PURDUE UNIVERSITY GLOBAL

Writing Across the Curriculum
ADVISORY COMMITTEE

LEADING THE GLOBALIZATION OF WAC WITH DIVERSE PERSPECTIVES

Purdue Global Village, November 5, 2019

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Chrissine Cairns, M.A., Academic Center Specialist, Purdue Global Academic Success Center
Kathy Ingram, Ph.D., Assistant Dean of Curriculum, Purdue Global Curriculum and Innovation
Misty LaCour, Ed.D., Professor, Purdue Global College of Social and Behavioral Sciences

ABSTRACT

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

WRITING ACROSS THE CURRICULUM OR GLOBE?

WAC 3.0

- 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	Integrated	Institutional Change Agent
The initiative moves from individual(s) desiring to support students to more defined roles.	WAC is woven into and coordinated with areas such as assessment, accreditation, and planning.	WAC is a change agent permanently interwoven with various areas of the institution and key roles.
Stakeholders embrace the importance of writing to learn and learning to write.	Key funded roles and WAC experts is established.	New, dynamic initiatives and ways WAC helps drive other institutional goals emerge.
The focus on pedagogy and scholarship increases. Resources are created.	Writing is included throughout the university curriculum and becomes a source of pride.	WAC begins to have a signature identity. (Condon and Rutz, 2013)

Resources are created. source of pride. 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

WAC 3.0

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.

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Writing Across the Curriculum
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NEED WAC ASSISTANCE?

