



Writing Across the Curriculum  
ADVISORY COMMITTEE

# LEADING THE GLOBALIZATION OF WAC WITH DIVERSE PERSPECTIVES

*Purdue Global Village, November 5, 2019*

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Misty LaCour, Ed.D., Professor, Purdue Global College of Social and Behavioral Sciences



# ABSTRACT

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Writing Across the Curriculum (WAC) has organically evolved at Purdue Global during the last decade in accordance with the typical stages described by Condon and Rutz (2013), and much progress has been made in supporting student writers. Additionally, written communication skills are even more important in today's global, digital world (Rammia, 2015; Zumbrunn & Krause, 2012); therefore, continuing to expand upon this great place initiative is key. This panel presentation will define WAC and its existing implementation at PG. The presenters will then introduce "WAC 3.0" and introduce attendees to the new Writing Across the Curriculum Advisory Committee. Information will be shared about how the group will be further expanding WAC to better involve faculty and other PG constituents who support student writing.

# LEARNING OUTCOMES



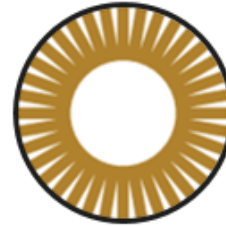
Define WAC and its existing implementation at Purdue Global.



Describe WAC's continued evolution at Purdue Global.



Gain knowledge of WAC's increasing importance within today's digitalized, global context.



Explore diverse perspectives related to writing across the curriculum.



To engage with the new and upcoming initiatives of the WAC Advisory Committee at Purdue Global.



# WRITING ACROSS THE CURRICULUM OR GLOBE?



✎ Writing skills are even more important within the dynamic context of the globalized, digitalized world (Ramia, 2015; Zumbrunn & Krause, 2012).

🌐 “Globalization is most often seen as a growing interdependence in the world, fueled not only by the economy but also by the environment, communication technologies, health, energy, politics, immigration, and other forces. *Globalization* implies. . . a more mobile meshing of cultures, languages, and nationalities” (CCCC, 2019).



# WRITING ACROSS THE CURRICULUM AT PURDUE GLOBAL

## OVERVIEW



### Foundational/Established

The initiative moves from individual(s) desiring to support students to more defined roles.

Stakeholders embrace the importance of writing to learn and learning to write.

The focus on pedagogy and scholarship increases. Resources are created.

resources are created.

### Integrated

WAC is woven into and coordinated with areas such as assessment, accreditation, and planning.

Key funded roles and WAC experts is established.

Writing is included throughout the university curriculum and becomes a source of pride.

source of pride.

### Institutional Change Agent

WAC is a change agent permanently interwoven with various areas of the institution and key roles.

New, dynamic initiatives and ways WAC helps drive other institutional goals emerge.

WAC begins to have a signature identity. (Condon and Rutz, 2013)

# THE WAC ADVISORY COMMITTEE



There is a correlation between the success of a WAC initiative and its leadership (Thaiss & Porter, 2010; Condon & Rutz, 2013).

- Provide leadership for the PG WAC initiative.
- Support the strategic implementation of the PG WAC initiative.

However, there is often a missing link in providing support for those stakeholders who are untrained in WAC but who must provide guidance to student writers and leadership of programs.

- Develop and keep current WAC-related resources for faculty, advisors, and other staff.
- Articulate the WAC philosophy, approach, and components at PG.
- Make recommendations for the advancement of the WAC initiative at PG.

Resources for non-student stakeholders, if they exist, are often scattered and uncoordinated.

- Assist with updating university policies related to writing.
- Engage in internal and external scholarship to keep our WAC initiative current or ahead of global and inclusive communication trends.



