be especially helpful in giving students an opportunity to grasp and synthesize new concepts.

- **Abstracts or Précis:** Ask students to write brief summaries of their readings in their textbook or supplementary materials. Writing a one-sentence précis requires careful reading and revision. The resulting sentence can reveal much about how well a reader has grasped a writer’s argument.
- **Critiques:** Have students critique the material they are reading, perhaps asking them to identify the writer’s claim and the evidence used to support that claim and then to assess its effectiveness. Such assignments should be helpful in getting students to think in terms of argument, something they can be encouraged to carry over into their own papers.

- **Position Papers:** Ask students to write a one-page paper justifying a given position on a controversial issue. A series of two or three papers on the same topic might become the basis of a longer paper. You could also provide a thesis for students to support or refute.
- **Definition and Application:** Ask students to define an important term or concept and then illustrate the definition by applying it to some situation outside the classroom. Alternatively, you might ask whether a definition applies in a given case.
- **Focused Responses:** Give students a question to consider as they read assigned material. A one-page answer might be the starting point for class discussion.
- **Annotated Bibliography:** Have students identify and evaluate potential sources for a longer research paper.
- **Partial Research Paper:** Ask students to submit individual sections of a research paper in progress. For example, writing a brief statement defining the nature and scope of the research problem might prove useful, as might a survey of the literature on the subject.
- **From Exam to Essay:** If you give essay exams, brief answers might become the basis of longer papers written outside of class. You might also ask students to write more briefly about other sorts of exams; for example, they might explain how and why calculations went awry or explain their reasoning for incorrect choices on multiple choice exams.

What Students Want to Know About Writing Assignments

The staff of the campuswide writing program at the University of Hawaii at Manoa interviewed over 200 students about their experiences in writing intensive classes. Their responses— which will seem very familiar to any experienced teacher—can be condensed into four questions. Here are their questions, along with some commentary and suggestions.

1) *“How will the writing assignment help me to learn the course material?”*

It's easy to forget that the purpose of an assignment isn't automatically clear to students. Explicitly linking it to the goals of the course will help students see its value. Saying something like “I want to be sure you understand the difference between Concept A and Concept B” or “Your notebooks show what you've learned about collecting and evaluating data” confirms that an assignment is a way of learning the material, not busy work.

(2) *“If you had to do this assignment yourself, how would you do it?”*

In addition to encountering new ideas, students are often encountering new cognitive tasks. Models are especially helpful in such cases. For example, if you're asking students to evaluate research methodology, you might demonstrate ways that can be done or provide a printed example with key features marked.

(3) *“How does this writing assignment or topic relate to the work that specialists do in this field?”*

Such a question is most likely to occur in advanced classes as students think more in terms of professionalism. In fields where written records have legal implications, that concern ought to be stressed; questions about the amount and type of writing done on the job might be asked of visiting professionals as well.

(4) *“If you evaluate my work on this assignment, what exactly will you be looking for?”*

A clear statement of criteria for evaluating written work can be provided in the course syllabus or the assignment itself. The answer to this question should be clearly connected to the purpose of the assignment as well. Here, too, examples of successful papers can be helpful.

The same survey that produced these four questions includes some student comments that confirm the suspicions of seasoned teachers—what we think we say is not always what our students think they hear.

How Students “Read” Writing Assignments

What Instructors Expect	What Students Understand
“For the short paper on a video, I wanted students to make connections among the archeologist’s questions, the methods used to get answers, and principles from their	“This assignment was like writing a high-school movie review. I wanted to give my own personal understanding about the video, so I was going to write a narrative.”
“In the journals I wanted students to really wield their own opinions and grapple with issues, to really think about course material.”	“When I first heard the assignment, I thought I was supposed to write anything, like a reaction, just to show if I learned something.”
“I wanted students to really wrestle with the questions on the assignment sheet, to give in-depth answers. I wanted students to distinguish between the author’s words and their own interpretation.”	“I was supposed to write a 6page analysis on a reading and juice up the answers. I tried to make it sound good by adding lots of details and sounding excited in my writing.”

