

WAC Week 2006 Results

Results from WAC Week 2006 “Writing Matters” Events:

- Keynote panel featuring Reed Dasenbrock, Karen Olson, Chuck Paine, Jim Belshaw, Jane Selverstone, and Amy Wohlert drew about 50 attendees and produced a provoking discussion.
- Keynote Address by Cheo Torres opened discussion regarding the power of writing from a cultural/community perspective
- Other WAC Week workshops:
 - Opened up conversations with Undergraduates, Graduates, and Faculty across disciplines regarding writing-to-learn/WAC practices campus wide.
 - Co-Sponsors: Office of Student Affairs, CAPS, and Department of English Rhetoric & Writing Office.
 - Included over 100 attendees total to all events (other than WOW!). Attendees included staff and faculty from Psychology, History, Education, English, Linguistics, and Student Services among others.
 - WOW! (Write On! Workshop) was attended by about 120 Undergraduate students (about 6% of all students in 101/102) whose feedback will be useful for revision of TA training and English Composition 101/102 courses. Most students in attendance were Freshman or Sophomores who are here at UNM due to its proximity to home/family. Most of the students expect to go on to a higher degree or wish to teach once they complete their undergraduate degree. Predominantly, students tend to write emails or essays for school purposes only but expect to write mostly reports in their careers.
 - WOW! Offered tutoring to about 70 students in two days.
 - Slam Poets performed to about 30 students and TA’s and then conducted a workshop with several students.
 - Over 40 students participated in WOW!Roundtable Discussions. Their responses summarized: Majority of students expected FE to be harder although a large portion thought the opposite. The predominant changes from HS included: faster pace, greater quantity of writing expectations, instructors are more open to student opinions and encourage critical thinking, learning how to organize ideas in writing. Suggestions to incoming high school students included: don’t “blow off” writing and pay attention to grammar. Several students indicated that they would like more explanation of assignments and expectations from instructors in other disciplines. In terms of students’ experience writing research papers, most of them have had experience writing research papers based on a pre-determined topic with specific writing guidelines including research and using sources. Students believe that writing is a powerful tool for expression, invoking change and personal confidence and will be necessary for them in their careers.
- Built an alliance with the Peer Mentors for Graduates of Color who has suggested a series of writing workshops for graduate students in other disciplines in the Spring.
- High School outreach pilot lead by Bernadine Hernandez and Dianne Bechtel with assistance by Kevin Cassell, Patricia Dworzak, and Ying Xu.
 - **West Mesa** (4-5 students in attendance) Kevin modeled a college paper/grading rubric and Ying gave letter of intent presentation with extensive handout.

- **Valley High School** (9 students) Bernadine worked with students on a “personal statement” and began actual letter and Patricia modeled paper/grading rubric.
- **Albuquerque High School** (6 students) Dianne presented AP (Advanced Placement) test approach, how to write an effective essay under time-constraint, handouts.

Projections and Future Projects for Spring:

1. HS Outreach: More UNM tutors at each high school and closer relationship between the Teacher Exchange program and WAC to implement a conference-style, one-on-one approach to tutoring more students.
2. Writing Workshops for Graduate students across the disciplines in alliance with PMGC.
3. Create an extensive online resource directory for instructors.
4. Seek alternative funding resources for future workshops.
5. Determine activities for next academic year.