# THE WAC ADVISORY COMMITTEE



- 🌐 The Chair of Composition - **Michael Keathley**
- 🌐 The Chair of the Communication GEL - **Sheryl Bone**
- 🌐 The Chair of the Communication PC - **David Healey**
- 🌐 One member of the PG Writing Center - **Chrissine Cairns**
- 🌐 One faculty member from each school (FT, FTA, or PT)
  - 🌐 Social and Behavioral Sciences - **Misty LaCour**
  - 🌐 Business and Information Technology - **Ernest Norris**
  - 🌐 Nursing - **Cathy Black**
  - 🌐 General Education - **Melissa Scranton**
  - 🌐 Health Sciences – **Michael Snell**
  - 🌐 Concord Law School - **Open**
- 🌐 Three at-large, non-faculty members
  - 🌐 Curriculum and Innovation - **Kathy Ingram**
  - 🌐 Career Services - **Adam Bufka**
  - 🌐 Student Support-**Janell Johnson**



# PURDUE GLOBAL WAC MISSION STATEMENT



Purdue University Global provides an integrated Writing Across the Curriculum (WAC) initiative as part of its commitment to personalized, optimized learning for students who enter the university with varying experiences, levels of literacy, and goals. PG recognizes the fundamental role that writing plays in learning and expressing knowledge attained as well as in helping students grow throughout their academic programs and their careers within today's dynamic global context. A culture of collaboration, empowerment, and respect is fostered for all stakeholders (students, faculty, staff, and leadership) through this process.





# NEED WAC ASSISTANCE?

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➤ **THE PURDUE GLOBAL WRITING ACROSS THE CURRICULUM PAGE**

<https://sites.google.com/purdueglobal.edu/wac/home>

➤ **THE WACONCIERGE**

**Email:** [WACconcierge@purdueglobal.edu](mailto:WACconcierge@purdueglobal.edu)

or

**WACconcierge Open House**

Noon-1:00 pm ET the last Tuesday each month:

[Meet.google.com/tjb-mtwx-efc](https://meet.google.com/tjb-mtwx-efc)



# ETHICAL FRAMEWORK FOR ACADEMIC STYLE



**A FRAMEWORK FOR BUILDING PROFESSIONAL AND ACADEMIC WRITING SKILLS.**



- ☀ **Helping students present themselves professionally and ethically**
- ☀ **Introducing students to concepts and strategies for writing and research success**
- ☀ **[Writing With Integrity: Expectations for Academic Research and Professional Writing](#)**

# STRATEGIC IMPLEMENTATION IN CURRICULUM



## CURRENT CURRICULAR FOUNDATIONS AT PURDUE GLOBAL

- Centralized Support:
  - Supporting our students
  - Supporting our faculty
- Intentional Integration and Standardization
  - GELs
  - Rubrics
  - Minimum standards

## INTEGRATING AND EXPANDING THE WAC MISSION

- Beyond Resources and Rubrics—"Baking into" the Curriculum
- Operationalizing (actualization) the Mission

