



Writing Across the Curriculum at KCC

Welcome to our overview of the program with a focus on the process whereby faculty become WAC certified.

Presentation created by Kate Garretson, WAC Coordinator.

WAC Program Overview

There are three overlapping components

- **Writing-intensive Program**

KCC students must pass one writing intensive course as a graduation requirement.

- **Faculty Certification Program**

Writing intensive sections are offered by instructors who have completed a certification process in WAC.

- **Writing Fellow Program**

Writing Fellows prepare a writing intensive course portfolio and tutor students in writing intensive sections.

More about...

- Writing-intensive (W) Program
- Faculty Certification Program
- KCC Writing Fellow Program

Writing intensive sections

- Students must complete one as a graduation requirement.
- Over 100 courses are offered in the Fall and Spring semesters, in all the departments and majors.
- Writing intensive sections are capped at 25 students to allow for more individualized instruction.
- Only WAC certified faculty may teach writing intensive sections.

What characterizes a writing intensive section?

- Students write informally as well as formally about course content.
- Assignments build on one another, allowing for a recursive learning process.
- Revision of drafts, based on feedback, is required.
- 30% of the final grade is based on writing assignments.

More about...

- Writing-intensive (W) Program

Faculty Certification Program

- KCC Writing Fellow Program

Why do faculty get certified?

- To offer writing intensive sections for their department.
- To enjoy a course cap of 25.
- To receive payment equivalent to 3 hours of release time at the end of the certification process.
- To earn a letter of appreciation from the Provost for their Tenure and Promotion file and credit for a contribution to the college.
- To make the time to think about their teaching and how to better align their practices with their values and goals.
- To interact with faculty from other disciplines in talking about teaching and learning at KCC and make new friends.

Faculty Certification Program

Every year: Winter, Spring, end of June

There are three options for becoming WAC certified:

- A. On campus workshop series + pilot semester
- B. Online tutorial + pilot semester
- C. Independent submission of a writing intensive course portfolio.

Course portfolio: In each case, faculty submit a course portfolio demonstrating how they will teach their course using writing.

Pilot: Candidates try out their revised assignments in the Spring and consider what works and what needs adjustment (A & B only).

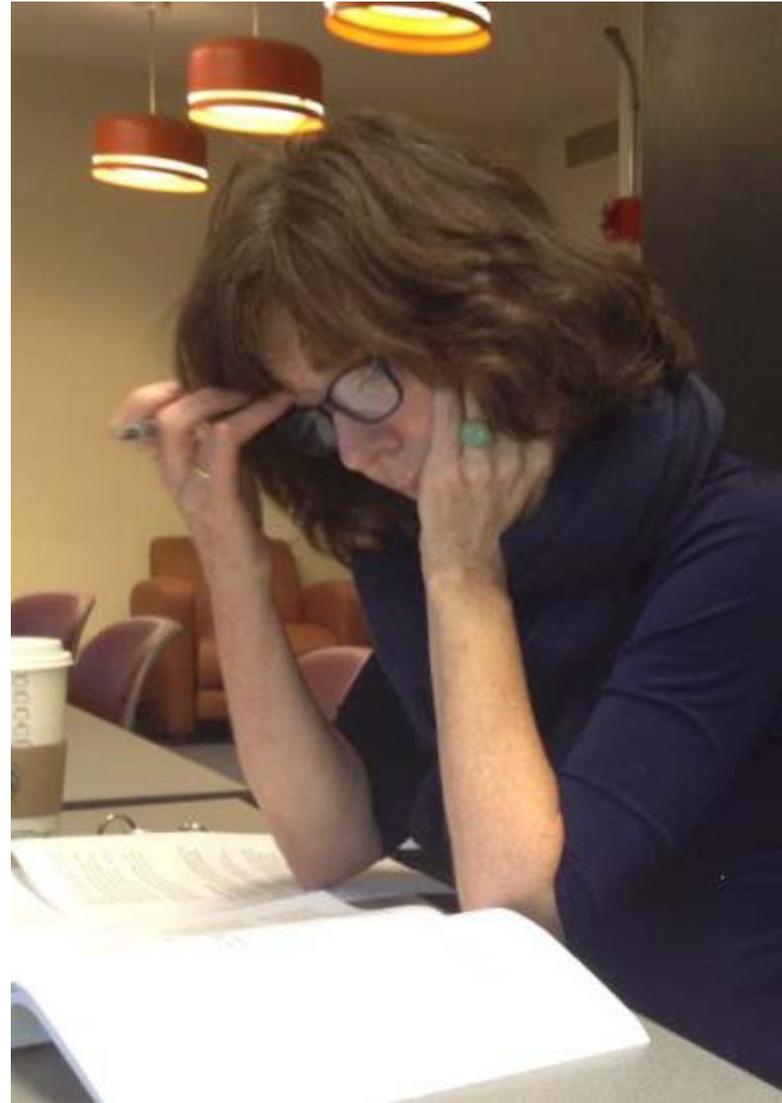
Submit: Final course portfolios are due by the end of June.