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

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

- **THE WACONCIERGE**

  Email: WAConcierge@purdueglobal.edu

  or

  WAConcierge Open House

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

  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

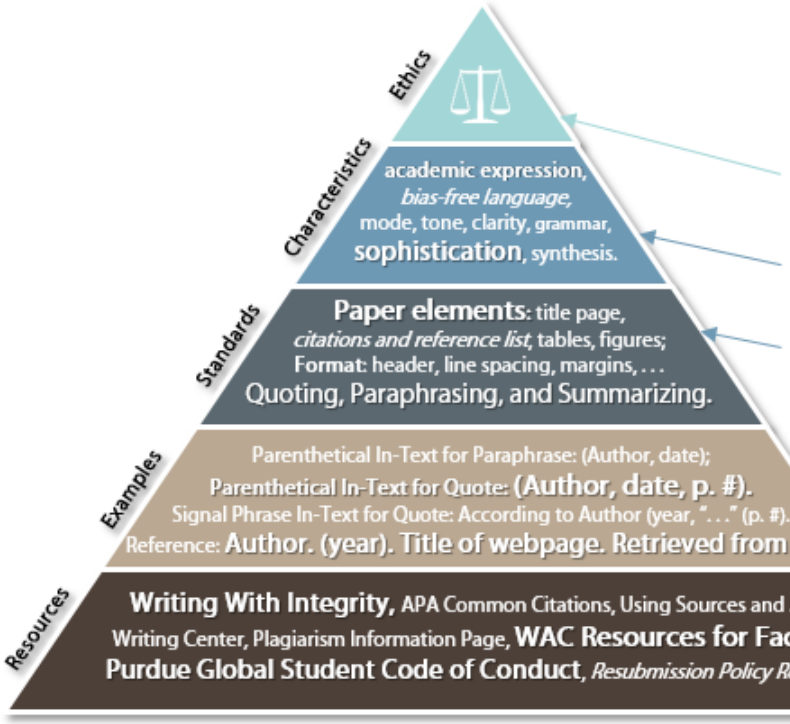
INTEGRATING AND EXPANDING THE WAC MISSION

- 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					

