



# Trinity

**School of Professional Studies**  
**Writing Specialist Report**  
**July 1, 2014**  
**Submitted by Beverly S. Lucas**  
2013-2014 Academic Year

## **EXECUTIVE SUMMARY**

The School of Professional Studies offers six levels of writing courses: ENGL030 Fundamental Writing Skills, ENGL 103 Grammar and Writing Workshop; ENGL105 Introduction to Writing; ENGL 105/S Introduction to Writing with Supplemental Instruction; ENGL 106 Writing for Academic and Professional Success; and ENGL 107 College Composition. This report is an analysis of the following course offerings during the Summer 2013, Fall 2013 and Spring 2014 semesters:

- ENGL107 College Composition
- ENGL 030 Fundamental Writing Skills
- ENGL103 Grammar and Writing Workshop
- ENGL105 Introduction to Writing
- ENGL105S Introduction to Writing with Supplemental Instruction
- ENGL 060 Composition Skills
- ENGL 106 Writing for Academic and Personal Success
- INT 502 Graduate Writing Primer

ENGL 103 Grammar and Writing is designed to help students acquire skills necessary to write effective paragraphs. The focus is on the construction of sentences and paragraphs, the writing process, grammar usage, and mechanics. This is 3-credit bearing course. ENGL105 Introduction to College Writing and ENGL105S Introduction to College Writing with Supplementary Instruction are courses designed to increase fluency in college-level written communication with an emphasis on organizational skills and language structure. The goals of the course are for students to develop skills in academic writing and to give students a set of concepts to help structure their thinking and work toward writing clear, persuasive, stylish prose. This is accomplished by engaging various rhetorical strategies in response to a variety of interactions between writer, reader, text, topic and moment. ENGL105 is a 3-credit bearing course, whereas ENGL105S is a 4-credit bearing course which includes a weekly, 120 minute lab for supplemental instruction. ENGL 107 College Composition helps students to develop the skills necessary for effective writing of thesis-centered essays at the college level, including analytical, critical, and argumentative essays. Research and documentation techniques are included. This is a 3-credit bearing course.

The courses offered at the Town Hall Education and Recreation Center (THEARC) for students pursuing an Associate's degree include: ENGL 030, ENGL 060 and ENGL 106. ENGL 030 prepares students to write grammatically correct sentences to paragraphs. ENGL 060 Composition Skills focuses on writing clear, effective compositions. Students learn how to construct paragraphs, state topics, and to develop narratives and analysis; and ENGL 106 Writing for Academic and Professional Success focuses on planning, writing, and revising compositions for academic and professional purposes including informational, analytical, evaluative and persuasive compositions. Students develop skills in accessing, evaluating, using, and documentation informational sources and introduce students to professional writing applications including memos, resumes, and reports. For each of the English courses, the instructional modes and strategies include: lecture, discussion, readings, quizzes, and collaborative learning activities.

My Writing Lab was used for diagnostic testing in ENGL 030, 103, 105, 105S and 060. Each faculty member was trained and supported to utilize this course management tool as an enhancement and

reinforcement of classroom instruction. All English course data generated for this report was abstracted from PowerCampus.

This report also includes an overview of the INT502 Graduate Writing Primer as well as other activities performed by the writing specialist.

### **Report on Progress and Goals**

**Goal 1:** *To review current course descriptions for each English offering to ensure objectives were consistent course learning outcomes.*

Progress: Standard syllabi and assignments were developed and used for all sections of pre-foundational courses. This is also an effort to link courses for progression. The challenge is for students to progress in the foundational courses before attempting to register for other courses.

**Goal 2:** *Set a standards for writing assessments*

Progress: Pre and Post testing writing samples were used for all English courses as assessment for on-demand essay writing. These writing samples will be reviewed and assessed over the summer by writing specialist and current English faculty

**Goal 3:** *Offer 105S with Supplemental Instruction and discontinue 105*

**Progress:** Based on data from previous reports, it was recommended to discontinue offering ENGL 105 (3 credits) and replace it with ENGL 105/S. Students enrolled in the supplemental instruction and lab, received a higher grade and were more likely to receive a passing grade in ENGL 107. This approach was implemented Fall 2013. The passage rate for ENGL 105/S is **86%**.

**Goal 3:** *Continue to implement the participation in My Writing Lab*

Progress: Pearson Publishing Company has worked with Trinity in training faculty with the online platform.

**Goal 4:** *Assist graduate students in the transition to graduate level writing*

Progress: Writing specialist assist in the ongoing design and implementation of the INT 501 graduate transition program. Beginning in the Fall 2012 semester, SPS began to offer a 1-credit Graduate Writing Primer course for all students who score low on the writing assessment. In addition workshops were offered throughout the semester and students met with specialist individually.