Source: <http://manoa.hawaii.edu/mwp/program-research/writing-matters/wm-1>

Comparing instructors’ expectations and students’ perceptions provides a striking demonstration of the importance of clear communication about the purpose of the writing we assign. We cannot simply assume that our intentions are always understood.

RESPONDING TO STUDENT PAPERS

Two objections to implementing writing in content area courses are particularly frequent. First, responding to papers is always work, sometimes unrewarding work. Moreover, instructors not trained as teachers of writing often feel hesitant to comment on student writing because they feel they are outside their area of expertise. Neither of these problems will go away, but the burden of grading can be reduced. More importantly, judicious minimal marking can help students learn the course material and improve their writing at the same time.

A number of strategies can reduce the amount of time required for marking papers. For example, assigning several short sequenced essays should reduce the overall time involved because later papers will build on what has gone before. In addition, sustaining the writing over a longer time gives the student more opportunities for improving. Suggestions for short assignments appear in the previous section of this booklet, and the resources listed at the end contain more.

Sometimes the amount of time required to mark a paper could be spent more beneficially in a conference with a student. That may not be practical with large groups of students, but preparing a short list of concerns and putting the student(s) in touch with the Writing Center would provide a chance for more sustained feedback. (See Appendix A for more information about the Writing Center and its services.)

Grading Rubrics

Using a grading rubric can reduce the amount of time spent commenting on the papers themselves. Rubrics also highlight the objective criteria used in evaluating papers and may be used to advantage with drafts and completed papers alike.

Categories vary according to the assignment, but the following are fairly common:

- content (depth of coverage, thoroughness of development, quality of argument)
- organization and coherence
- readability
- mechanical and grammatical correctness

Normally, the first category will be weighted more heavily than the others. Rubrics are often presented in the form of a table, something like this:

	Exceptional	Strong	Average	Weak
Content				
Organization				
Readability				
Correctness				

A rubric should be used in conjunction with a summary comment addressing specific features of the individual paper. An explanatory sheet describing the qualities of each characteristic might also be supplied with a table.

Instead of using a generalized rubric, you can tailor one to the a specific assignment. Rick Wantz (Human Services) designed the one shown on the facing page for his courses on behavioral assessment. It identifies such assignment-specific requirements as a minimum number of sources and adherence to APA guidelines.

Rubric design is a frequent WAC workshop topic, and additional information about developing rubrics is available in the WAC office.

WRITTEN ASSIGNMENT GRADING CRITERIA

Name _____ Student ID # _____

Assignment _____ Total Points _____

Criteria	Points Possible	Points Scored
-----------------	------------------------	----------------------

1. Depth of Subject 20 _____

Shows application of theory, research, and/or relationship to subject. Adequate support and evidence by examples. Demonstrates understanding of major concepts and elements.

2. Organization 20 _____

Is precise, pertinent, and well supported. Provides a logical conceptual approach. Clearly links concepts and principles to subject. Avoids tangential material that detracts from central focus. Provides clear transitions between and within sections of paper.

3. Completeness and Accuracy 20 _____

Interpretation of data and concepts are appropriate. Adheres to and fulfills the requirements of the assignment.

4. Clarity of Expression 25 _____

Sentences are clear, concise, varied, and logical. Vocabulary and terminology are appropriate to the subject, purpose, and audience. Subjects agree with verbs. Elements are parallel. References and word order are clear. Spelling, punctuation, capitalization, possessive forms, etc., are correct. Manuscript has been proofread and corrected.

5. Consistent with APA Standards 15 _____

Publication Manual of the American Psychological Association. Documentation provided when appropriate in APA format. For maximum credit a minimum of six scholarly references related to content/tests are required.

Comments:

Minimal Marking

You don't have to mark every mechanical error in a paper in order to give good feedback. Attempting to do so is often counterproductive, in fact. Research indicates that studying the mechanical aspects of writing in isolation has little longterm impact on writers, whereas things learned in context are likelier to be retained and applied. Thus, you can best help students by responding primarily to subject matter and putting comments about their writing in that context. Asking writers to clarify ideas requires them to address writing.

