Greetings from the WRAC Coordinators!
by Linda Hirsch and Andrea Fabrizio

Welcome to the Spring 2017 edition of From the Writing Desk, the newsletter of the Hostos WAC/RAC Initiative. We are pleased to share with you the articles in this year’s publication that reflect the projects, initiatives, and insights of the 2016-17 cohort of Writing Fellows. In this year’s edition, you will find articles on many ways in which WAC supports the presence of writing and reading at Hostos. This year our Fellows have worked to develop Writing Intensive (WI) sections, lead faculty workshops, support students’ writing using technology, conduct assessment projects, and work with special projects on campus.

On February 22nd the WAC Initiative also sponsored “Writing the World,” an on-campus celebration of writing and its centrality in our lives. We invited every member of the campus community from faculty, students, administrators, security guards to food truck servers, to write on paper walls mounted in each of the campus’ three buildings. Prompts to the walls such as “What makes us human?” “I will change the world by...” and “Writing empowers me to...” fostered rich responses. In honor of our campus’s rich cultural diversity, the prompts were posted in languages such as Spanish, Arabic, and French. Over the course of the day, these walls quickly filled with profound, meaningful, and optimistic (cont. on page 2)
Greetings from the WRAC Coordinators! (continued from page 1)

by Linda Hirsch and Andrea Fabrizio

responses about our campus, community and world. By the end of the day we had collected over 14 scrolls of writing - a true testament to the value of writing in our world and at Hostos. Images from the walls are proudly incorporated into this newsletter. We also encourage you to visit the WAC website to view a video of some of the day’s highlights.

As our celebration of writing and the articles enclosed demonstrate, writing is not only happening across the curriculum at Hostos, it is also happening in the disciplines, throughout the college, and in many places on campus. These articles offer insight into creative ways of building writing into a course or project. They also offer guidance for effective strategies that lead to meaningful opportunities to write. We hope that you will find these articles not only informative, but also inspiring, as you consider the ways in which you can draw on WAC/RAC pedagogy and practice to enhance your classes and provide our students with more meaningful and engaging opportunities for reading and writing.

We would like to thank our team of WAC Fellows, Jennifer Hamano, Elliott Liu, Jessica Mahlbacher, Lauren Spradlin, Rose Tomassi and Nicole Webb for their outstanding commitment and contributions to the Hostos WAC/RAC Initiative this year. They are all coming to the end of their Writing Fellowship, and we wish them much success in their future endeavors. They have been indispensable to the success of WAC at Hostos. In the fall, we will be welcoming a new group of Fellows. By mid-September they will be available to work with you on developing a WI course, revising/revisiting an existing WI, building reading/writing assignments into your non-WI course, conducting mini-workshops for your students, or certifying you to teach an existing WI.

Please contact us if you would like to collaborate with WAC in any way. We encourage you to visit our website: http://commons.hostos.cuny.edu/wac/ where you can find a variety of support materials for yourself and your students.

Wishing all a wonderful summer,

Linda Hirsch and Andrea Fabrizio, WRAC Coordinators

lhirsch@hostos.cuny.edu
afabrizio@hostos.cuny.edu

WAC Glossary!

Key Terms for WAC at Hostos

What is WAC/RAC?

Writing and Reading Across the Curriculum (WAC/RAC) is a pedagogical movement that began in the 1980s. Generally, WAC/RAC programs share the philosophy that writing and reading instruction should happen across the academic community and throughout a student’s undergraduate education. WAC/RAC programs also value writing and reading as methods of learning. Finally, WAC/RAC acknowledges the differences in writing conventions across the disciplines, and believes that students can best learn to write in their areas by practicing those discipline-specific writing conventions. Visit our website to learn more: commons.hostos.cuny.edu/wac/

What is a writing intensive (WI) course?