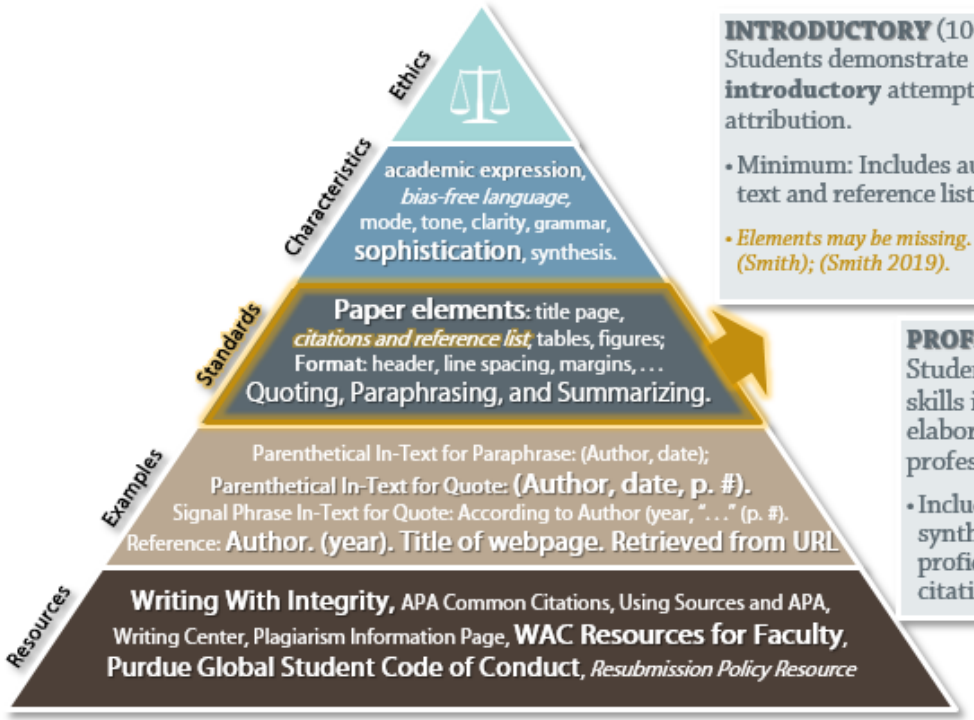
ACADEMIC STYLE EXPECTATIONS



	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

WAC 3.0



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

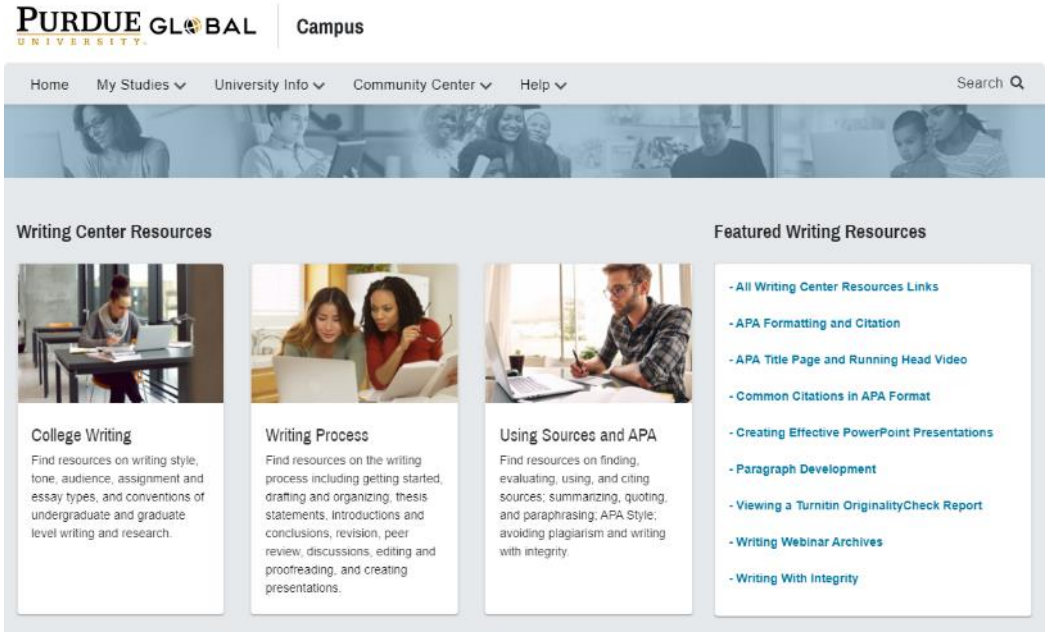
PAPER & PROJECT REVIEW, Q&A

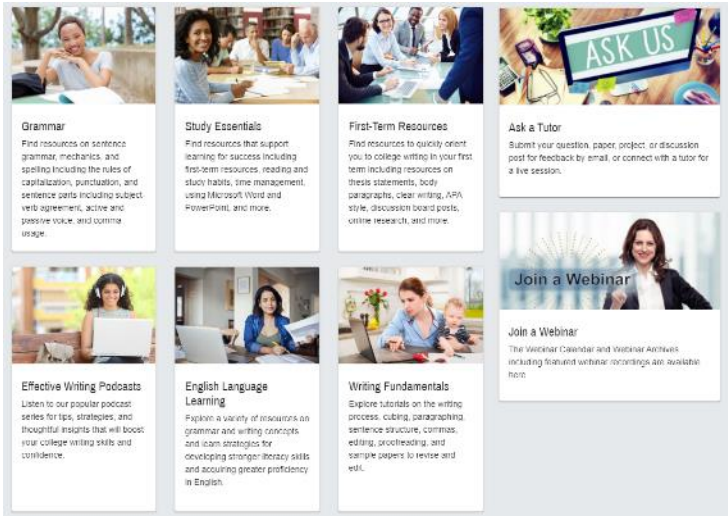
LIVE TUTORING

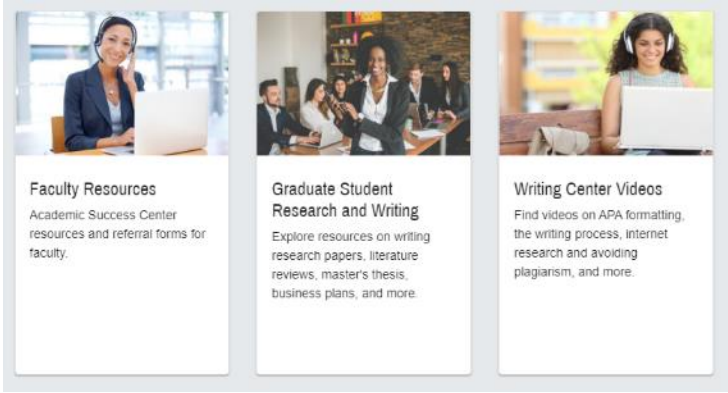
WEBINARS

RESOURCES

WAC - WRITING CENTER RESOURCES

