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!

Last summer we experimented with a new format to help accommodate faculty with busy research and travel schedules. Rather than 12-hours of professional development spread throughout a month of sessions, we now offer the 12-hours of professional development over two days of sessions, providing a Monday/Wednesday option or a Tuesday/Thursday option. Each day of WFDI lasts from 9 AM to 4 PM, with an hour break for lunch at noon.

We will be maintaining this summer format in the upcoming fall semester.

Summer Sessions

Register for the remaining summer sessions offered this month in July:

- Monday, July 17; 9 AM to 4 PM: Sessions I and II
- Wednesday, July 19; 9 AM to 4 PM: Sessions III and IV

Fall Sessions

Monday/Wednesday Option

- Monday, September 17; 9 AM to 4 PM: Sessions I and II

Wednesday, September 19; 9 AM to 4 PM: Sessions III and IV

Tuesday/Thursday Option

- Tuesday, September 25; 9 AM to 4 PM: Sessions I and II
- Thursday, September 27; 9 AM to 4 PM: Sessions III and IV

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.

WAC Finds a New Home!

Thanks to the generosity of the School of Education administration, WAC is now housed again on the AUM campus. You can find the WAC staff on the second and third floors of the Education building.

Since September 2009, WAC was merged with the Office of Institutional Effectiveness (OIE). During the period of restructuring within the Office of the Provost in Spring 2012, WAC was again separated from OIE.

Cara Mia Braswell now serves as the first Assistant Provost of Institutional Effectiveness and Accreditation on the AUM campus.

Jenny Good and Jennifer Dyess, the two members of the WAC staff, now divide job responsibilities between WAC and the School of Education. Jenny can be found in 318 Education, and Jennifer can be located in 308 Education.

The School of Education administration has also provided office space for tutoring sessions with the WID interns. The WID interns will set up shop on the second floor in office space in 200 Education.

Please come visit the WAC staff in their new home in the School of Education.

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The AUM Writing Across the Curriculum (WAC) program seeks to improve the quality of student writing campus-wide by incorporating writing-intensive instruction into all undergraduate students’ required programs of study.

The WAC program provides focused instruction to improve students’ writing skills throughout their academic careers, culminating in writing proficiency specific to their selected future careers.

Spring 2013 WAC Course Proposals Are Due to the WAC Committee by August 1, 2012
In 2010-11, the Writing in the Disciplines (WID) internship was created as an additional content-specific layer of academic support in writing. Last year’s pilot program was comprised of five students who were assigned to specific content-area writing-intensive courses. The 2011-12 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 21 students were nominated by faculty this past spring. Jennifer Dyess, Susan Barganier, Jenny Good, and returning WID intern Rachael Humber met with the final candidates on June 5 for interviews.

Eight new outstanding undergraduate students were selected from among the 21 nominees and approved by the members of the WAC Committee in June.

Meet the 2012-13 WID Interns!

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
<th>Faculty Nominator</th>
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<tbody>
<tr>
<td>Rachael Humber, 2nd yr.</td>
<td>Biology</td>
<td>Pete Haddix</td>
</tr>
<tr>
<td>Jason Moody</td>
<td>Psychology</td>
<td>Sheila Mehta</td>
</tr>
<tr>
<td>Quintella Bibb</td>
<td>Business</td>
<td>Kevin Banning</td>
</tr>
<tr>
<td>Duncan Galbreath</td>
<td>Information Systems</td>
<td>Kevin Banning/Zack Jourdan</td>
</tr>
<tr>
<td>Andrew Blake</td>
<td>English</td>
<td>Robert Klevay</td>
</tr>
<tr>
<td>Sarah Campbell</td>
<td>Communication</td>
<td>Silvia Giagnoni</td>
</tr>
<tr>
<td>Heather Pierce</td>
<td>Liberal Arts</td>
<td>Robert Klevay</td>
</tr>
<tr>
<td>Jenna Polakof</td>
<td>English Education</td>
<td>Silvia Giagnoni</td>
</tr>
<tr>
<td>Savannah Szabo</td>
<td>English Education</td>
<td>Clara Young</td>
</tr>
</tbody>
</table>

The nine students featured in the table will be serving as WID Interns during the Fall 2011 and Spring 2012 semesters.