Writing Intensive (WI) courses are ones in which writing plays an integral part in the course curriculum. The purpose of a WI course is to maximize opportunities for meaningful writing experiences and to utilize writing as another tool to teach subject matter in a way that allows students to process what they know into their own words. WI courses use writing activities both inside and outside the classroom in order to challenge students to process information in their own words.

For information about teaching WI courses at Hostos, contact Linda Hirsch or Andrea Fabrizio.
"Learning to expand our thought": Columbia Core Arrives at Hostos

by Elliot Liu

Last year, a group of Hostos English faculty came together to launch the Columbia Core at Hostos initiative, a project funded by the Apgar foundation and directed by Professors Andrea Fabrizio and Gregory Marks. The project seeks to adapt the core curriculum used with incoming students at Columbia University for use in a cross-section of ENG 110 (Expository Writing) and ENG 111 (Literature and Composition) sections at Hostos.

Having finished its developmental phase, the project leapt into motion this year, as the first set of 'Columbia Core' sections were piloted this past fall and are continuing into the spring. Already the project has proven enriching for faculty and students alike. Roughly 33% of ENG 110 and ENG 111 students were enrolled in sections with the Columbia Core content: while some students were initially intimidated by the texts they would be reading — from Plato's The Trial and Death of Socrates to Toni Morrison's Song of Solomon — most embraced the challenge as their semesters progressed.

“Somebody across the room can have vastly different opinions than me about, for instance, Dante's Inferno. It's really interesting to see how everybody dissects the book in their own way.”

-- Justin P., ENG 111 Student

"Our professor isn't saying 'if you don't write this in the essay you're going to fail,'" notes Melissa M., a student taking ENG 111 this Spring. "You can analyze it any way you want, as long as you have good textual evidence." For many participants, this combination of rigor and creativity opened up new modes of thinking. "We are learning how to expand our thought, and look behind what the character says to what the author wants us to see," says Marley P., a student in the same class. Justin P. agrees: "somebody across the room can have vastly different opinions than me about, for instance, Dante's Inferno. It's really interesting to see how everybody dissects the book in their own way."

Core sections are pushed to ask big questions about the human condition and political life. They are also provided with the tools to grapple with these themes through an array of formal and informal writing assignments and activities.

“Beginning the class with reflective writing on a question about human experience — What does it mean to be a good leader? As humans, are we our own worst enemy? — encourages students to develop their own ideas,” says Prof. Heidi Bollinger, who is teaching ENG 111 this Spring. “It gives them a point of access for an unfamiliar text like The Odyssey or Oedipus Rex.” WAC tools help students connect prior knowledge and life experience to the course materials, clarify key concepts, practice different genres of analytic and expository writing, and steadily tackle more complex assignments and arguments.

As the first year of the Columbia Core initiative unfolds, participating faculty are developing a wealth of teaching materials, all of which are being made publicly available on the Columbia Common Core at Hostos website. The site features sample informal prompts, in-class exercises, essay assignments, quiz materials, and syllabus templates for English 110 and 111 courses, and can be adapted by instructors across the college.

By providing these materials for general use, the Columbia Core project can help enrich courses across Hostos, and match the aspirations of students like Stephanie R., an ENG 111 student interviewed for this article. "All classes at community college should have this same level," Stephanie R. insisted, perched over her copy of Dante’s Inferno, “whether you’re at Columbia or not.”

To view the publically available Columbia Core teaching resources, visit http://commons.hostos.cuny.edu/columbiacommon-coreathostos/ or Google “Columbia Core At Hostos”
Transforming My Teaching Through WAC Pedagogy
by Rose Tomassi

As a new instructor at another CUNY campus, I was given two sections (35 students each) of a very reading- and writing-intensive freshman level literature course – we had to cover eight classics of Humanities literature, from Sophocles to Shakespeare, and were expected to assign around twelve pages of formal writing per student. Survival-driven, I did the best I could, but I had little time to reflect seriously and in-depth on my own teaching practices. I always felt like I was reinventing the wheel out of sheer desperation, and longed for the chance to both learn from already existing pedagogical models and see where the techniques I had improvised on my own withstood closer scrutiny.