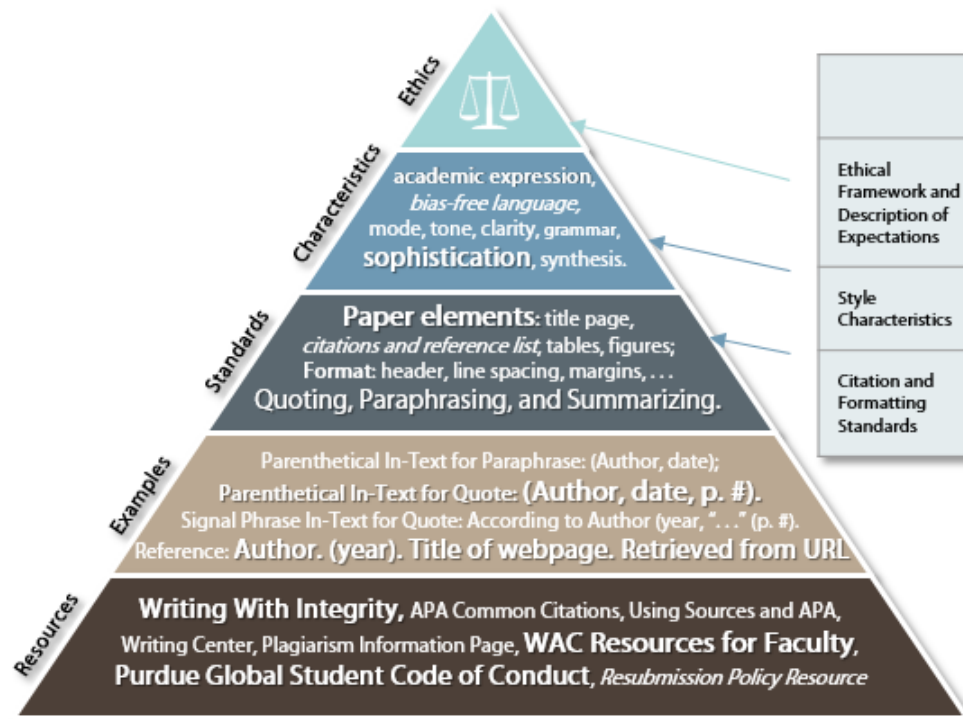


# ACADEMIC STYLE EXPECTATIONS



	INTRODUCTORY (100 Level)	EMERGENT (200 Level)	PRACTICED (300 Level)	PROFICIENT (400 Level)	MASTERY (Graduate)
Ethical Framework and Description of Expectations					
Style Characteristics					
Citation/Formatting Standards					

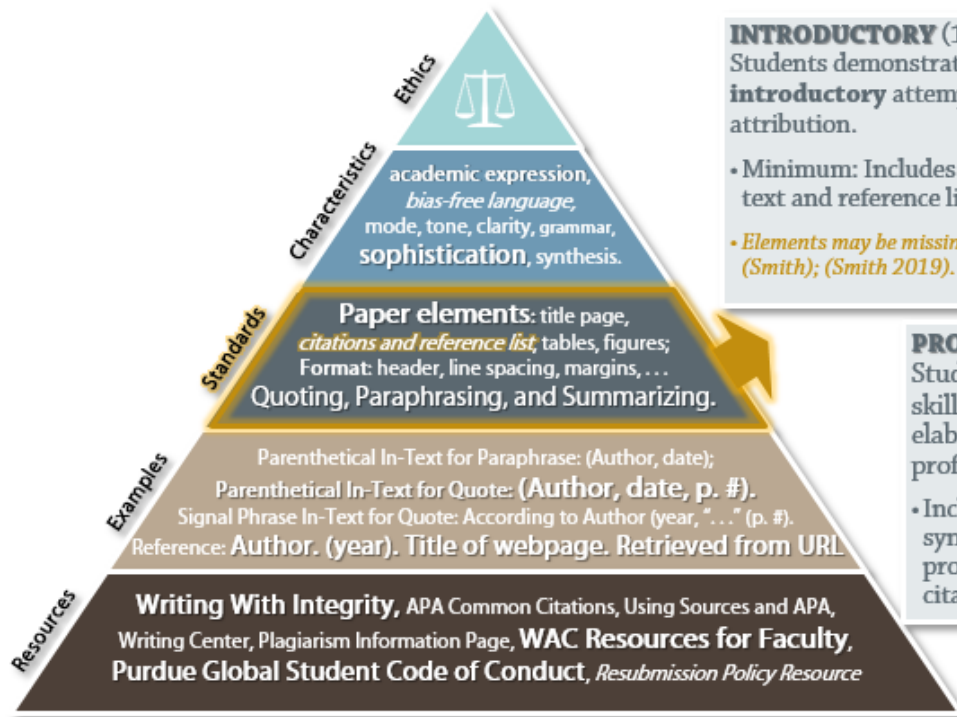
# ACADEMIC STYLE EXPECTATIONS



	INTRODUCTORY (100 Level)	EMERGENT (200 Level)	PRACTICED (300 Level)	PROFICIENT (400 Level)	MASTERY (Graduate)
Ethical Framework and Description of Expectations					
Style Characteristics					
Citation and Formatting Standards					



# ACADEMIC STYLE EXPECTATIONS: CITATION STANDARDS



## INTRODUCTORY (100 LEVEL)

Students demonstrate **introductory** attempts at attribution.