Limiting marks to the most important concerns can also foster independent learning. The thorough marking of a representative passage or two can provide a useful model for other revisions; submerging a paper in a sea of red ink is likelier to result in the correction of surface error than real revision. Extensive marking of mechanical problems also may obscure much more important comments about content. In a draft, there is no reason to spend much time identifying individual surface errors if the writer is going to be making extensive changes to the text.

Some WAC specialists suggest avoiding grammatical terminology and relying instead on simple language and pointed questions to guide revision: "How does this evidence support your argument?" "Where do Brown's findings fit in?" "No need to quote so much. Summarize instead." "Better—your evidence is stronger here."

To draw attention to mechanical errors that do not impede understanding, point out that errors distract a reader from the writer's message. It is often effective to describe errors in terms of what is or is not acceptable in professional writing in the field. A reminder that career advancement is often linked to writing abilities may also have an impact on our highly pragmatic students.

Identifying things that interfere with reading does not require an extensive vocabulary of arcane terms. In “A Quick Guide to Lite Marking,” Ray Smith, Director of the Campus Writing Program, Indiana University, recommends using only a few symbols, abbreviations, and words in the margins:

Symbols

1. circles locating errors confined to one or two words
2. wavy underlines noting larger errors
3. checks praising good word choices
4. straight underlines highlighting well-put phrases or sentences
5. arrows and question marks pointing out puzzling connections of words

Abbreviations/Words

1. AGR (agreement)
2. FRAG (fragment)
3. MM (misplaced modifier)
4. CS (comma splice)
5. REF (reference)
6. PRED (illogical predication)
7. //STR (parallel structure)
8. Wordy
9. Choppy
10. Unclear
11. Awkward
12. Good

Even Ray’s short list may be more than is needed. The five symbols and items 8-12 in the second list are probably sufficient for most situations. It’s crucial that students know how to interpret the marks you make on their papers. If you use abbreviations, provide a key and some illustrations. Good ones appear in Ray’s article <http://www.iub.edu/~cwp/assgn/quickguide.shtml>.

RESOURCES FOR WAC TEACHERS AND THEIR STUDENTS

WAC Office

WAC Coordinator: Dr. Carl Brun

280A University Hall

Phone: 775-2155

E-mail: carl.brun@wright.edu

Website: <http://www.wright.edu/writing-across-the-curriculum>

The WAC Coordinator is available to consult with individual faculty members about ways to incorporate writing in their classes. The WAC office also schedules faculty workshops each term.

The University Writing Center

122 Student Success Center

Phone: 775-4186

Director: David Bringham

Fall and Spring Hours:

9 a.m.- 6 p.m., Monday-Thursday; 9 a.m.-3 p.m., Friday

Summer Hours:

10 a.m.- 3 p.m., Monday-Thursday

Writers receive help with a variety of tasks, such as generating and expanding ideas, organizing and revising drafts, editing and proofreading papers, and formatting papers according to MLA, APA, or other guidelines. In conjunction with the WAC program, the Writing Center offers workshops linked to specific integrated writing courses in the Wright State Core at instructors' request.

For more information about the Writing Center, see Appendix A or <http://www.wright.edu/university-college/academic-help/writing-center/overview>.

Center for Teaching and Learning

Director: Terri Klaus

Faculty Director: Dr. Sean Pollock

023 Paul Laurence Dunbar Library

Phone: 937-775-2885

Web page: <http://www.wright.edu/ctl/>

The Wright State University Center for Teaching and Learning provides a number of services, including a guest speaker series, book discussion groups, and workshops. Faculty are invited to use the Center's collection of books, newsletters, articles, manuals, and videos focusing on teaching enhancement. In addition, private consultations and self-assessment programs are available.

Online Resources for Students

The following examples are merely a sampling of the many online resources that address certain common needs of writers. Please share them with your students.

Online Tutoring <http://writingcenters.org/links/writing-centers-online/> Many writing centers that offer online tutoring restrict their services to students enrolled at that school; however, some of them (such as Bemidji State University) do work with students from other institutions. Advise students to check carefully.

Paradigm Online Writing Assistant <http://www.powa.org/>

This interactive, online handbook, developed by Chuck Guilford of Boise State University, deals with discovering topics, organizing, revising, and editing. It also covers various types of writing (e.g., exploratory essays, argumentative essays, thesis/support essays, informal essays) and documenting sources.

