

Catching Another Wave: WAC at the Graduate Level

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Our talk

- * Key questions about WAC and grad writing support
- * The wider context of grad writing support (CGC Survey)
- * The contexts of our positions
- * What's happening at Dartmouth: needs assessment
- * What's happening at Chalmers: grad student support and faculty development

Key Questions

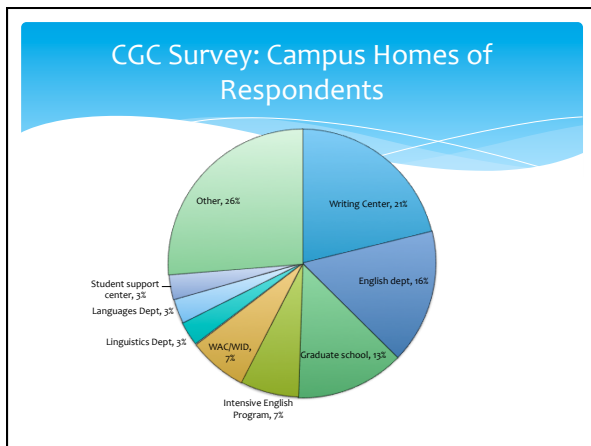
What is “writing across the curriculum” at the graduate level?

- * What do we mean by “writing”?
- * What do we mean by “curriculum”?
- * How are we defining WAC?

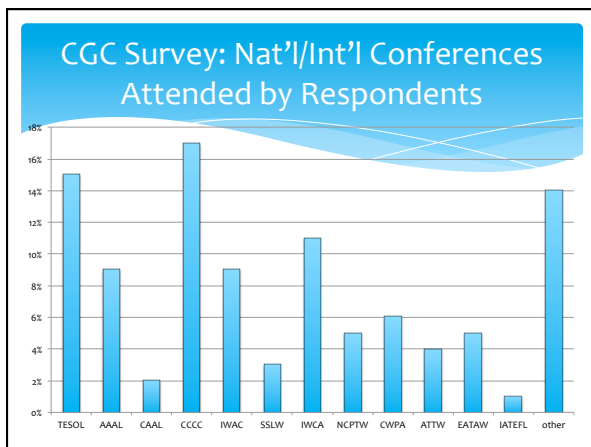
Key Questions

What is the landscape of graduate communication support?

- * Which campus units typically offer graduate writing support?
- * What models for and approaches to graduate writing support have been developed and which seem most effective?
- * What kinds of support do graduate students and their mentors want?
- * What is the place of WAC programs in this landscape?



- ### Other Campus Homes:
- * **Departments:** Writing Studies, Communication, Education, Speech-Language Pathology and Audiology, Comparative Lit
 - * **Offices:** Office for International Students and Scholars, Research Office, Career Services
 - * **Centers:** Teaching and Learning Center, Intercultural Communication Center
 - * **Programs:** Developmental English, Test Preparation, TESOL, English for Academic Purposes, Preparing Future Faculty
 - * **Other:** Deanship of Development and Skills Enhancement, Freelance, Library



- ### Other Conferences
- * American Council on the Teaching of Foreign Languages (ACTFL)
 - * American Educational Research Association (AERA)
 - * American Medical Writers Association (AMWA)
 - * American Speech-Language Hearing Association (ASHA)
 - * Assembly for Expanded Perspectives on Learning (AEPL)
 - * Association for Academic Language and Learning (AALL)
 - * Association for Business Communication (ABC)
 - * Association of Writing and Writing Programs (AWP)
 - * British Association of Applied Linguistics (BAAL)
 - * British Association of Lecturers in English for Academic Purposes (BALEAP)
 - * Canadian Association of Applied Linguistics (CAAL)

Other Conferences

- * Canadian Association for the Study of Discourse and Writing (CASDW)
- * Canadian Writing Centers Association (CWCA)
- * Capital Area Legal Writing Conference (CALWC)
- * College Reading and Learning Association (CRLA)
- * Council for Programs in Technical and Scientific Communication (CPTSC)
- * European Writing Centers Association (EWCA)
- * Feminisms and Rhetorics Conference (FemRhet)
- * Higher Education Research & Development Association (HERDSA)
- * IEEE Professional Communications Conference

