

## WAC Program Co-Recipient of Instructional Innovation Grant

The WAC office is pleased to announce that **Dr. William Burgos**, Director of LIU Brooklyn's WAC Program, is a co-recipient of an Instructional Innovation grant from the Office of Academic Affairs and the Teaching & Learning Initiative (TLI) Advisory Committee of Long Island University. The other co-recipients of the grant are **Dr. Beverly Lyons**, Professor in the **Master of Public and Health Administration Program (MPA)**, and **Jane Suda**, Assistant Professor and Coordinator of Library Instruction at the **Brooklyn Campus Library**.



MPA students debate a writing sample in a recent WAC workshop. MPA professor Beverly Lyons was among the recipients of an Instructional Innovation grant.

The grant proposal submitted by Profs. Lyons, Suda, and Burgos, "MPA Integrated Writing Workshop: Cross Campus Collaboration," developed out of a collaboration aimed at highlighting for MPA students key skills in graduate-level writing: Thesis development, and Analysis and Summary.

The two half-day workshops they designed achieved two goals: to provide MPA students—who are often working full-time while earning their degrees—with needed orientation to academic writing at the graduate level; and to supplement the already demanding MPA curriculum without adding a writing course. The workshops also demonstrated the benefits of an integrated approach to their designing.

With the grant, Burgos, Lyons, and Suda plan to explore ways to extend and monitor the impact of the MPA workshop on entering students. They also plan to develop a prototype—based on the MPA workshops' integrated approach—that other graduate programs at LIU Brooklyn and at other institutions could use to reinforce graduate student research and writing skills.

## WAC Goes to the Source: WAC/Library Partnership Planned

This year the WAC office organized a workshop series, *Going to the Source*, focused on source-based writing assignments that require students not only to incorporate a source into their text, but also to engage it critically. The series examined ways for faculty to design effective source-based assignments, to prepare students for working with sources, and to provide feedback on typical problems students have when writing with sources. The library was featured in the fall workshops, which stressed the importance for faculty of working with librarians to assess students' level of information literacy and to create assignments appropriate to their level of preparedness.

For the WAC office, the workshop series resulted in an unexpected outcome: an initiative to develop WAC collaboration with the Library. "At first we were focused on promoting faculty partnerships with librarians to design and develop

source-based assignments," noted **Dr. William Burgos**, Director of the WAC Program. "But in the course of meetings with the librarians it became evident that the WAC Program itself needed to partner more with the Library."



Librarians Betsey Crenshaw, Vincent Munch, and Jane Suda

The WAC staff's workshop planning discussions with the librarians—**Vincent Munch**, **Jane Suda**, and **Betsey Crenshaw**—evolved into mini-seminars on the complementary goals of WAC and the Library. These goals converge on active learning: WAC promotes writing as a way to learn course material more effectively, and librarians teach students how to be critical evaluators of information, or "information literate."

To achieve these mutual instructional goals, the WAC office plans to integrate the Library whenever possible into its work with faculty. Because informed selection and analysis of sources is crucial to academic writing, WAC's championing of writing-to-learn will be reinforced by partnership with the Library, which is a key University resource for teaching students to think critically about sources.

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Check the website for information on  
WI requirements and other WAC  
materials and faculty resources.

[www.liu.edu/brooklyn/wac](http://www.liu.edu/brooklyn/wac)

#### Designated Writing Intensive Courses:

##### Anthropology:

•ANT 137, Ethnography

##### Art:

•ART 101, Caves to Cathedral  
•ART 108, Photography Studies

##### Biology:

•BIO 141, Scientific Writing

##### Business:

•MAN 131, Managerial Communications  
**Communication Sciences and Disorders:**

•SLP 410, Introduction to Communication  
Changes and Disorders Across Life Span I

##### •Communication Studies, Performance Studies, & Theater:

•SPE 194, Research Methodology  
in Communication

•THE 101, Demystifying Writing about  
Theater

##### Core Seminar:

•COS 50, The Idea of the Human

##### Dance:

•DNC 205, Dance History  
•PE 152, Exercise Physiology I

##### Division of Sports Sciences:

•SPS 152, Exercise Physiology I  
•HS 603, Independent Study

##### Economics:

•ECO 100, U.S. and the Global  
Economy

##### English:

•ENG 16, English Composition  
•ENG 101, Introduction to  
English Studies

•ENG 190, Senior Seminar

##### Foreign Languages:

•FRE 106, Advanced French Tutorial in  
French Literature

•SPA 106, Tutorial on Peninsular/Hispanic  
Themes

##### History:

•HIS 100, The American Experience

##### Journalism:

•JOU 119, News Writing

##### Media Arts:

•MA 164, History of Photography  
•MA 187, Introduction to Film Studies  
•MA 239, Survey of Computer Arts