- Minimum: Includes author in text and reference list.
- *Elements may be missing. Example (Smith); (Smith 2019).*

## EMERGENT (200 LEVEL)

Students demonstrate **emergent** skills citing texts, data, and figures.

- Minimum: Includes varied sources cited in text with appropriate reference list entries.
- *Elements may be inconsistent.*

## PRACTICED (300 LEVEL)

Students demonstrate **practiced** skills integrating and citing scholarly sources.

- Minimum: Includes varied, signal phrase and parenthetical in-text citations and appropriate reference entries.
- *Elements adhere to guidelines.*

## PROFICIENT (400 LEVEL)

Students demonstrate **proficient** skills integrating, citing, and elaborating on scholarly and professional sources.

- Includes strategic and sophisticated synthesis of research and proficiently formatted in-text citations and references.

## MASTERY (GRADUATE)

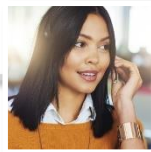
Students demonstrate growth from novice to proficient to masterful skills integrating, citing, and elaborating on scholarly and professional sources.

- Includes strategic, sophisticated, and masterful synthesis of research that contributes to the field of study and displays expertly formatted in-text citations and references.

# WAC AND THE PURDUE GLOBAL WRITING CENTER



**PAPER & PROJECT REVIEW, Q&A**



**LIVE TUTORING**



**WEBINARS**



**RESOURCES**


**PURDUE**  
UNIVERSITY  
GLOBAL

**Writing Across the Curriculum  
ADVISORY COMMITTEE**


# WAC - WRITING CENTER RESOURCES

[Home](#) [My Studies](#) [University Info](#) [Community Center](#) [Help](#)


### Writing Center Resources



**College Writing**  
Find resources on writing style, tone, audience, assignment and essay types, and conventions of undergraduate and graduate level writing and research.



**Writing Process**  
Find resources on the writing process including getting started, drafting and organizing, thesis statements, introductions and conclusions, revision, peer review, discussions, editing and proofreading, and creating presentations.




**Using Sources and APA**  
Find resources on finding, evaluating, using, and citing sources; summarizing, quoting, and paraphrasing; APA Style; avoiding plagiarism and writing with integrity.

### Featured Writing Resources


- All Writing Center Resources Links
- APA Formatting and Citation
- APA Title Page and Running Head Video
- Common Citations in APA Format
- Creating Effective PowerPoint Presentations
- Paragraph Development
- Viewing a Turnitin OriginalityCheck Report
- Writing Webinar Archives
- Writing With Integrity

**Students/Faculty:** [campus2.purdueglobal.edu/page/writing-center](https://campus2.purdueglobal.edu/page/writing-center)


**Alumni/Public:** [library.purdueglobal.edu/writingcenter](https://library.purdueglobal.edu/writingcenter)




**Grammar**  
Find resources on sentence grammar, mechanics, and spelling including the rules of capitalization, punctuation, and sentence parts including subject-verb agreement, active and passive voice, and comma usage.




**Study Essentials**  
Find resources that support learning for success including first-term resources, reading and study habits, time management, using Microsoft Word and PowerPoint, and more.




**First-Term Resources**  
Find resources to quickly orient you to college writing in your first term including resources on thesis statements, body paragraphs, clear writing, APA style, discussion board posts, online research, and more.




**Ask a Tutor**  
Submit your question, paper, project, or discussion post for feedback by email, or connect with a tutor for a live session.




**Effective Writing Podcasts**  
Listen to our popular podcast series for tips, strategies, and thoughtful insights that will boost your college writing skills and confidence.




**English Language Learning**  
Explore a variety of resources on grammar and writing concepts and learn strategies for developing stronger literary skills and achieving greater proficiency in English.




**Writing Fundamentals**  
Explore tutorials on the writing process: cubing, paragraphing, sentence structure, commas, editing, proofreading, and sample papers to revise and edit.