Research and Documentation Online
<http://bcs.bedfordstmartins.com/resdoc5e/>

Developed to accompany Diana Hacker's handbooks, this site is organized in four large areas devoted to the humanities, social sciences, history, and sciences. Each is subdivided into a section on locating sources and one on documenting them according to the style most frequently used in each area (MLA, APA, Chicago, and CBE style).

APAStyle.org <http://www.apastyle.org/manual/index.aspx>

Maintained by the American Psychological Association, this is the site to visit for truly authoritative guidance on dealing with electronic resources in APA style. Among the features are an introductory tutorial and a link to corrections for the first printing of the sixth edition (<http://supp.apa.org/style/pubman-reprint-corrections-for-2e.pdf>).

Evaluating Web Resources

http://www.widener.edu/about/campus_resources/wolfgram_library/needhelp/research/evaluationcriteria.aspx
http://www.widener.edu/about/campus_resources/wolfgram_library/evaluate/default.aspx

This site provides an unusually thorough set of guidelines for evaluating information found on the Internet (first link) There are exercises to go with the tutorials (second link) as well as links to other sites dealing with the same subject.

WSU Writing Programs <http://liberal-arts.wright.edu/english-language-and-literatures/university-writing-program>

This site is linked to the writing courses in the Wright State Core and to a number of resources that students will be likely to find useful.

Appendixes

**APPENDIX A
THE WRITING CENTER
AND WAC COURSES**

A Message from the University Writing Center

The University Writing Center offers writing support to students across the curriculum, including those in your integrated writing courses. We take a holistic approach to our work with your students, focusing on both helping your students develop necessary writing skills and helping them develop as students. We are familiar with the learning outcomes of the Writing Across the Curriculum program, and look forward to helping your students succeed as academic writers in your course.

Students may use the center free of charge for up to one hour per day and two hours per week. They may schedule appointments in advance or use the center on a walk-in basis. Our writing coaches can work with students at any stage of their writing process. In fact, we encourage students to come early in the process because by talking through their ideas, we can have an even greater impact on their learning.

Writing coaches excel at providing guidance on tasks such as generating and expanding ideas; organizing and revising drafts; editing and proofreading; formatting papers in MLA, APA, or other styles; tackling grammatical problems; and dealing with other writing concerns. Writing coaches offer one-on-one assistance; however, writers must do their own work. Coaches do not write or edit clients' work.

You can help your students make the best use of the Writing Center by following these suggestions:

- Ask students to bring all printed information you have given them about a particular assignment.
- Send us copies of your current assignments at 122 Student Success Center. Let us know if the assignment information is available on a web site, so that consultants can access it during a tutoring session.
- If you have “models” of a particular assignment that students have submitted in previous quarters, we would like to keep them on file here for reference. Information about what you are not looking for in an assignment would also be helpful (e.g., not citing a textbook, not using first person).

- Provide specific written suggestions to your students about what you would like them to focus on with a coach.
- Request a “tutor talk” for your classes by one of our writing consultants. This 5-7 minute presentation covers what kind of help students may seek in the Writing Center.

In addition, I would be happy to work with you to develop inclass activities or supplemental instructional materials for use in connection with a particular writing assignment.

Please contact the University Writing Center at 775-4186 with any questions or requests. You may contact me directly by email at david.bringhurst@wright.edu.

We look forward to hearing from you and your students.

David Bringhurst
Director, University Writing Center

APPENDIX B

DEALING WITH PLAGIARISM

Most instructors have been urged to include a statement on every course syllabus saying that academic dishonesty—including plagiarism—will not be tolerated. Some refer their students to the definition of academic dishonesty appended to the Code of Student Conduct in the *Student Handbook*. It is available online at <http://www.wright.edu/students/judicial/integrity.html>.

Despite such warnings, students still occasionally submit written assignments that fail to acknowledge their sources appropriately. They do so for several reasons.