Other Conferences

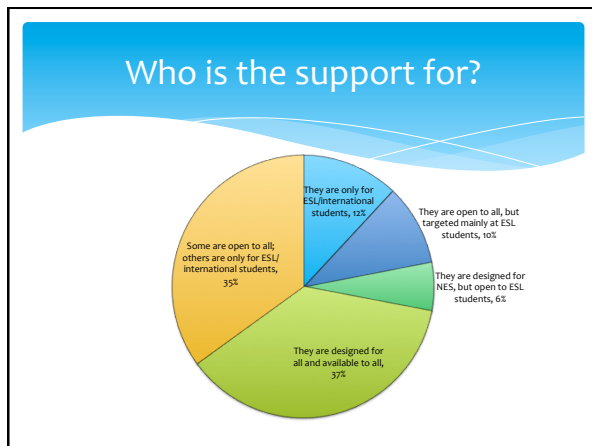
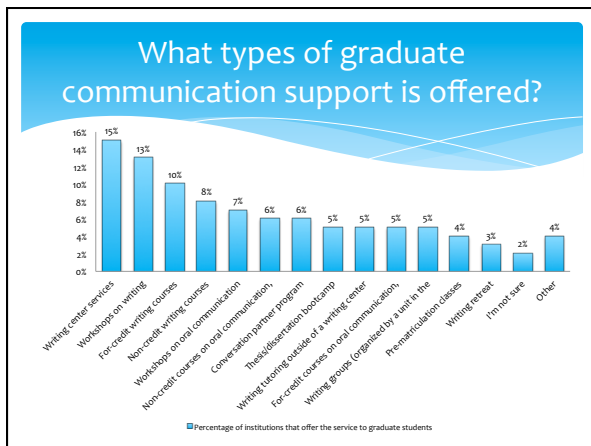
- * Inkshed (Canadian Association for the Study of Language and Learning)
- * International Association of Applied Linguistics (IAAL)
- * International Linguistics Association (ILA)
- * Interior Design Educators Council (IDEC)
- * Israel Forum for Academic Writing (IFAW)
- * Language Testing Research Colloquium (LTRC)
- * Lilly Conference on College and University Teaching and Learning
- * Literacy Research Association (LRA)
- * Midwest Association of Language Testers (MwALT)
- * National Association for Developmental Education (NADE)

Other Conferences

- * National College Learning Center Association (NCLCA)
- * National Council of Teachers of English (NCTE)
- * Professional and Organizational Development Network in Higher Education (POD)
- * Rhetoric Society of America (RSA)
- * TESL Canada
- * TESOL Arabia
- * United Kingdom Literacy Association (UKLA)
- * Watson Conference
- * Writing Development in Higher Education (WDHE)
- * Writing Research Across Borders (WRAB)

Available models of support

- * Graduate writing courses (Aranha, 2009; Delyser, 2003; Frodensen, 1995; Norris & Tardy, 2006; Fredericksen & Mangelsdorf, 2014)
- * Graduate writing groups (Phillips, 2012)
- * Graduate writing fellows program (Simpson, 2014)
- * Graduate/enhanced writing center (Phillips, 2014)
- * Dissertation boot camp (Allison, Cooley, & Nunan, 1998; Simpson, 2013)
- * Faculty writing support (Geller & Eodice, 2012; Cox & Brunjes, 2012)



Chalmers	
My Position	<p>Director, Division for Language and Communication (25%)</p> <p>Cater for language and communication education in English and Swedish across the university from BSc to faculty.</p> <p>Associate professor lecturer/ researcher (75%)</p> <p>Teach international PhD AW; BSc thesis writing; writing interventions in BSc and MSc; faculty AW and writing facilitation, (Fiction for engineers)</p>
Institution	<p>Undergrads (BSc / BScEng): 2923</p> <p>Grads (MSc / MScEng): 5582</p> <p>Int'l population: approx 25% – significant variation among the 40+ MSc programmes</p> <p>PhDs : 1150 (many write both a licentiate thesis and a PhD thesis)</p>