Becoming a WAC fellow while simultaneously taking a break from teaching finally allowed for this reflective process to take place. This article examines one of the WI faculty collaborations I took part in and considers how it contributed in a distinct way to my own pedagogical revision process.

Given that my background is in English literature, it is perhaps surprising that the faculty collaboration I found most beneficial was with a Public Policy Administration (PPA) instructor, Professor Marvela Guice. PPA and English lit are almost entirely unrelated in terms of their academic content; unlike the literature courses I had taught, this course – Introduction to Public Administration – was designed primarily as a pathway to a professional field.

These differences allowed me to step back and look at the course as a whole, and to consider how its various elements contributed to that whole. I could see that for Prof. Guice, there were very clear goals for what the students would be able to accomplish in the course from the outset. They would enter the class relatively unfamiliar with the field of Public Administration, and they would leave with both historical and conceptual foundations, as well as the practical experience of having designed and presented a hypothetical Human/Public Services organization.

Having such a path in mind means that assignments can be carefully crafted to build on each other, both in terms of content and skills. In this course, the first two formal assignments, interviewing a public official and writing a letter of persuasion concerning a public policy issue, as well as an early informal assignment on the historical importance of Woodrow Wilson for the field of PPA, laid a strong foundation by introducing students to the field in terms of its origins, purpose, vocabulary, and structure, while giving them a chance to start thinking about what public policy issues matter most to them.

Professor Guice’s extensive third assignment involved developing a hypothetical human or public service organization based on real community needs identified through benchmarking research. The three parts of the assignment were spread out over the second half of the semester, taking students step by step through the process: internet benchmarking, community resource and needs mapping, designing a program and budget to meet the identified need, and presenting this program and budget design publicly. To prevent students from becoming overwhelmed, each assignment was clearly explained in a handout expanded cogently from the one before it.

“One of the biggest benefits of WAC pedagogy is its collaborative nature; through working together with Professor Guice to translate the ideas she had for assignments into clearly articulated, logical guides for students, I was able to see a course come together into a coherent whole.”

One of the biggest benefits of WAC pedagogy is its collaborative nature; through working together with Professor Guice to translate the ideas she had for assignments into clearly articulated, logical guides for students, I was able to see a course come together into a coherent whole. Our hands-on approach, where we talked through what she had in mind for each assignment in terms of its goals and the steps required to achieve them, helped me to understand the necessity of scaffolding as a way of building a strong, thorough foundation for a final project. In addition, since I was unfamiliar with the subject matter covered in her course, I was able to approach the material as a novice, and therefore point out when a question or instruction was in need of clarification.

In reviewing this syllabus, I thought about the fact that in the past I had often relied on a basic arsenal of literature assignments, without really thinking about how the instructions and prompts I wrote for them connected to one another. I tended to see them more as individual isolated learning activities, which might get more difficult over time, but were otherwise not scaffolded or structured to encourage the kind of ongoing learning made possible by Professor Guice’s syllabus. Additionally, I struggled a lot with clearly laying out the steps I hoped my students would take to complete the assignment, while also refraining from overwhelming them with information and instructions. (cont. on page 11)
Incorporating Social Media Literacy into WAC Pedagogy

by Lauren Spradlin

Did you know that 30% of the time the general population spends online is spent interacting via social media?1 Did you know that teens in the US spend about six and a half hours consuming media on screens every day?2 Did you further know that 61% of social media consumption happens on smartphones?2

Aside from the fact that these numbers may initially feel staggering, they have important implications for higher education and for WAC pedagogy at Hostos. While not all screen time is time spent reading or writing (as spending a few minutes watching “cat in a ball pit” on YouTube doesn’t necessarily flex one’s literacy muscles), the majority of social media screen time is. Yes, students are spending a ton of time facebooking, tweeting, instgramming, and snap-chatting, but, in doing so, they’re also constantly consuming and producing writing.