Option A. On Campus Group (6 weeks)

In a 9 session workshop series, faculty work to create a more writing intensive version of one of their courses.



Reflection is a major tool for learning in the seminar...



Another tool is dialogue



Faculty post their homework on linked individual blogs online. That way, Coordinators and other faculty can read and respond.

Tom Eaton

The Course Construction Site for Tom Eaton's The Art of Storyboarding Course



[Home](#) [Your Contract](#) [Directions for Using Your Personal Blogs](#)

Revised Course Syllabus

Posted on [January 23, 2013](#)

In the linked syllabus, I've revised the structure to reflect some of the changes we discussed last session. I've eliminated the last project (Commercial Storyboard) and expanded the (formerly) second project into 4 separate projects: Loglines, Outline/Thumbnails, Script, and Final Original Storyboard.

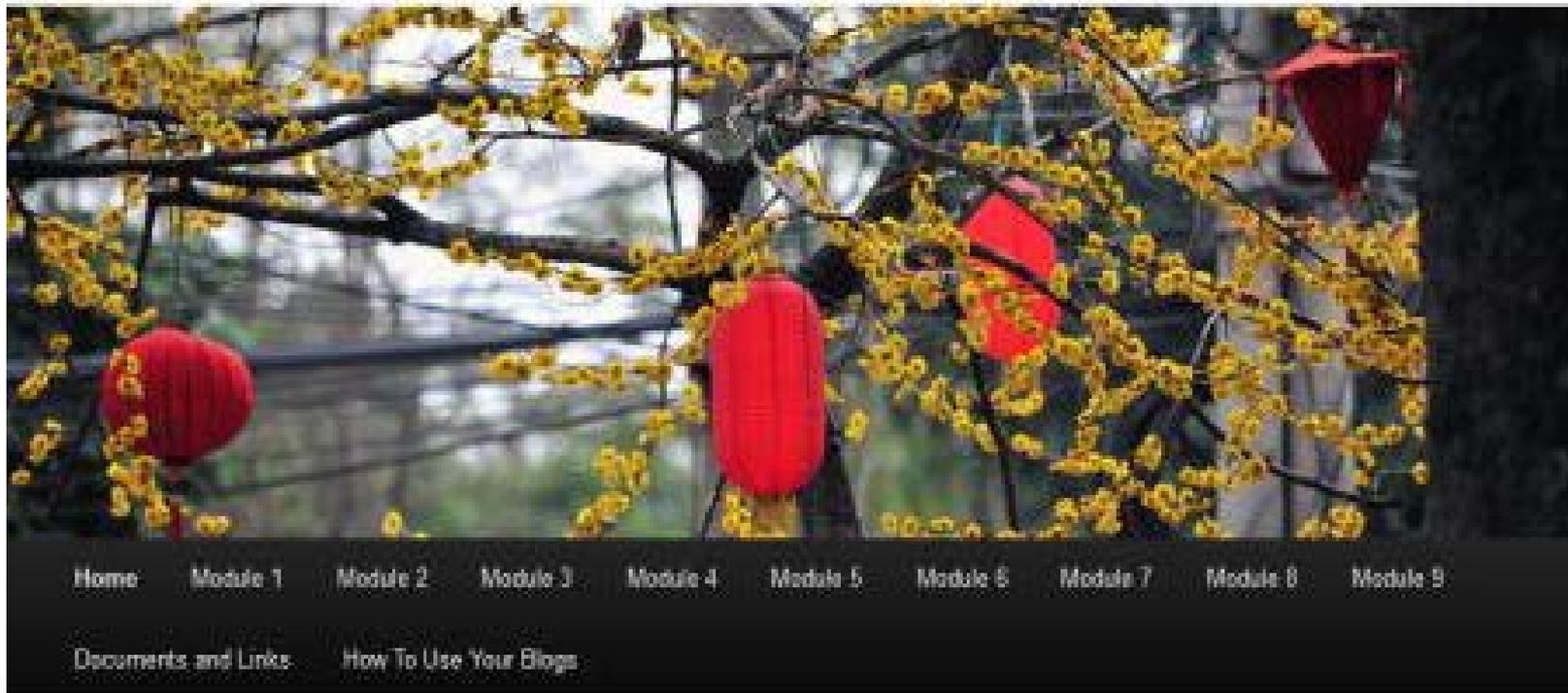


RECENT POSTS

- [Revised Course Syllabus](#)
- [Formal Writing Assignment](#)
- [Reading Assignment](#)
- [Learning Goals for My Course](#)
- [Response to Russell essay](#)

Option B: WAC Online. Work independently from home using our online tutorial. Nine modules of writing assignments.

Online WAC Certification Tutorial Motherblog