Much student plagiarism is unintentional. Even when students have covered the topic in high school and college writing classes, they may not yet have an entirely clear sense of what constitutes fair use of others' words and ideas—particularly as they begin working with unfamiliar concepts in new subject areas. For these students, spending a few minutes in class looking at the way writers in the field handle outside sources may be useful. It might be worthwhile to distribute a handout defining and illustrating acceptable practices. (Some models are available in the WAC office.)

International students sometimes face additional difficulties in this area. In some cultures, for example, students are taught to memorize and copy the work of respected figures as a mark of respect for them. For more information on this topic—along with suggestions for working with these students—see issue 6 of *Writing Matters*, published by the University of Hawaii Manoa (<http://manoa.hawaii.edu/mwp/program-research/writing-matters/wm-6>).

At times, however, plagiarism is deliberate, especially when desperate writers rush to complete work at the last minute. Certain teaching strategies can help reduce the occasions (and temptations) for that sort of plagiarism. The following suggestions are adapted from Steve Reid and John Pratt's "Coping with Plagiarism" (*Composition Chronicle*, December 1988) and Robert Harris's "Anti-Plagiarism Strategies for Research Papers" (<http://www.virtualsalt.com/antiplag.htm>).

- Limit choices of topic and change the list often.
- Don't accept papers deviating from a clearly specified format.
- Be very specific about the kind of paper you want and provide a copy of your criteria for grading it.
- Require a number of very recent sources.
- Require that writers incorporate certain sources, perhaps data that you provide to the class.
- Require a working bibliography early in the term and have students note where they found each source.
- Ask for a tentative outline well before the final version of the paper is due.
- Specify a date after which students cannot change topics.
- Assign an oral presentation as part of the project.
- Give an unannounced test on the paper topic shortly before the final version is due.
- Have students submit notes and all drafts with the final paper.
- Along with the final copy, ask for photocopies of outside sources (or a printed version of downloaded files), with quoted passages highlighted.
- Require a second copy of the paper you can keep on file.

While nothing will completely prevent plagiarism, strategies like these should reduce its likelihood. In addition, requiring that students submit materials as they work on a project should improve the quality of the final product.

APPENDIX C THE WRIGHT STATE CORE AND INTEGRATED WRITING COURSES

In January 2010, as part of Wright State’s conversion to a semester calendar, the Faculty Senate approved the Wright State Core as the general education program to be completed by all Wright State University students. The Wright State Core provides students with the breadth of skills, knowledge and understanding expected of university graduates.

The Wright State Core is divided into the following six elements, each with its own learning outcomes.

WSU CORE ELEMENT	ELEMENT LEARNING OUTCOMES
<p>1. Communication</p> <p><i>The foundational skills students need in academic discourse, research, and documentation in an electronic environment</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Adapt rhetorical processes and strategies for audience, purpose, and type of task <input type="checkbox"/> Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances <input type="checkbox"/> Employ appropriate mechanics, usage, grammar, and spelling conventions <input type="checkbox"/> Find, analyze, evaluate, summarize, and synthesize appropriate source material from both print and electronic environments <input type="checkbox"/> Present focused, logical arguments that support a thesis <input type="checkbox"/> Use reliable and varied evidence to support claims, incorporate ideas from sources appropriately, and acknowledge and document the work of others appropriately <input type="checkbox"/> Use electronic environments to draft, revise, edit, and share or publish texts

WSU CORE ELEMENT	ELEMENT LEARNING OUTCOMES
<p>2. Mathematics</p> <p><i>The foundational skills required to use and interpret mathematics and statistics</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the various elements of a mathematical or statistical model <input type="checkbox"/> Determine the values of specific components of a mathematical/statistical model or relationships among various components <input type="checkbox"/> Apply a mathematical/statistical model to a real-world problem <input type="checkbox"/> Interpret and draw conclusions from graphical, tabular, and other numerical or statistical representations of data <input type="checkbox"/> Summarize and justify analyses of mathematical/statistical models for problems, expressing solutions using an appropriate combination of words, symbols, tables or graphs
<p>3. Global Traditions</p> <p><i>Historical analysis and global perspectives necessary to understand our diverse world</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Critically describe some of the political, social or economic systems; historical, cultural or spiritual traditions; and/or technological innovations around the world <input type="checkbox"/> Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally <input type="checkbox"/> Use political, social, economic, historical, cultural, spiritual or technological knowledge to evaluate contemporary issues
<p>4. Arts / Humanities</p> <p><i>Tools for analysis and appreciation of the arts, philosophy, and religious thought</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Critically analyze significant creative, literary, philosophical or religious works <input type="checkbox"/> Understand and discuss the complex blend of imaginative vision, socio-cultural context, ethical values, and aesthetic judgment in creative, philosophical or religious works <input type="checkbox"/> Recognize, evaluate and respond to creative, philosophical or religious works <input type="checkbox"/> Develop appropriate and ethical applications of knowledge in the humanities or the arts