There’s one more statistic that is especially relevant to the Hostos population — Did you know that in households making less than $35,000 per year, only 54% of teens have access to a laptop in their home? This contrasts with 92% of teens living in households with incomes of $100,000 or more.2

So, our students are spending a large chunk of their days engaging with social media on their phones, reading and writing, but it remains a largely untapped resource in the classroom. In an effort to expand the definition of what ‘writing to learn’ entails, while also making use of students’ social media expertise, Professor Kris Burrell and I developed an informal writing assignment for his HIS 214: US History — Modern African American History course that (we hope) will do just that.

Throughout the semester, Professor Burrell uses Blackboard forum questions to facilitate discussion of course concepts between students outside of the classroom. Before incorporating social media literacy into the prompts, the questions looked like 1a (right).

1a. In the wake of President Barack Obama’s election in 2008, some political commentators and scholars argued that his election was evidence that the United States had entered into a “post-racial” era. Based on everything that you have learned throughout this course, discuss either the declining, enduring, or increasing significance of race in contemporary American life.

In the Fall, students will instead be asked its social media-infused adaptation, (1b):

1b. Based on everything that you have learned throughout this course, do you think that race is more, less, or equally significant today than before Barack Obama’s 2008 election? Respond in 2-3 sentences, and choose three graphics (memes, tweets, cartoons, charts, graphs, tables, and/or other internet artifacts) that support your stance. Choose one of the following areas to focus on:

- gender and sexuality
- social mobility
- education
- immigration
- culture
- politics

Examples of internet artifacts students might choose for this question

Our motivation for introducing this kind of question is the hope that it will help marry students’ experiences in and out of the classroom, and nudge them to see the interconnectedness of course topics and their non-academic daily lives. Making connections of this nature is one of the higher order skills we hope to cultivate in higher ed, and the ability to innovatively relate seemingly disparate concepts is what makes an expert an expert.

By acknowledging an oft-overlooked area of student expertise and combining it with a flexibility in our conception of ‘writing’ (and ‘informal writing’), we hope that the assignment will help students recognize their own status as budding experts, and that that experience will encourage them to do so throughout their time at Hostos.

1 Global Web Index Social Summary Q1 2016 (www.globalwebindex.net/blog/social-media-captures-30-of-online-time)
3 https://www.youtube.com/watch?v=EoY2iswF2Dg
I Will Change the World by...

Win the lotto and take care of the world

Never giving up on its people!

Teaching my students

Being the change I want to see!
Immigrants in the United States...

Amor vitt (love conquers all)

Even though we are all different, it's right to love each other.

Love among immigrants appreciates this country more than some Americans.

Kane béré kafe and Rágis bubur. Sig eskti Amareka!

@young_amer. Without immigrants I would be unable to attend college. Thank you!

Are what makes this country thrive.

Are the foundation of this country! More people, more babies. + more smart brains to make something! (At least to Congressmen.)

Is what America is all about.

Climate change is real. Wake up!

Sometimes in the smallest moments, God is good!
Tech-savvy Teaching: Gearing Research Software to Community Colleges
by Jessica Mahlbacher

As a staple food of academia’s pedagogical diet, the research paper endures across academic disciplines. It allows students to synthesize class material as well as generate and investigate novel arguments, helping them see themselves as contributors to their learning community. Teaching students about new research technology can help them more efficiently write papers with more depth, yet, instructors face challenges such as socioeconomic barriers in helping students learn new technological skills, especially in community college settings.

As a Writing Across the Curriculum Fellow, I worked with two cohorts of honors students in Professor Peter Roman’s Political Systems of Latin America course (POL 207). One of the final assignments was a 10-page research paper on the topic of each student’s choice. Having often assigned research papers myself, I was excited to have the time to develop techniques for scaffolding the assignment over the course of the semester.

Mendeley reference manager software allows researchers to organize, highlight, and make notes on electronic files, store material on an online cloud platform, and efficiently create citations and bibliographies.

