The WAC-ky Times

The Official Newsletter of Auburn University at Montgomery’s Writing Across the Curriculum (WAC) Program

Upcoming Faculty Development Opportunities

Sign up for WFDI!

Summer Sessions

The summer WFDI sessions follow a slightly different format than the sessions during the traditional academic year.

Rather than meeting over the course of four 3-hour sessions that extend over four weeks of training, the summer format allows faculty to complete the four sessions within two full days in the same week.

Register for the remaining summer sessions offered in July:
- **Monday, July 11 and Wednesday, July 13, 2011 (9 AM to 4 PM):** Sessions I (9 AM to 12 PM) and II (1 to 4 PM) on July 11; Sessions III (9 AM to 12 PM) and IV (1 to 4 PM) on July 13

Fall Sessions

The fall sessions return to the traditional 3-hour workshops that meet one time per week over four consecutive weeks.

The fall schedule has now been publicized on the WAC website. Faculty can select from Wednesday morning or Thursday afternoon options:
- **Session I:** Wed, September 7 (9 AM to 12 PM) or Thurs, September 8 (1 to 4 PM)
- **Session II:** Wed, September 14 (9 AM to 12 PM) or Thurs, September 15 (1 to 4 PM)
- **Session III:** Wed, September 21 (9 AM to 12 PM) or Thurs, September 22 (1 to 4 PM)
- **Session IV:** Wed, September 28 (9 AM to 12 PM) or Thurs, September 29 (1 to 4 PM)

Participants who complete all four sessions receive a $400 stipend that is entered into their departmental accounts.

Send an email to Jenny Good (jgood@aum.edu) to register for the WFDI sessions of your choice.

The 2010-11 WAC Annual Report on AUMnet

How is the WAC program doing at the completion of the second full year of implementation? It’s doing well!

During the 2013-14 year, the WAC program evaluation will be drafted and submitted to SACS, chronicling the program’s implementation and ability to achieve its intended outcomes.

To prepare for this report, the WAC Director presents a WAC Annual Report to the members of the Chancellor’s Cabinet in the late summer or early fall of each year.

The 2010-11 WAC Annual Report is now available by visiting AUMnet. Information regarding faculty training, course development, and student outcomes are presented in this report.

Highlights of different sections of the report are noted throughout this edition of The WAC-ky Times.

Jenny Good, the Director of WAC, would be happy to present this information to any interested units or departments.

Spring 2012 WAC Course Proposals Are Due to the WAC Committee by August 1, 2011
The 2010-11 WID Interns were selected this June. In order to qualify for this prestigious position, the undergraduate students had to be nominated by a WFDI-trained faculty member, submit an application with writing samples, and complete an interview with the WID Intern selection committee.

An impressive group of 19 students were nominated by faculty this past spring. Jennifer Dyess, Susan Barganier, and Jenny Good met with the final candidates on June 8 for interviews. Five outstanding undergraduate students were selected from among the 19 nominees and approved by the members of the WAC Committee at the June meeting. The five students featured in the table below will be serving as WID Interns during the Fall 2011 and Spring 2012 semesters.

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<thead>
<tr>
<th>Name</th>
<th>Major</th>
<th>Faculty Nominator</th>
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<tbody>
<tr>
<td>Rachael Humber</td>
<td>Biology</td>
<td>Pete Haddix</td>
</tr>
<tr>
<td>Kelli Heaton</td>
<td>Nursing</td>
<td>Matt Jordan</td>
</tr>
<tr>
<td>Julie Combs</td>
<td>Education/Social Sciences</td>
<td>Michael Gilchrist</td>
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<tr>
<td>Chris Ross</td>
<td>Exercise Science</td>
<td>Mike Esco</td>
</tr>
<tr>
<td>Daniel Brown</td>
<td>Communication and Dramatic Arts, Theatre</td>
<td>Val Winkelman</td>
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</tbody>
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All WID interns are required to have a minimum 3.0 overall GPA. The average GPA of these five students is a 3.67.

Pictures of three of these academically gifted undergraduates can be seen throughout this issue of *The WAC-ky Times*.

An Overview of WFDI in 2010-11

Many faculty completed WFDI this past academic year. Following is an activity report for 2010-11.

**WFDI Part I**

WFDI Part I consists of four 3-hour sessions (12 hours total) of professional development, facilitated in a traditional workshop mode and provided prior to an instructor’s first semester of writing-intensive instruction. The WAC Director organizes and facilitates all the training for WFDI Part I. The sessions are offered at two different times per semester to accommodate faculty schedules, totaling 72 hours of WFDI Part I offered in 2010-2011.

