



## WAC and the Sciences/Health Sciences Brainstorming Roundtable:

Departments Represented: ARC, Biology, HEOP, the Library,  
Physical Therapy, Psychology, Sports Sciences, and the WC

Brainstorming Session

Date: April 19, 2006

Location: Jonas Board  
Room

# WAC and the Sciences/ Health Sciences

The first *WAC and the Sciences Brainstorming Roundtable* included a discussion of ways support services can work more closely with faculty in these disciplines.

## Possible Ways to Expand Services

### *The Academic Reinforcement Center (ARC)*

#### FACULTY CAN:

- Encourage students to set up study groups/ group tutoring sessions in the ARC
- Voice to the Administration the need for more tutors to serve the growing number of students that faculty encourage to visit the Center
- Provide ARC Director, Courtney Frederick (x1330), with copies of their assignments, syllabi, etc. for the ARC tutors' reference and for staff training purposes

#### THE ARC CAN:

- Establish a network between the ARC and other departments wherein departments appoint work-study students to tutor content-specific material at the ARC

### *The Writing Center (WC)*

#### FACULTY CAN:

- Work with the WC to instruct tutors (i.e. workshops where faculty can instruct WC tutors in

the discourse requirements of their disciplines)

- Provide WC Director, Ann Larson (x1116), with copies of assignments, syllabi, etc. for the WC tutors' reference and for staff training purposes

#### THE WC CAN:

- Create more WC/E-tutoring program collaborations with faculty and individual classes, modeled after WC/Tom Johnson (Respiratory Care) collaboration

### *The Library*

#### FACULTY CAN:

- Design assignments for library sessions which require librarians to work with students on research relevant to course material and goals

#### THE LIBRARY CAN:

- Provide instruction for individual course sections at faculty's request
- Offer one-on-one consultations with students at faculty's request

## Challenges and Strategies

The informal discussion began by asking faculty members to discuss some of the challenges they face. Many of the issues raised related directly to writing.

### CHALLENGES

#### Students' inability to:

- Analyze and critique reading
- Cite sources correctly
- Adhere to guidelines/follow directions
- Make connections between reading and writing
- Analyze and recognize viable Internet sources

#### Students' lack of:

- Basic grammar skills
- Understanding of writing requirements and/or assignments
- Basic library research skills
- Interest in writing assignments

#### Other related issues included students':

- Tendency to take notes inefficiently or not at all
- Resistance to address teachers' comments and corrections

### STRATEGIES

- **Stage-based Writing Assignments:** Faculty periodically review stages of student work and encourage revision.
- **Instructions:** Faculty present students with detailed, step-by-step instructions; students are more likely to follow instructions carefully.
- **Graded Drafts:** Faculty impose significant consequences (i.e. loss of points to final assignment grade) when students fail to address their comments from one draft to the next.
- **Library:** Faculty communicate frequently and in depth with librarians so that both understand more clearly the needs and development of students engaged in research.
- **Short, Informal Writing Assignments:** Faculty present shorter writing assignments as potential exam questions/topics for longer assignments so students see added incentives to taking these assignments seriously.
- **Models:** Faculty provide samples of student work representing a range of quality, and discuss with students the evaluation of each sample.

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