One of my chief objectives was to help students learn and utilize Mendeley reference manager software, in the hopes that it would help them with not only this class, but also with future research papers. Mendeley allows researchers to organize, highlight, and make notes on electronic files, store material on an online cloud platform, and efficiently create citations and bibliographies. Additionally, it can be used to find papers and suggests them based on the thematic content of a researcher’s personal library. This free, relatively user-friendly software can therefore aid students during several stages of the writing process, including information gathering, information organization, and citation of sources. There are also several tutorials available online, both on Mendeley’s website and on YouTube.

I started early on in both semesters championing Mendeley. I sent students tutorials via email, and then walked them through uploading and organizing their PDFs using both folders and hashtags, finding research in Mendeley’s system, and then citing sources and creating bibliographies in Microsoft Word using the Mendeley plugin.

My goal was to ensure that students would be able to utilize Mendeley for the bibliography and outline they turned into Professor Roman six weeks into the semester. Overall, students were enthusiastic about the software’s benefits. Several students, however, either delayed using it or were entirely unable to use it during the semester due to socioeconomic barriers.

One technique I used...was an anonymous worksheet that students filled out...using the same technology they use to complete class assignments (e.g., their cell phones, tablets, flash drives, and/or personal computers). I then tailored instructions regarding appropriate software to fit the technology they had access to.

One student shared a laptop at school with two others, and was unable to take the laptop home. While on campus, the school wifi made downloading Mendeley, which is over 200 megabytes in size, very time consuming. Other students worked exclusively on school computers and stored their files on flash drives. Hostos computers do not allow students to download new applications, meaning that these students could not download Mendeley, which limited its functionality. For some, it was simply a matter of overcoming the software’s initial start-up costs. Between employment, sometimes caring for children, and balancing a heavy course load, students had a difficult time finding the time to invest in the process of acquiring and learning new software.

One technique I used to respond to these difficulties was an anonymous worksheet that students filled out at the beginning of the semester using the same technology they use to complete class assignments (e.g., their cell phones, tablets, flash drives, and/or personal computers). I then tailored instructions regarding appropriate software to fit the technology they had access to. At the end of an introductory lesson on using Mendeley, I also asked students whether they knew any other platforms, software, or techniques that make their writing processes easier. (cont. on page 11)
Professional Development Workshops: The Official WAC Tune-Up
by Nicole Webb

During the fall semester, the WAC program hosted a faculty workshop entitled "Critical Pedagogy: Reflections on Your WI" that gave invited instructors a chance to discuss their experiences teaching their first Writing Intensive (WI) courses. As the title suggests, the focus was on important aspects of pedagogical development and the workshop was a constructive platform for exchanging ideas. The workshop began on the afternoon of December 13th as the intimate group of invited faculty members from all disciplines arranged themselves around a conference table adorned with sugar cookies, coffee, and a pile of stacked texts which were specially picked as gifts for the workshop's attendees. Casual greetings were exchanged, and following brief introductions, conversations quickly grew into more substantive topics, like how each of us could ultimately improve upon our teaching. Then, assuming a role typically occupied by our students, we were asked to engage in written reflection. The topic? The failures, successes, and difficulties faced when trying to teach student writing.

I was surprised to learn that although our failures and frustrations were often shared, the success stories were quite different, and consequently offered tremendous insight. Those of us who work at Hostos are well acquainted with the challenges students face when it comes to writing, so to have a room full of dedicated faculty members from varied backgrounds brainstorming on how to support them was incredibly productive and inspiring.