Writing support at Chalmers (& Göteborg University)				
Undergrad STEM	Grad — STEM	PhD — 'STEM'	PhD — Medicine	Faculty & Post-doc STEM
Writing courses (first three years)	Writing courses (first three years)	40-hour credit introduction course year 1; 100-hour writing course later	'40-hour' credit introduction course year 1; 100-hour writing course later	100-hour credit course for AW and WID
Writing/communication workshops; elective writing / ESL/ EFL/EAP courses		Workshops, lectures and journal clubs by department or research groups		
Writing center (peer tutors)	Writing center (peer tutors)	Writing center (peer tutors)	Writing center (staff tutors)	
Career services	Career services	Feedback on app. Materials (Strategic research support)		

Dartmouth		
My Position	Lecturer, Institute for Writing and Rhetoric (50%) Teach international FYC, WC tutor training, FYC and FYS faculty development	Multilingual specialist, Graduate Studies (50%) Tutor international grad students
	Undergrad int'l population: 9% (n 380) Grad int'l population: 30% (n 623) <ul style="list-style-type: none"> • 30% of A&S grads (n 250) • 35% of Tuck School of Business grads (n 209) • 43% of Thayer School of Engineering grads (n 113) • 12% of Geisel School of Medicine grads (n 51) Int'l post-docs: n 63 Invisible permanent resident L2 population More selective for undergraduates (10% admit rate) than for graduate students (32% admit rate)	
Institution		

Data from the Dartmouth Office of Institutional Research (<http://www.dartmouth.edu/~oir/data-reporting/factbook/>)

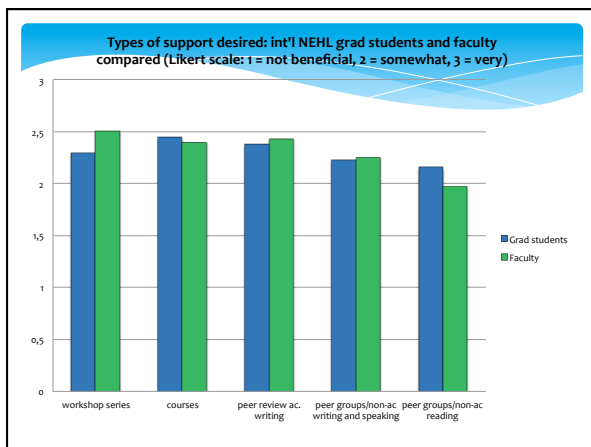
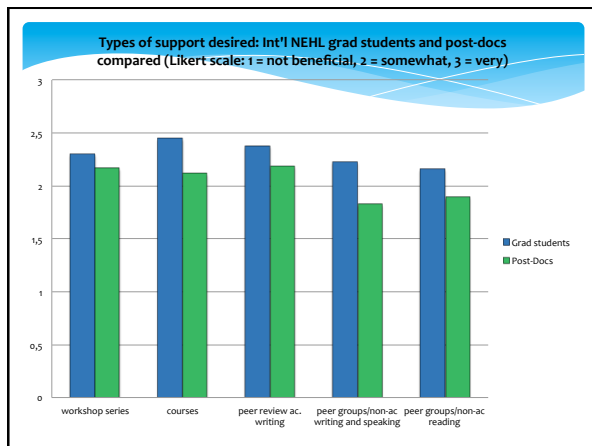
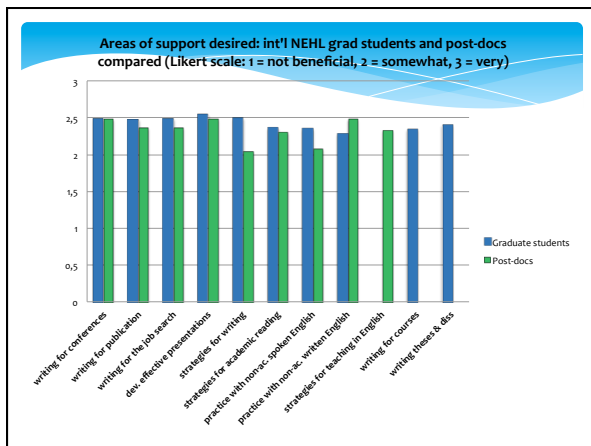
Writing support currently offered at Dartmouth					
Undergrad	Grad—Business	Grad—Eng.	Grad—Medicine	Grad—A&S	Post-doc
1 hr pres. during int'l orientation on writing		1.5 hr pres. during int'l orientation			
L2 section of FYC					
Writing courses (FYS, upper level)				“Communicating Science” course; varies by dept.	
Writing center		Tutoring by multilingual specialist		Tutoring by multilingual specialist	
Career Services		Feedback on app. materials			