**Join a Webinar**  
The Webinar Calendar and Webinar Archives including featured webinar recordings are available here.



**Faculty Resources**  
Academic Success Center resources and referral forms for faculty.

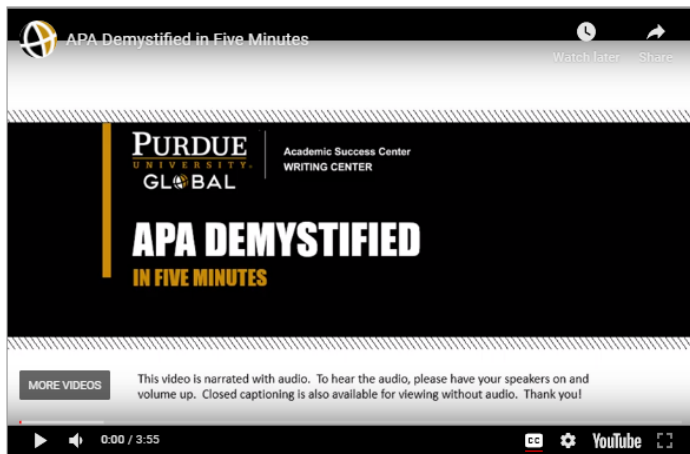


**Graduate Student Research and Writing**  
Explore resources on writing research papers, literature reviews, master's thesis, business plans, and more.



**Writing Center Videos**  
Find videos on APA formatting, the writing process, internet research and avoiding plagiarism, and more.

# WAC - WRITING CENTER RESOURCES



APA Demystified in 5 Minutes Video  
Learn the basics of APA formatting and citation.

- DOIs and Citation Podcast  
Learn how to format a reference list entry for a so...
- Formatting Titles Podcast  
Learn how to format the titles of articles, webpage...
- APA Sample Research Paper  
Sample APA research paper showing title page, in-t...
- Viewing a Turnitin Originality-Check Report  
Understand how to interpret an Originality Report ...
- APA Basic In-Text Citations  
Writing Center podcaster, Kurtis, explains how to f...
- Self-Plagiarism Podcast  
Understand what it means to plagiarize yourself a...
- Using Turnitin  
How to Use Turnitin Reports to Help Prevent Plag...
- Self-Citation Podcast  
Learn how to use and cite something you said in a...
- Paraphrasing Podcast  
Understand the basics of paraphrasing and citing ...

## Using and Citing Sources

- Basic Citation Guidelines
- Paraphrasing Podcast
- A Quick Guide to Paraphrasing
- Self-Citation Podcast
- Self-Citation Policy
- Self-Citation Policy Resource
- Signal Phrases and Interacting With Texts Podcast
- Working With Sources Podcast: The 80/20 Principle
- Writing With Integrity

## APA Citation and Formatting Guidelines

- APA Basic In-Text Citations
- APA Common Citations (Full Article)
- APA Demystified in 5 Minutes Video
- APA Headings and Subheadings
- APA Manuscript Style Guidelines
- APA Reference Page Capitalization Rules
- APA Reference Page Checklist Podcast
- APA Reference Page Format
- APA Sample Research Paper

**Students/Faculty:** <https://campus2.purdueglobal.edu/media/apa-demystified-in-5-minutes>

**Alumni/Public:** [AskASC YouTube Channel: Writing Center Playlist](#)



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# WAC – WRITING CENTER ACCESS FROM BRIGHTSPACE



## Writing Center

Content Discussions Assignments Quizzes Grades More Tools ▾ Help ▾ CLA Org Tools ▾

Search Topics 🔍

- Course Schedule 2
- Table of Contents 96
- Syllabus 1
- Digital Book 2
- Course Resources 8
- Academic Tools 4**
- Virtual Office 1
- Instructor Resources 1

### Academic Tools ▾

0 % 0 of 4 topics complete

- Library** ▾  
External Learning Tool
- Academic Writer** ▾  
External Learning Tool  
Academic Writer is APA's tool for teaching and learning effective writing and the rules of APA Style.
- Academic Success Center** ▾  
Link
- Writing With Integrity** ▾  
Link



### Faculty Resources

Academic Success Center resources and referral forms for faculty.