Both well-seasoned WAC veterans and faculty relatively new to WAC pedagogy attended the workshop, and once the discussions began, it was clear that even after only one WI course these individuals were well versed in WAC pedagogy. This demonstrates that learning the ropes of WAC doesn't have to be an intimidating endeavor. Even someone like myself with multiple years of WAC experience found attendees' unique approaches to improving student writing very innovative, and at times, highly applicable to my own discipline, biological anthropology. One participant, Professor Anna Manukyan, of the Department of Natural Sciences, shared the assignments from her chemistry course; they were exceptionally inventive, challenging the misconception that science doesn't lend itself to creative writing. Upon seeing her assignments, I felt inspired to take a different approach to my own teaching. I realized that I could make writing about science more fun and that I could remind students of the practical uses of science that enhance their everyday life, thereby making the content more relatable. These types of WAC experiences reminded me of the benefits of recruiting fresh eyes to evaluate my work. Every academic knows that working so closely with a particular subject can sometimes obscure one's ability to see opportunities for innovation or improvement, but these workshops are full of suggestions that will result in both.

Another attendee, Professor Michael Gossett from the Education Department, had designed an assignment that inquired about the role of coaches and parents in shaping an athlete's practice habits and the unique role that each can potentially occupy. This prompted a fruitful discussion among the other attendees that again illustrates how a good prompt can get individuals excited about responding regardless of their familiarity with the subject matter. We suddenly found ourselves considering aspects of sports many of us had never previously contemplated, and even more interestingly, we found ourselves full of opinions on the subject.

I felt inspired to take a different approach to my own teaching. I realized that I could make writing about science more fun and that I could remind students of the practical uses of science that enhance their everydaylife, thereby making the content more relatable.

It was apparent that students in his class would likely experience a similar excitement and take away a broader lesson that was prompted by a well-designed assignment. This taught me another critical lesson, that a focused prompt can elicit stronger writing by adding an element of interest to a subject while simultaneously supplying instructions directly from the professor about how to explore it. Since as instructors we are the ones with a vision of what the destination of the writing should be, it is imperative for us to supply as detailed a map as possible to make sure students are able to get there.

The diversity in terms of academic background, as well as the overall degree of WAC experience, made for some wonderful dialogue about how to improve our assignments. Near the end of the workshop, each faculty member was asked to share one of their informal assignments while the others in their group carefully analyzed them. I was impressed to see how seriously each attendee took his or her job, providing meaningful feedback that, at times, seemed to free the creators of the assignments from cases of writer's block, or even just lessen authors' insecurities about sharing their work in a public setting. The opportunity to (cont. page 11)
New to WAC? Give these WAC techniques a try to see if WAC pedagogy can help you!

Four Effective Ways to Create Problem-Based Assignments

1. Give students a problematic thesis to defend or attack
   - In recent years advertising has (has not) made enormous gains in portraying women as strong, independent and intelligent.
   - The over-riding religious view expressed in Hamlet is (is not) an existential atheism similar to Sartre’s.

2. Give students a problem laden question
   - What should Project Manager Hisako Hirai propose to her supervisor in response to the problems that have cropped up in Week Three? Role-playing Ms. Hirai, write a memo to your supervisor presenting and justifying your recommendations.
   - Do you believe that the proposed air bearings provide the optimal solution for the circumference-mounted radiator fan?

3. Give students raw data (such as lists, graphs, tables, etc.) and ask them to write an argument or analysis based on the data.
   - To what extent do the attached economic data support the hypothesis “Social service spending is inversely related to economic growth.” First create a scattergram as a visual test of the hypothesis. Then create a verbal argument analyzing whether the data support the hypothesis.

4. Let students develop their own questions
   - Now that you have practiced asking interpretive questions about poems, consider Yeats’ “Among School Children.” Propose your own interpretive question about this poem, and then write an explication of the poem that tries to answer your question.
   - What questions about __________ are left unanswered by Hamilton’s article?

Time to Give Feedback for Revision!

These tips are meant to provide professors with a strategy for approaching student papers that will focus the professor’s attention on the content of the paper. Keeping these tips in mind when writing comments and giving feedback will yield comments that will move the paper forward and target a few major grammatical issues the student is facing.