WAC Online:

- Faculty work on their own schedule, but not entirely at their own pace. There are deadlines.
- Group discussion is enabled on the **motherblog** site but module work is posted on **individual blogs**.
- A **provisional course portfolio** is due mid Feb.
- **You pilot** the course in the Spring. After you see what works and what doesn't work, you revise.
- The **final course portfolio** is due by June 30th

Interconnections: motherblog and individual blogs



Online WAC Certification Tutorial Search

Motherblog

Home Module 1 Module 2 Module 3 Module 4 Module 5 Module 6 Module 7 Module 8 Module 9

Documents and Links How To Use Your Blogs

Sarah Browne Bradwisch Search

The Course Coordinator Site for Sarah Browne Bradwisch's Learning and Teaching Center

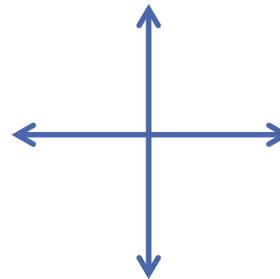
Home Your Contact How To Use Your Blogs

Joseph Verdino Search

The Course Coordinator Site for Joseph Verdino's Human-Computer Interaction Center

Home Module 1 Module 2 Module 3 Module 4 Module 5 Module 6 Module 7 Module 8 Module 9

Your Contact How To Use Your Blogs



Debra Schultz Search

The Course Coordinator Site for Deborah Schultz's Modern Learning Pathways Center

Home Module 1 Module 2 Module 3 Module 4 Module 5 Module 6 Module 7 Module 8 Module 9