**WFDI Part II**

WFDI Part II, developed by the WAC Director in Summer 2010, differs in focus and format from WFDI Part I.

WFDI Part II consists of six 3-hour sessions (18 hours to the individual faculty member), facilitated in a hybrid mode and offered during the instructor’s first semester of writing-intensive instruction in order to provide job-embedded professional development.

The first five sessions all focus on a different writing dimension of the WAC rubric and call upon faculty to consider situations and cases specific to their current course instruction; the final session engages faculty members in an inter-rater reliability exercise.

In WFDI Part II, two sessions are traditional; two sessions involve peer review; and two sessions are completed fully online. Like the traditional sessions of WFDI Part I, WFDI Part II traditional sessions are offered twice a semester to accommodate the schedules of the faculty. With support from IT, the WAC Director established a WFDI Part II Blackboard link that allows faculty to work at their own pace for the majority of the sessions. The WAC director responds to and documents progress of the faculty throughout the semester.

Fourteen (14) members of the faculty, representing 10 departments from four of the Schools, completed WFDI Part I during the 2010-11 year. As a result, $400 was transferred from the WAC budget into each appropriate departmental account for use in travel, equipment, or research by the individual faculty member.

In WFDI Part II, 74 faculty completed training. As a result, $600 was transferred from the WAC budget into each appropriate departmental account for use by the individual faculty member who completed training.
A Look at Student Outcomes in Writing: 2010-11 WAC Rubric Results

By the end of a semester of WAC instruction (both composition courses and WI content-area courses), instructors are asked to rate each student holistically as a writer, using assignments generated throughout the semester to inform their ratings, much like a final portfolio rating based on multiple written products.

The rubric asks that instructors consider writing dimensions of focus, content, organization, style, and language conventions when evaluating student writing.

When looking at the rubric outcomes table, it appears as though students’ writing skills improved from the first WAC course to the second WAC course in the WAC program series.

It is also interesting to note that, when breaking down the courses by cognitive or developmental complexity within the first and second course in the WAC series, writing growth also improved as anticipated, helping to validate the rubric and the data yielded that evaluates the WAC program.

More detailed information can be found in the 2010-11 WAC Annual Report on AUMnet, including an analysis of growth in mean scores that tracks the same sample of students throughout the first three WAC courses in their academic careers.

Jennifer Dyess is not a new face on the AUM campus. In fact, she has served in multiple positions here at AUM for a number of years.

It’s Jennifer’s abundant experiences at AUM that have made her an invaluable resource to the WAC program.

When the WAC Program moved into the Office of Institutional Effectiveness, Jennifer Dyess assumed numerous additional responsibilities as the WAC Senior Program Associate.

Among others not even listed here, Jennifer’s responsibilities include managing purchases and payments within the WAC budget; preparing materials for the Writing-Intensive Faculty Development Institutes (WFDI); processing faculty payments when individuals complete WFDI; securing signatures on Form 2000’s for writing-intensive courses that are proposed to the Curriculum Committee; taking minutes at WAC Committee meetings; and overseeing the WAC/DIE conference space for all WAC-related activities.

The task list of what Jennifer Dyess completes on behalf of WAC continues to grow each day.

As the university’s QEP, the WAC Program is the cornerstone of the SACS accreditation process. Jennifer Dyess is helping the WAC program unfold with ease.

WAC Senior Program Associate: Jennifer Dyess
Many faculty joined the writing-intensive (WI) ranks this year by providing WI course instruction. During 2010-2011, the additional credit hours generated due to the WAC program totaled 391. Additional credits are only generated when a WI course is a content-area course meeting WAC requirements, as opposed to a composition course.

In Fall 2010, 15 sections of advanced composition and 4 sections of WI content-area courses were offered, increasing credit hour production (CHP) by 74. In contrast, by Spring 2011, 13 sections of advanced composition and 21 sections of WI content-area course were provided for a total of 317 additional CHP.

When considering the cost of in-state tuition per credit hour ($206 in 2010-11), the extra revenue generated by WAC was $80,546. (Note: Because some of the students may be non-residents paying higher tuition per credit hour, this is a conservative estimate.)

As stated in the QEP, the additional credit hours are banked per semester in order to allow for a course release to faculty per every three WI content-area courses taught.

A current listing of potential WI courses in the content areas is available on the WAC website.

If you would like more information on the WAC Course Proposal Process or how to become one of the WI faculty, please contact Jenny Good.

Meet the WAC Committee:
- Kimberly Johnson, Business
- Lynne Mills, Education
- Lee Farrow, Liberal Arts
- Ramona Lazenby, Nursing
- Sue Thomson, Sciences
- Jason Kneip, Library

Contact the
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