### ***Findings:***

- The average passing rate for the pre-foundational courses (030, 103,105S and 060) for the 2013-2014 academic year was **80%**. This is a gain of **25.2%** from the previous year.
- Last year ENGL 030 had the highest failure rate of 76%. This year, ENGL 030 had a **90%** passage rate.
- Overall passage rates showed an improvement in every course:  
Passage rate for ENGL 030: 90%  
Passage rate for ENGL 103: 74%  
Passage rate for ENGL 060: 70%

## 2013-2014 Writing Specialist Report

Passage rate for ENGL 105S: 86%  
 Passage rate for ENGL 106: 47%\*  
 Passage rate for ENGL 107: 72%

These passage rates are attributed to incorporating recommendations from previous academic years.

- There were placement scores recorded for 128 of the 217 students registered for courses. Students Accuplacer scores ranged from 0-8.
- Overall, there is no clear correlation between the Accuplacer score and student's final grade for placement in ENGL 105, 106, or 107. However, Accuplacer's accuracy is prevalent for students who place in ENGL 030 and 103.
- Overall, the withdrawal rate for English courses is relatively low. The course with the highest withdrawal is English 107.

### *Snap Shot All English Courses*

#### Data:

	ENGL 030	ENGL 060	ENGL 103	ENGL 105S	ENGL 106	ENGL 107	Total Number of Students
<b>2013</b>	<b>16</b>	<b>17</b>	<b>13</b>	<b>23</b>	<b>6</b>	<b>46</b>	<b>121</b>
FALL	16	17	13	23	6	27	102
SUMMER						19	19
<b>2014</b>	<b>4</b>	<b>20</b>	<b>6</b>	<b>18</b>	<b>15</b>	<b>33</b>	<b>96</b>
SPRING	4	20	6	18	15	33	96
<b>Grand Total</b>	<b>20</b>	<b>37</b>	<b>19</b>	<b>41</b>	<b>21</b>	<b>79</b>	<b>217</b>

Analysis:

### *Grades by Course Pre-Foundational Course*

#### Data:

Grades	ENGL 030	ENGL 060	ENGL 103	ENGL 105S
A	5		1	5
A-	5	2		9
B	4	2	2	3
B-	1	3	2	4
B+	1	2	2	8
C	1	11	6	4
C-		1	1	2
C+	1	6	1	1
D				2
D+		2		
F	2	5	3	2
W		3	1	1
(blank)				
<b>Grand Total</b>	<b>20</b>	<b>37</b>	<b>19</b>	<b>41</b>

**Passage rate: 80%**

***Grades by Foundational Course***

**Data:**

<b>Grades</b>	<b>ENGL 106</b>	<b>ENGL 107</b>
A	1	11
A-	2	23
B	1	5
B-		6
B+		5
C	4	3
C-	1	7
C+	2	4
D		4
D+	1	3
F	8	5
W	1	3
<b>Grand Total</b>	<b>21</b>	<b>79</b>

The minimum passing grade for ENGL 106 and 107 is, “D”

Passage rate for foundational courses: 59%. This is skewed from the 53% failure rate at THEARC

***Course Progressions***

**Data:**

<b>English</b>	<b>Total # of students</b>
030 to 060	13
060 to 106	12
030 to 060 to 106	1
103 to 105	4
105 to 107	21

Analysis: There were no complete course progressions for SPS (103 to 105 to 107) and 1 student progression at THEARC (030 to 060 to 106). The highest progression is from ENGL105 to ENGL 107.

**Repeat Students****Data:**

Semester	ENGL 030	ENGL 060	ENGL 103	ENGL 105S	ENGL 106	ENGL 107	Grand Total
2013	4	6	2	3	4	7	26
FALL	4	6	2	3	4	5	24
SUMMER						2	2
2014		4	3	1	2	6	16
SPRING		4	3	1	2	6	16
Grand Total	4	10	5	4	6	13	42

Analysis: The highest repeat rates are ENGL 060 and ENGL 107. This is consistent compared to last year's report.

**Repeat Students Final Grades**

By Course	A-	B	B-	B+	C	C-	C+	D	D+	F	W	Grand Total
	8	3	4	4	5	2	2	1	3	8	2	42
ENGL 030	2	2										4
ENGL 060			1		2		2		2	2	1	10
ENGL 103			2	1	1	1						5
ENGL 105S	1			1	1					1		4
ENGL 106									1	4	1	6
ENGL 107	5	1	1	2	1	1		1		1		13
	8	3	4	4	5	2	2	1	3	8	2	42

Analysis: The overall percentage rates for passage for repeat students vary by course as the passing requirements are different for each course. Overall, the passage rate is between 75 to 70%.

**Withdrawals****Data:**

Row Labels	ENGL 060	ENGL 103	ENGL 105S	ENGL 106	ENGL 107	Grand Total
W	3	1	1	1	3	9
Grand Total	3	1	1	1	3	9

Analysis: There is a 50% decrease in withdrawals compared to last year's withdrawal rate. Overall, the withdrawal rate for English courses is relatively low. The course with the highest withdrawal is English 107.