##### Music:

•MUS 107, Music History I  
•MUS 108, Music History II

##### Nursing:

•NUR 254, Introduction to  
Professional Nursing

##### Occupational Therapy:

•OT 620, Research Proposal Writing  
•OT 720, Community

Practice, Education, and Health

##### Philosophy:

•PHI 196/196, Honors Study in  
Philosophy

##### Political Science:

•POL 128, Race, Sex and the Law

##### Respiratory Care:

•RC 205, Cardiopulmonary  
Medical Sciences

##### Psychology

•PSY 151, Experimental Psychology

##### Social Work:

•SWK 115, Introduction to Human Services  
and Social Work

##### Speech

•SPE 194, Research Methodology in  
Communication

##### Teaching and Learning:

•TAL 350, The Developing Child

## WAC TIPS: One-on-One with WAC

Can't make a WAC faculty workshop because it conflicts with your schedule or doesn't address a topic of urgent concern to you? You can call the WAC office and arrange for the workshop to come to you, in your office, at a time convenient for you and on a topic of your choosing.

Some members of the **Department of Communication Sciences and Disorders** recently took advantage of this WAC Program resource. **Dr. Sylvia Waters, Dr. Gina Youmans, and Dr. Scott Youmans** met with WAC staff for help with responding more efficiently to the writing of their Speech Language Pathology (SLP) graduate students.

In addition to traditional graduate level writing—research reports, annotated bibliographies, etc.—the M.S. Speech Language Pathology program requires that students become fluent in drafting diagnostic reports and other such specialized documents. The challenge for instructors is in responding to and assessing such an array of writing assignments and styles when the requirements for each one differ. Between addressing issues of format, mechanics (syntax, grammar, documentation), and content, an instructor can easily

become overwhelmed about where to begin. As Dr. Scott Youmans pointed out: "I get so caught up in format that I don't see the content."

It was precisely this concern that the WAC Consultants addressed in the session. Through a series of questions they were able to create a profile of the professors' typical writing assignments, and their competing concerns in giving students feedback. By the end of the session they helped the faculty prioritize their feedback, providing them with sample rubrics and assessment forms that they could adapt to their individual classes. "This makes sense," Dr. Gina Youmans concluded. "If we send patients home with a list of 10 or 15 things to work on, we're lucky if they work on one. Telling [students] to work on all their issues at one time can be overwhelming."

Just as students should not be overwhelmed by feedback on their writing, instructors should not feel overwhelmed by providing it. WAC Consultants are on call to help instructors find ways to comment effectively and efficiently.

*Faculty are encouraged to consult with WAC staff over any student writing-related issues they encounter. Contact William Burgos at 718-488-1094 to arrange a meeting.*

## Lonie Presents on Developing a Writing-Intensive Course at Pharmacy Conference

How does one "integrate writing" into lecture courses attended by 200 students, when it's all the instructor can do to communicate the essential information students need within the limits of class time?

This was one of the curricular dilemmas faced by the faculty of LIU Brooklyn's **Arnold and Marie Schwartz College of Pharmacy and Health Sciences** as they undertook to implement WAC in their program. Two faculty members from the Division of Social and Administrative Sciences, **Dr. Donna Dolinsky** and **Dr. John M. Lonie**, were charged with developing a writing-intensive (WI) course for Pharmacy majors. In addressing this challenge, LIU Brooklyn's Pharmacy faculty have designed a model for WAC integration that meets the needs of their program and may be applicable to other Pharmacy programs.

In July 2006, Dr. Lonie presented the model he helped develop at the *American Association of Colleges and Pharmacy's (AACCP)* annual meeting and conference in San Diego, California. Lonie's presentation, "Creating a

Writing Intensive Communications Skills Course," drew an audience curious about the relevance of WAC to

Pharmacy, and the logistics of incorporating writing-to-learn assignments in Pharmacy courses. "I was excited by the positive response most of my colleagues had regarding WAC," Lonie reports.

In his session, Lonie discussed the rationale for offering writing-intensive courses, the necessary

support and planning involved in the process, and the principles and organization of his WI course. Because many pharmacy professors are unfamiliar with WAC principles, Lonie's presentation gave him the opportunity to share the lessons learned with his peers from all over the country.

One of the lessons Lonie, a veteran of the WAC program's faculty workshops, emphasized is the importance of having a WAC office as a faculty resource: "Commitment to this type of initiative would not be possible without support at the college and university level."



Prof. John Lonie