Needs Assessment at Dartmouth

- * Language and literacy backgrounds and needs assessment (Henrichsen, 1994; Oanh & Duong, 2007; Wang & Bakken, 2004, Simpson, 2103; Dadak, as cited in Cox 2010)
- * Program needs assessment: campus mapping (Patton, 2011)

Needs Assessment: Survey Data

- Survey of international graduate students
 - * 46% (170/373) response rate
 - * 7 respondents chose not participate in the research study
- Survey of international post-docs
 - * 63% response rate (42/67)
 - * 0 respondents chose not participate in the research study
- Survey of faculty who work with graduate students
 - * 31% response rate (156/496)
 - * 2 respondents chose not participate in the research study



GTS package at Chalmers

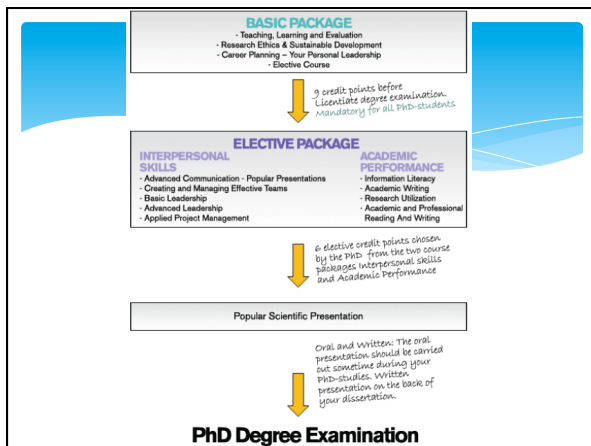
EFFECTIVE PACKAGE

Popular Scientific Presentation

Oral and Written: The oral presentation should be carried out sometime during your PhD-studies. Written presentation on the back of your dissertation.

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PhD Degree Examination



Chalmers writing course (PhD)

- * 12 students, 4-hour seminar/week + assignments; ~100 hours
- * Not language proficiency courses as such
- * General learning objectives
 - * Improve, refine, polish writing skills
 - * Enhancing, increasing awareness of and ability to use communicative, rhetorical, and argumentative genre specific strategies
 - * Move beyond course environment, peer review, genre/system analysis
- * Five assignments in multiple versions between peers over the 8-week course
 - * SPSE; Data commentary; Intro; Discussion; Abstract & Title
- * Cross-disciplinary

Chalmers introductory course (PhD) – Learning outcomes

- * Perform introductory level analyses of recurring rhetorical strategies in the research articles of a specific discipline and assess the effectiveness of these strategies for a given situation or context
- * Apply basic genre analysis for future writing tasks
- * Self-assess areas of academic writing that require particular focus and improvement
- * Provide methodologically informed, genre and writing process-oriented, reader-focused peer response inside a research group or community

GTS package at Göteborg University (School of medicine)

- * Introduction to research (three weeks and two exam days)
 - Theory of Science and Introduction to Research Methodology
 - Research Ethics
 - Orientation in Medical Statistics
 - Communication of Research
 - Information Retrieval
- * Half time seminar
 - The half-time seminar is an open seminar where the research project, achieved results and the plan for the final years of studies is presented orally and in writing.
- * PhD proficiency course
 - the university organization; the academic career
 - the disputation at the Sahlgrenska Academy; rules, regulations, planning and procedure
 - thesis design; oral presentation; public communication
 - grant application writing
 - misconduct in research

