



the WORD

NEWSLETTER FROM WRITING ACROSS THE CURRICULUM (WAC) PROGRAM

WAC EVENTS FALL 2013

THURSDAY, OCTOBER 31
12:00-2:00 PM
ROOM: AC-4M04

CETL PRESENTATION
USING TECHNOLOGY
TO SUPPORT WRITING
PEDAGOGY AND
STUDENTS' WRITING

The Center for Excellence in Teaching and Learning (CETL) will feature a workshop by the Writing Fellows. The workshop offers practical strategies for using technology for brainstorming, drafting, reviewing and citation processes.

We hope to see you there!

Welcome to Our Newsletter

Writing Across the Curriculum (WAC) upholds the principle that writing for undergraduate students should not be an ephemeral journey ending after first-year composition. Rather, all departments and all courses can implement writing in their curriculum.

The CUNY-wide WAC program launched in 1999. The writing fellows are the emissaries of the WAC program on all CUNY campuses. Writing Fellows are advanced Doctoral Students in a wide range of disciplines. CUNY is the only institution nationwide in which Writing Fellows are graduate students, rather than undergraduates.

Writing Fellows are well prepared and ready to assist the York College community: Faculty, Adjunct Instructors, Graduate Teaching Fellows, Staff, Students, and Tutors.

Writing Fellows have also worked with the Writing Center Tutors to develop resources. They assist with WAC evaluation and analysis and in the development of proposals, reports, assessment, and materials for students. Writing Fellows participate in CUNY-wide conferences and institutes.

A Message from the New Writing Fellows

We are here to work with faculty members on an individual basis to help design effective writing activities appropriate to the instructor's discipline and approach.

In Writing Intensive (WI) courses, we often work with a faculty partner on an ongoing basis to develop exercises and materials, and offer mini-lectures or workshops on writing within the context of the course.

A Report on 'Listening Tour' Workshops



York College is part of a nationwide "Listening Tour" sponsored by the Conference on College Composition and Communication (CCCC). Our event, "Listening to Students about Writing and Reading" was organized to reach out to incoming college composition students with the aim of better understanding their writing background and expectations toward college writing education. By increasing our awareness of student profiles and expectations, we can improve college writing education. This will provide a smoother transition from high school to college and improve the writing abilities of incoming students.

We conducted three "Listening Tour" workshops on September 24; one in Professor Matthew Corcoran's ENG 125 class, one in Professor Claire Serant's ENG 125 class, and another one open to all ENG 125 students. Each session lasted around 30-40 minutes and had 20-30 student participants. The students were divided into two focus groups and the facilitator asked the students 14 open-ended questions provided by CCCC. Students

actively participated and were willing to share their prior writing experiences. Some of them even mentioned the differences and the gaps they encountered in their transition to college.

The workshops were very successful and we appreciate all the participation from faculty, students and staff. The responses from students are especially important to us to make continuous improvements and progresses in structuring a series of writing courses. A summary of national results will be released to the media on "National Day on Writing".

Summary of Student Responses

- On average, students spend 18 hours writing per week. This includes both formal writing that they do for school or workplace and informal postings on Facebook, Twitter, or other social media.
- Most frequently, students compose their writing using a laptop/desktop. However, most students still utilize the traditional writing tools, such as pen and pencil especially for taking notes in the classroom.
- Students across different disciplines consider writing an integral part of their college education and a key to future career success. They regard writing as a means to develop their critical thinking skills in their majors and prospective professions.
- Even though students spend a significant portion of their writing time on social media, such as Facebook, Twitter, and blogs, they don't consider them particularly effective to enhance their formal writing skills. Instead, they recognize the importance of formal writing skills for success in their future career and are eager to learn the methods for constructing formal writing documents.