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# FACULTY FEEDBACK TOOLS FOR STUDENTS



- 🌐 **APA Comments Database**
- 🌐 **APA Assignment Quick Reference Guide**
- 🌐 **APA Student Self-Efficacy Survey**
- 🌐 **TurnItIn**



# APA COMMENTS DATABASE



Final Version APA Comments Database ☆

File Edit View Insert Format Tools Add-ons Help [Last edit was on July 26](#)

100% Normal text Arial 12 B I U A

## APA Comments Database

1 of 2

### Citations

No Citations Present:  
To show readers what has been borrowed, provide in-text citations for any material that has been summarized, paraphrased, or directly quoted. The writer cites the source with both an in-text citation and an entry on the references page as explained in these tutorials: <https://campus2.purdueglobal.edu/article/basic-citation-guidelines>

Overall errors in Citation format:  
The format of a citation differs depending on if the information is paraphrased or directly quoted from the source. For details on how to provide a correct in-text citation for paraphrased material as well as direct quotes, review this quick video at <https://campus2.purdueglobal.edu/media/basic-in-text-citations>

Errors in Direct Quotes:  
Direct quotes must be placed in quotation marks followed by a citation which includes

# APA ASSIGNMENT QUICK REFERENCE GUIDE



## ED522 Unit 6 Assignment: Classroom Management Plan



**APA Quick Reference:** [Finding Sources](#) || [How to Search](#) || [Search Strategies](#) || [Organizing Sources](#) || [Evaluating Sources](#) || [APA Citations](#) || [Direct Quotations](#) || [Paraphrasing](#) || [Plagiarism and Self-Plagiarism](#) [Academic Integrity](#) [Reference Page](#)

### Assignment Details

In this course, you have looked at various theories and methods that relate to classroom management. Through this, you have studied a number of behavior models explaining how to deal with and prevent behavior problems. Now it is time to develop your own classroom management plan.

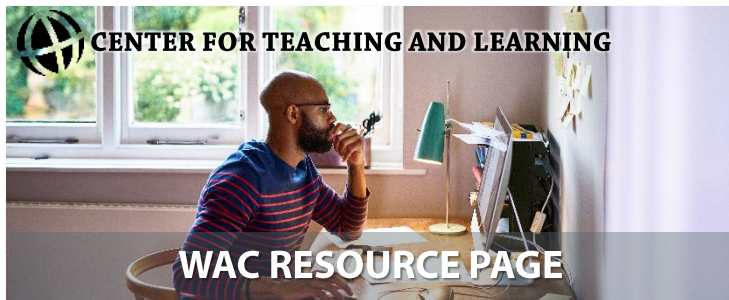
Use your course readings, journal articles, and other credible and verifiable resources to answer the following questions. Use a minimum of 4 credible, reliable sources to support your responses. Your plan should contain the following:

### Part 1: Classroom Management Plan



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# WAC FACULTY TRAINING AND SUPPORT



*Purdue University Global | Leading the Globalization of WAC with Diverse Perspectives*



**Writing Across the Curriculum  
ADVISORY COMMITTEE**

# WAC FEEDBACK: Google Form



Complete your responses at

<https://forms.gle/CdPCj1FSk2F8Y3kz7>

*Thank you!*





# REFERENCES

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## References

Condon, W. and Rutz, C. (2013). A taxonomy of Writing Across the Curriculum programs: Evolving to serve broader agenda. *College Composition and Communication*, 64(2). 357-382 Retrieved from

<http://www.ncte.org/library/NCTEFiles/Resources/Journals/CCC/0642-dec2012/CCC0642Taxonomy.pdf>

Rammia, M. (2015, June). WAC or WAG: Should Writing Across the Curriculum (WAC) be expanded to Writing Across the Globe (WAG)? *College Composition and Communication*, 66(4), 700-705.

Zumbrunn, S. & Krause, K. (2012). Conversations with leaders: Principles of effective writing instruction. *The Reading Teacher*, 65(5), 346-353.



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# THANK YOU!

**LEADING THE GLOBALIZATION OF WAC WITH DIVERSE PERSPECTIVES**



## CONTACT US

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