Göteborg University writing course (PhD) – Learning outcomes

- * Knowledge and understanding:
Compare textual concepts in terms of genre, information structure, and visual rhetorics
- * Skills and abilities:
Conduct a close-reading of a scientific article with a focus on communicative and rhetorical components and qualities of the text and note the genre specific characteristics relevant to their own writing.
Apply genre specific awareness into specific features in texts that are relevant to their own publications strategies
Structurally and rhetorically design their research paper in an efficient way in terms of for example their choice of journal, publication type, or the relative news value of their findings
- * Judgment and approach:
Act as conscientious and skilled peer reviewers to colleagues in their writing environment

Göteborg University writing course (PhD)

- * 12 students, 4-hour seminar/week + reading: ~120 hours
- * Not language proficiency courses as such
- * General learning objectives
 - * Improve, refine, polish writing skills
 - * Enhancing, increasing awareness of and ability to use communicative, rhetorical, and argumentative genre specific strategies
 - * Move beyond course environment, peer review
- * Five assignments in multiple versions between peers over the 8-week course
 - * Overview; methods; Data commentary; Discussion; Intro; Abstract & Title
- * Cross-disciplinary

Chalmers Writing course (faculty) – Learning outcomes

- * improve their own English written proficiency by access to and knowledge of a series of writing and grammar tools, writing pedagogies, and rhetorical perspectives on writing
- * enhance the written proficiency and reading strategies of students particularly for MSc and PhD levels and theses
- * promote and support the analysis of texts in terms not only of critical reading but equally importantly in terms of disciplinary and genre awareness
- * provide and assess feedback on writing both from a formative and a summative point of view to a heterogeneous student body

Chalmers writing course (faculty)

	Session 1 28/3, 8.30-12.30	Session 2 24/4, 8.30-12.30	Session 3 2/5, 8.30-12.30	Session 4 16/5, 8.30-12.30	Session 5 23/5, 8.30-12.30	Session 6 5/6, 8.30-12.30
Your writing	Introduction to writing seminar; Information structure 1: Paragraphing, sentence structure, style	Information structure 1 & 2: Paragraphing, coherence, and 'Data commentary' (Eng/Online: Nouns) Submit writing assignment 1 +	Information structure 3: 'CARS' and conclusions (Eng/Online: Articles) Submit writing assignment 2 +	Information structure 3: 'CARS' and introductions (Eng/Online: Verbs) Submit writing assignment 3 +	Information structure 3:3 revisited: 'Abstracts' + rhetorical patterns (Eng/Online: Proof-reading / review)	Reflective overview of writing development during the course and its applicability. Submit writing assignment 4 +
Student writing	Inventory of challenges, 'circle exercise'	Facilitating writing processes and understanding; Analysing assignments and guidelines; Facilitator project (FP): lead	Learning outcomes > criteria > rubrics <- providing guidance; Structural units in the text as a reading approach FP: assignment analysis	Assessment and feedback; Working with resources; CHOCS ILOs and TLAs FP: On assessment II (9w / 5ef / formative / summative / continuous)	Facilitator project buffer + revisiting the constructivist alignment mapping FP: Assessment design	Facilitator project presentations, new directions, and next steps; Articulating your facilitator philosophy
Writing pedagogy	Constructive alignment and literacy; Writing process	Discusses on writing; Writing-to-learn / Learning-to-write	Genre theory and activity theory & On assessment I		Resources & repetition	

Challenges

- Creating effective support for students in different disciplines, in types of programs, with different needs, at different points in their programs, and with different future goals
- Figuring out the landscape of graduate writing – Absolutely!
- Convincing administration that grad students need writing support beyond tutoring (not that bad actually) but convincing supervisors that they need it and need to be involved in it!
- Figuring out the language and literacy backgrounds and needs of incoming grad students and the challenge of addressing very heterogeneous groups
- Convincing L2 grad students that they need writing support beyond copyediting and well before they reach the thesis or thesis submission
- What about working with post-docs and faculty?
- Striking a balance EAP <-> Disciplinary discourse <-> Workplace writing

Join the Consortium on Graduate Communication!

Website: <http://gradconsortium.wordpress.com/>

Upcoming Events:

- * Invited Colloquium organized by Steve Simpson, Symposium on Second Language Writing, November 13-15, 2014, Arizona State University
- * Colloquium organized by Nigel Caplan and hosted by Jane Freeman, March 25, 2015, University of Toronto