Your Contact How To Use Your Blogs

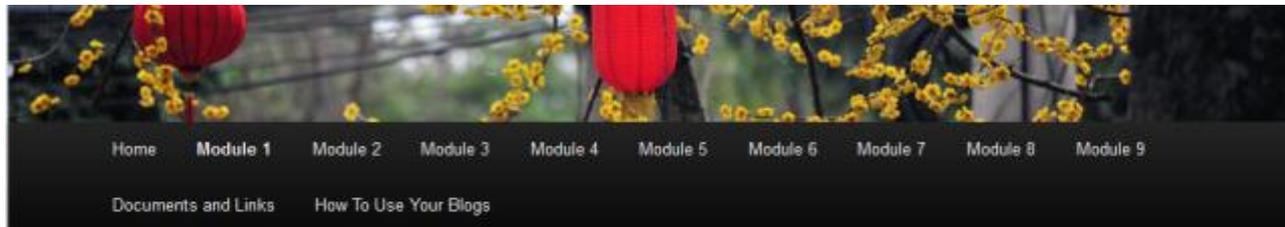
James Feustel Search

The Course Coordinator Site for James Feustel's Global Century Implementation Center

Home Module 1 Module 2 Module 3 Module 4 Module 5 Module 6 Module 7 Module 8 Module 9

Your Contact How To Use Your Blogs

Nine modules with reading and writing assignments on a theme.



Edit

Module 1

An Introduction to Writing Across the Curriculum (WAC)

Welcome to the 2013 WAC Certification Seminar!

This first module serves two important purposes: 1. to provide you with some background information about the Writing Across the Curriculum movement; and 2. to give you an opportunity to try out a key WAC technique, namely, "freewriting."

For this first module, you will read three short texts that connect with issues central to WAC. As with all the modules, you will be asked to do some informal writing on your personal blog, code it according to type, and post it there for your Fellow and other faculty to read/respond. Finally, as with all the modules, you will be asked to submit a Discussion Starter to the motherblog.

Readings for this Module: As you work your way through the readings listed below, please "leave tracks" — annotate them — so that you can find the parts that interested you later.

1. Peter Elbow, "Freewriting and the Problem of Wheat and Tares"
2. Toby Fulwiler, "The Argument for Writing Across the Curriculum"
3. John Bean, "Using Writing to Promote Thinking," Ch 1 from [Engaging Ideas](#)

The themes of the nine modules:

1. Introduction (Fulwiler, Elbow, Emig, Russell, Bean, Ch 1)
2. What are academic literacies? Which do you teach? (W&A, 1 -4)
3. Support for Reading (Bean, Ch 9)
4. Writing as Thinking (Bean, Ch 2: Critical Thinking)
5. Creating Effective Formal Writing Assignments (Bean, Ch 6)
6. Informal Writing (Bean, Ch. 7: Exploratory writing)
7. Response (Bean, Ch 15/16: Coaching, Writing Comments)
8. Assessment of Learning (Bean, Ch 14: Using Rubrics)
9. Responding to Error (Bean, Ch 5: Grammar and Correctness)

Faculty work primarily with John Bean's Engaging Ideas, but also with the first four chapters of Effective Grading (Walvoord and Anderson).

The goal is syllabus and assignment revision.

The writing tasks in each of the nine modules:

1. Write reflectively about your own experience with the topic.
2. Write in response to a reading.
3. Apply the ideas to teaching at KCC: reflect and then create new documents for your course.
4. Go meta: write about your own learning process in the module; also: “What stood out?” Why?
5. Revise some part of the above to share on the motherblog.

Deadlines for WAC Certification

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January 19th: Online and on campus candidates need to have completed the work for at least Modules 1 – 4 .

February 1st: Online and on campus candidates must have completed at least Modules 1 – 7 of the WAC seminar.

Mid February: Provisional course portfolios due.

June 30th: Final course portfolios are due.

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The Parts of a Course Portfolio

Reflective Statement

Detailed Syllabus

Assignments (handouts you give to the student)

Student Work (Final portfolio only)

Interested in becoming certified?

You'll find more information about options A, B, and C, including an application form, on our webpage under WAC for Faculty:

www.kbcc.cuny.edu/wac

Submit an application by October 30 with a copy of the current syllabus for the course you would like to revise over the winter.

You must have taught this course at least once at Kingsborough, and you need to be scheduled to teach it during the Spring term.

Thank you! We hope
you enjoyed this
presentation.

Still have questions? Ask Kate Garretson:
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