WSU CORE ELEMENT	ELEMENT LEARNING OUTCOMES
<p>5. Social Science</p> <p><i>Perspectives on human behavior and culture informed by the disciplines of the social sciences</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Critically apply knowledge of social science theory and methods of inquiry to personal decisions, current issues, or global concerns <input type="checkbox"/> Explain and critique the methods of inquiry of social science disciplines <input type="checkbox"/> Demonstrate an understanding of the ethical issues involved in the acquisition or application of social science knowledge <input type="checkbox"/> Demonstrate, from a social science perspective, an understanding of the responsibilities of an informed and engaged citizen to the success of democratic society
<p>6. Natural Science</p> <p><i>Introductions to the scientific understanding of physical and biological phenomena</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the nature of scientific inquiry <input type="checkbox"/> Distinguish between science and technology and recognize their roles in society <input type="checkbox"/> Demonstrate an awareness of theoretical, practical, creative and cultural dimensions of scientific inquiry <input type="checkbox"/> Discuss fundamental theories underlying modern science

INTEGRATED WRITING COURSES IN THE WRIGHT STATE CORE

As of Fall 2014, the following Wright State Core courses have been approved for the IW designation. Other Core courses may be added as new courses are approved for the Core and for the IW designation.

Element 2 - Mathematics

EGR 1010—Introductory Mathematics for Engineering Applications

Element 3 – Global Traditions

AFS 2000—What is the African and African American Experience?

ART 2430 – Nonwestern Art

ATH 2150 – Comparative Nonwestern Cultures

CMH 2000 – Global Health

EC 2500—Economic Systems of the Global South

EC 2900—Global Economic, Business and Social Issues

ENG 2310 – Comparative Literature: Non-Western Literatures

GEO 2210 – Comparative Non-Western Environments

MUS 2420 – Comparative Nonwestern Cultures: Music

PLS 2150 – Comparative Nonwestern Social Systems

REL 2320 – Nonwestern Religions

RST 2610—Regional Studies: Japan

RST 2620—Regional Studies: China

RST 2710—Regional Studies: Africa

RST 2810—Regional Studies: Latin America

RST 2910—Regional Studies: Middle East

RST 2920—Regional Studies: India

URS 2000—Growth and Change in Urban Society

Element 4 – Arts/Humanities

CLS 2040—Great Books – Classics

ENG 2040—Great Books: Literature

ENG 2050—African-American Literature

ENG 2310 – Comparative Literature: Non-Western Literatures

MUS 2420 – Comparative Nonwestern Cultures: Music

MUS 2900—African-American Music: America and Beyond

PHL 2040—Great Books: Philosophy

PHL 2050—Philosophy: The Big Questions

REL 2040—Great Books: Bible & Western Culture

UH 2010—Studies in Humanities

Element 5 – Social Science

EC 2000—Economic Life

EC 2500—Economic Systems of the Global South)

EC 2900—Global Economic, Business and Social Issues

PSY 1010—Introduction to Psychology

SOC 2000—Introduction to Sociology

SW 2720—Multicultural Competence in a Diverse World

UH 2020—Studies in Social Sciences

WGS 2000—Approaches to Women's Studies

Element 6 - Natural Science

BIO 3450—Concepts in Biology I for Early and Middle
Childhood Education

CHM 1070—Chemistry of Our World: Energy and the
Environment

KNH 2500 – Basic Anatomy and Physiology

SM 1010—Scientific Literacy for the 21st Century