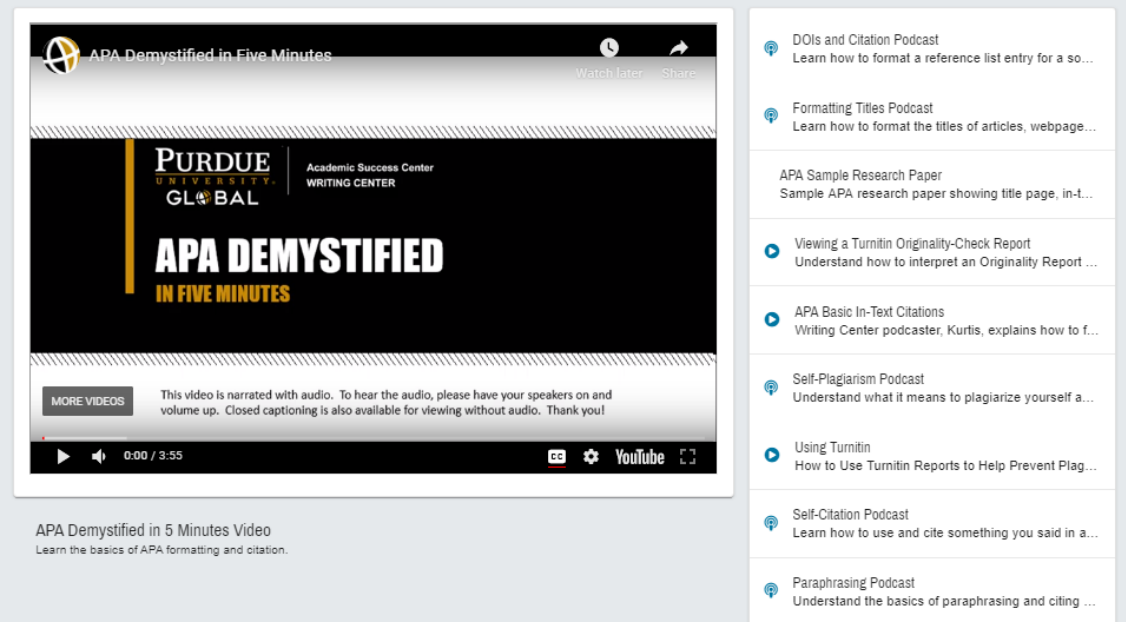


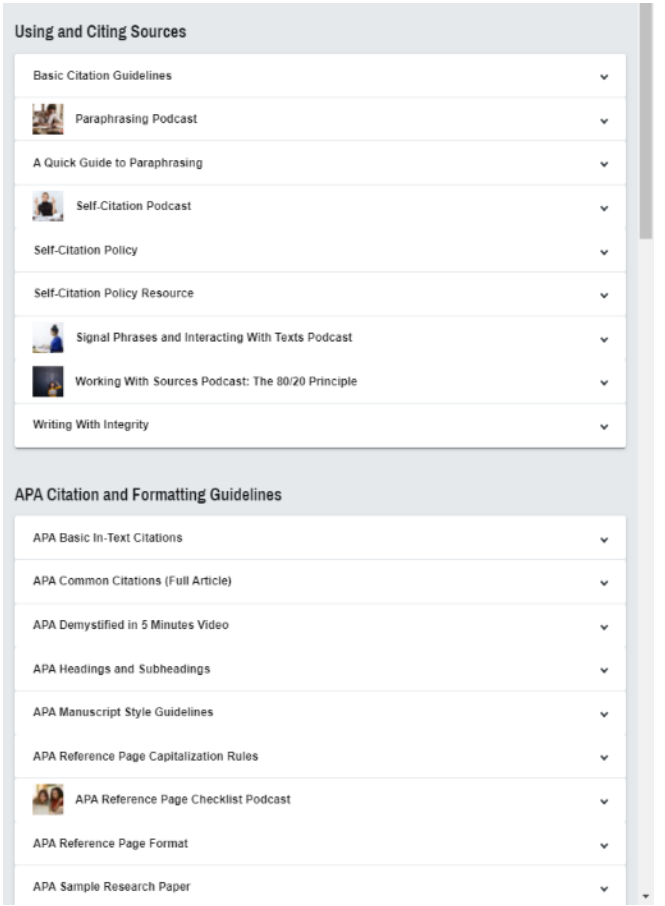




Students/Faculty: campus2.purdueglobal.edu/page/writing-center
Alumni/Public: library.purdueglobal.edu/writingcenter

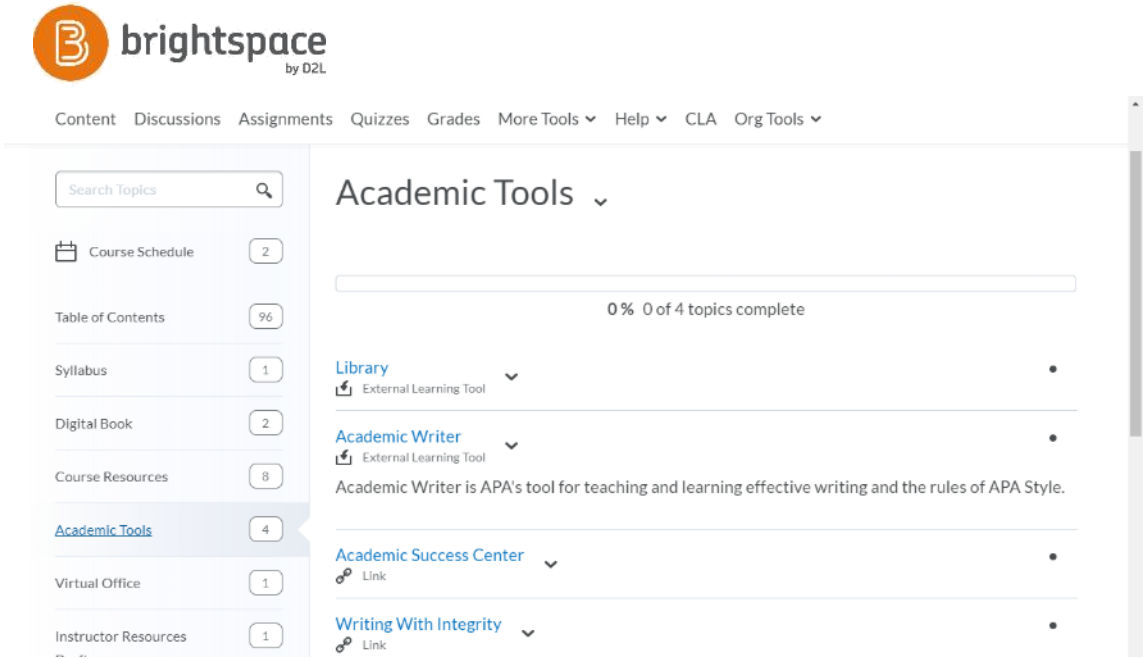
WAC - WRITING CENTER RESOURCES





Students/Faculty: https://campus2.purdueglobal.edu/media/apa-demystified-in-5-minutes
Alumni/Public: AskASC YouTube Channel: Writing Center Playlist