1. Read the paper the first time without a pen in hand.
2. Read the paper aloud.
3. Make one non-judgmental, descriptive observation about the paper. For example, it has five paragraphs.
4. Note one thing the writer does well.
5. Identify an idea in the paper you found thought-provoking or interesting that you would like the student to think more about.
6. Identify one or two patterns of error. For example, there are a number of subject-verb agreement errors and tense shifts.
7. Drawing on the observations in 1-6, compose a comment at the end of the paper that will promote revision and move the paper forward.
("Transforming" cont. from page 4) Finally, I had often made the assumption that if my students did not accomplish what I had envisioned for a given assignment, that it was a result of their own lack of effort. However, it became clear to me that often the issue was simply one of communicating more clearly to the student what the goals of an assignment were, and how one might reach those goals step by step.

Crafting a syllabus and a set of assignments like this requires a great deal of time because it is a complex project - and this time is a luxury not often available to adjuncts or graduate students. However, now that I see how smoothly a well-prepared course can flow, I am more willing to do as much of this work as possible in advance, rather than coming up with assignment prompts and guidelines at midnight the day before I hand them out to students. While I do not want to denigrate the value of spontaneity and last-minute inspiration, when it comes to teaching I think that it should be the exception rather than the rule.

As strange as it may sound, I know that in future Literature and Composition courses I teach, I will return regularly to this PPA syllabus and the writing assignments I collaborated on for WAC; I do not doubt that the clarity, coherence, and thoroughness Professor Guice built into this course will continue to serve as a point of reference for me as I continue learning the craft of teaching. – Rose Tomassi

("Tech-Saavy" cont. from page 8) Students were then able to share with their classmates how to use, for example, Google Scholar’s citation functionality. Following our session, I created a master list of software and platforms that students could refer to as they were writing, and invited them to contribute links to this master list. Having students share their knowledge increased the sense that students were an active part of their learning community and ultimately expanded the number of resources students had.

Empowering students to utilize the latest technology in collecting information and writing research papers allows them to engage with material more deeply, as well as focus on devoting more time to the content of their papers. Yet in order to really ensure that students are able to employ these tools at the community colleges serving diverse socioeconomic demographics, it is necessary to tailor material to students' current resources to engage them as collaborators in finding accessible technological strategies. The result is better for students and also enlightening for the instructor – I learn new platforms from my students all the time. – Jessica Mahlbacher

("Tune-Up" cont. from page 9) Talk about their individual, discipline-specific, assignments generated so much excitement that many lingered long after the workshop ended to talk about future goals and exchange contact information. It was evident that the contacts made at this workshop would lead to future collaborations and a stronger sense of collegiality across the different Hostos departments. These professional development workshops bring together different WAC resources to ensure they are being used optimally by those that they were intended for: the faculty.

The WAC Coordinators, Professors Andrea Fabrizio and Linda Hirsch, also use these workshops to provide great resources for those interested in implementing WAC strategies. That is why if you are reading this as a faculty member contemplating teaching a WI, attending these professional workshops can be an enjoyable way to get a better feel for our program and the important underlying methodologies that make it so successful. Additionally, the presence of faculty members who have already been working with our program makes for a great support network that you will find useful should you decide to become WI certified or design a WI course in the future. There are several additional reasons to participate depending on your specific situation, but the most important one is to improve yourself so that you can be the best educator possible. – Nicole Webb

More Information about the WAC Initiative at Hostos can be found at commons.hostos.cuny.edu/wac/
Contact the WRAC Coordinators to learn more about WI Certification, creating a WI course, and/or working with a Writing Fellow!

Linda Hirsch, lhirsch@hostos.cuny.edu
Andrea Fabrizio, afabrizio@hostos.cuny.edu

More WAC Resources!


The WAC Clearinghouse at Colorado State University has a wealth of resources to support faculty: http://wac.colostate.edu/

The Online Writing Center (OWL) at Purdue University has resources for both students and faculty: http://owl.english.purdue.edu/

More information about the WAC Initiative at Hostos can be found at commons.hostos.cuny.edu/wac/