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2011-12 Research in Review

To network with other universities and WAC professionals, members of the WAC program staff present and research various program component areas related to writing pedagogy and assessment. The following listing provides presentations and publications related to AUM’s WAC program in 2011-12:

Publication:

Presentations:


A Look at Student Outcomes in Writing: 2012-13 WAC Rubric Results

At 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 analytic rubric asks that instructors consider focus, content, organization, style, and language conventions when evaluating student writing.

An analysis of data collected through the WAC rubric considers growth in writing dimensions—from one course check-point to the next with students who have continued to progress through the WI course curricula, allowing students to be matched at the individual level. In general, the change in means from one course to the next suggests if the WI courses and related instruction are adding value to the students’ writing skills.

When looking at the outcomes table, somewhat promising data are yielded. All mean ratings increase per writing dimension from the second to third to fourth to fifth course, suggesting that value is being added to students’ writing skills as they progress through the WAC program. Although this information is hopeful, there are no statistically significant differences in the mean ratings from one course sequence to the next.

When the WAC program has been totally established and the first fully implemented cohort graduates in Spring 2013, those specific individuals can be identified as a cohort for a better understanding of what is happening as the AUM students continue through the entire 5-course series.

Meet Rachael Humber

Rachael Humber is returning to the WAC staff as a second year veteran Writing in the Disciplines (WID) intern.

Rachael is a biology major who aspires to pursue graduate studies and, eventually, a career in a health science field after her graduation.

Rachael has continued to support the WAC program during these summer months. In addition to participating during WID intern interviews of new candidates, Rachael has also created a WID intern checklist and policy manual this summer that will be introduced to the new interns during August training. She will play an integral role during training, providing insights into the WID internship experience.

In October of this year, Rachael will accompany Drs. Michael Gilchrist, Jenny Good, and Kellie Shumack from the Foundations Technology and Secondary Education department to present a paper at the conference of the National Science Teachers Association (NSTA) in Louisville, Kentucky.

The presentation is entitled “Bringing Problem-Based Writing Assignments to Life in the Science Classroom.” Rachael will provide thoughts on writing-based assignments and products that can be used to promote critical thinking in secondary science courses.
The number of writing-intensive content-area courses taught each year as part of the WAC program continues to grow.

As noted in the table, a total of 38 advanced composition and professional writing courses were offered, and 88 writing-intensive content-area courses were offered this past year.

During 2011-2012, the additional credit hours generated due to the WAC program totaled 1397. Additional credits are only generated when a WI course is a content-area course meeting WAC requirements, as opposed to a composition course.

The 1397 credit hours represents 1.3% of undergraduate credit hour production; although this number sounds small, when considering the trends in credit hour production over the past year, the increase of 1.3% of the undergraduate credit hour production due to WAC carries greater importance.

When considering the cost of in-state tuition per credit hour ($231 in 2011-12), the extra revenue generated by WAC was $322,707. (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. Following procedures established by Joy Clark, Associate Provost of Undergraduate Studies, department heads, deans, and qualifying faculty were contacted this summer regarding course release status.

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.

<table>
<thead>
<tr>
<th>Semester</th>
<th>WI Writing Course Sections (No Additional Credit hour)</th>
<th>WI Content-Area Course Sections (Additional Credit hour)</th>
<th>Additional Credit Hours Generated in WI Content Area Courses</th>
<th>Additional Revenue (Credit hour x $231)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2011</td>
<td>5</td>
<td>8</td>
<td>113</td>
<td>$26,103</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>18</td>
<td>34</td>
<td>546</td>
<td>$126,126</td>
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<tr>
<td>Spring 2012</td>
<td>15</td>
<td>46</td>
<td>738</td>
<td>$170,478</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>88</td>
<td>1397</td>
<td>$322,707</td>
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