WAC – WRITING CENTER ACCESS FROM BRIGHTSPACE



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Writing Center

PURDUE UNIVERSITY GLOBAL

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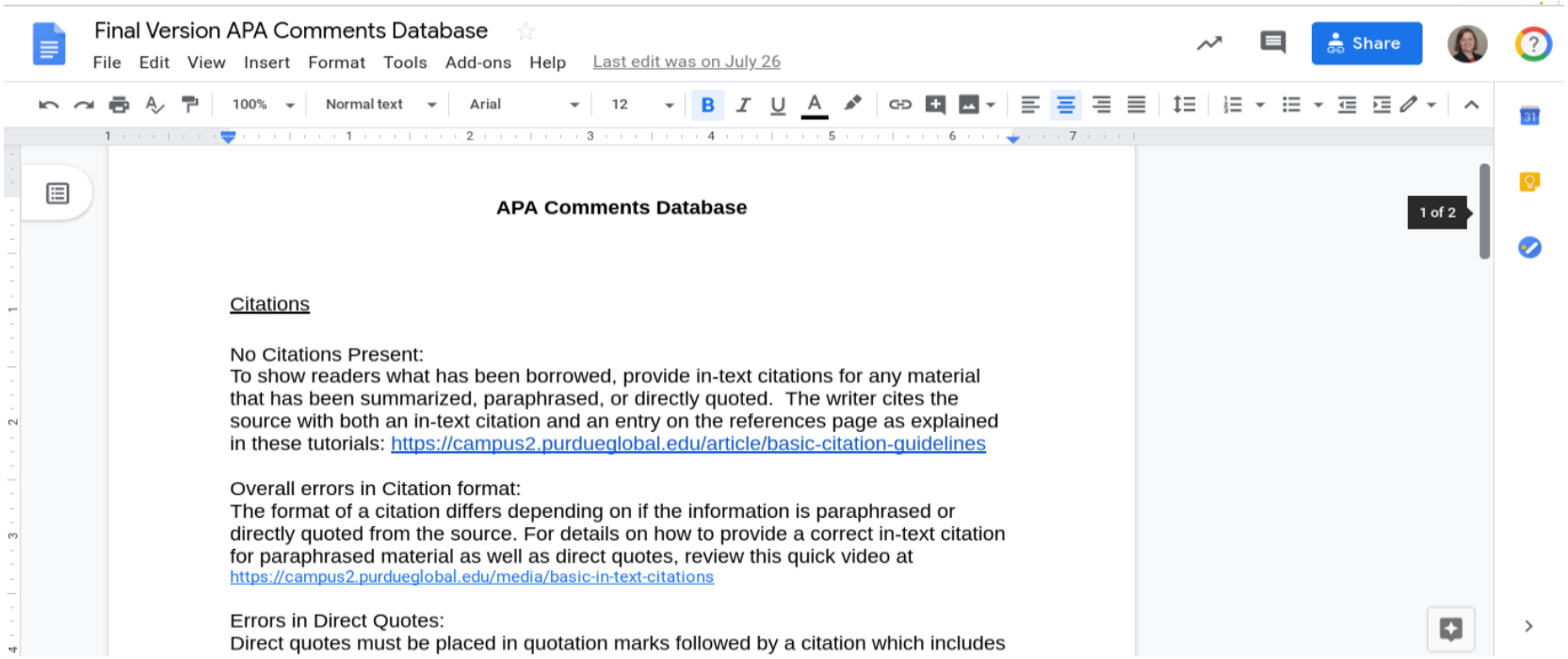
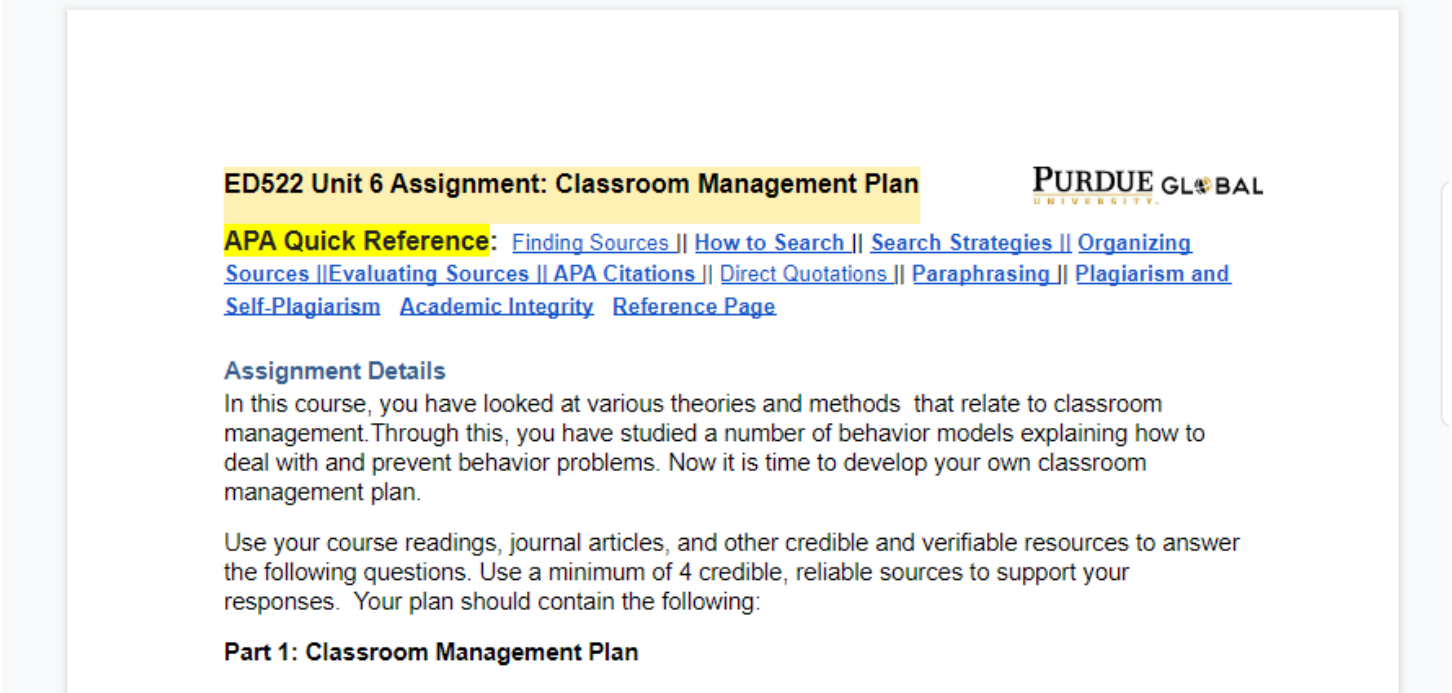
FACULTY FEEDBACK TOOLS FOR STUDENTS

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

APA COMMENTS DATABASE



APA ASSIGNMENT QUICK REFERENCE GUIDE



ED522 Unit 6 Assignment: Classroom Management Plan

PURDUE GLOBAL UNIVERSITY

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

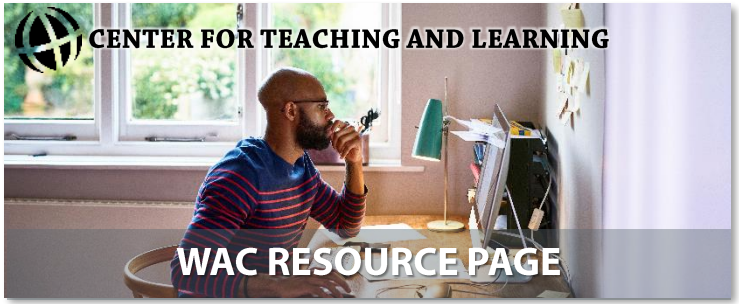
Assignment Details

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

WAC FACULTY TRAINING AND SUPPORT



WAC FEEDBACK: Google Form

Complete your responses at

https://forms.gle/CdPCj1FSk2F8Y3kz7

Thank you!

REFERENCES

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!

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