### **MY WRITING LAB (MWL)**

MWL is a complete online learning program which provides practices and exercises to help develop students writing. The site includes both pre and post diagnostic testing: The diagnostic test in MWL comprehensively assesses students' skills in grammar. MWL then creates an individualized learning path for students based on their diagnostic results, which identifies the areas of weakness. The online modules of study include:

- Sentence Grammar
- Punctuation and Mechanics
- Usage and Style
- Basic Grammar

The essence of MyWritingLab is the progressive learning that takes place as students complete the Recall, Apply, and Write exercises in each module. Students move from literal comprehension (Recall) to critical application (Apply) to demonstrating concepts in their own writing (Write). Although available, the students were not required to submit paragraph samples or writing. Only the recall and apply exercises were assigned for each student. All student work in MWL is recorded in the online grade book. Students are able monitor their own progress through reports detailing scores on all of the exercises in the course.

Students enrolled in ENGL105S with supplemental instruction were required to complete at least 50 minutes of MWL lab time per week. This was accomplished during the Friday session laboratory time. Students enrolled in ENGL105 were required to complete 50 minutes outside of the classroom per week. A separate report will be generated with an analysis of MyWritingLab.

*Courses by Instructor and Number of Students**Data:*

	<b>ENGL 030</b>	<b>ENGL 060</b>	<b>ENGL 103</b>	<b>ENGL 105S</b>	<b>ENGL 106</b>	<b>ENGL 107</b>	<b>Total # of students</b>
Atkins, Shayla						10	10
Farquhar, Erin					6		6
Freeman, Lakina	16						16
Greene, Tyra		17					17
Hernández, Daisy		20					20
Johnson, Shavonne	4						4
Lambert, Eleanore						9	9
Lucas, Beverly			13	23	15	32	83
Miller, Kari						11	11
Pile, Marsha			6	9		17	32
Stuart, Elizabeth				9			9
<b>Grand Total</b>	<b>20</b>	<b>37</b>	<b>19</b>	<b>41</b>	<b>21</b>	<b>79</b>	<b>217</b>

*Analysis:*

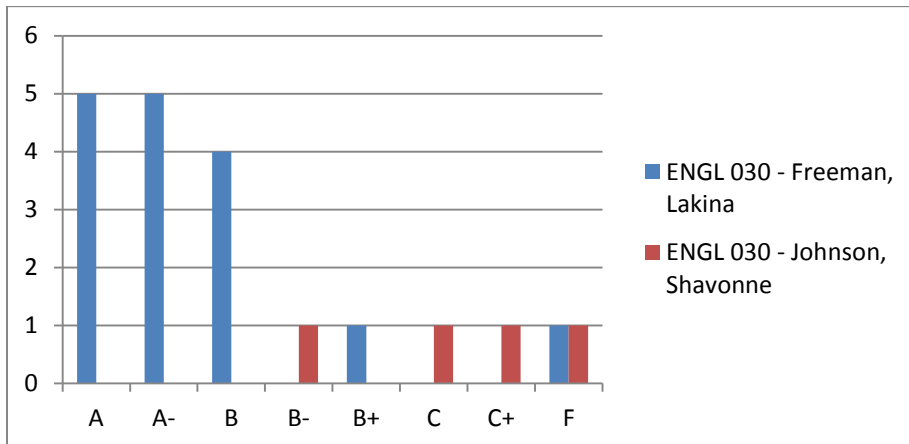
11 instructors were utilized to teach students for the Summer, Fall 2013 and Spring 2014 semesters.



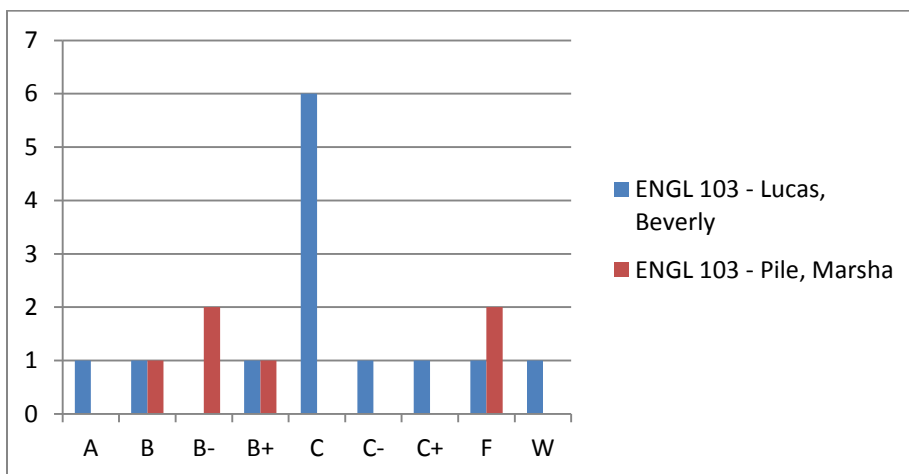
**Grade Comparison by Course and Instructor:**

Data:

	A	A-	B	B-	B+	C	C+	F	Grand Total
<b>ENGL 030</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>20</b>
Freeman, Lakina	5	5	4		1			1	16
Johnson, Shavonne				1		1	1	1	4
<b>Grand Total</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>20</b>

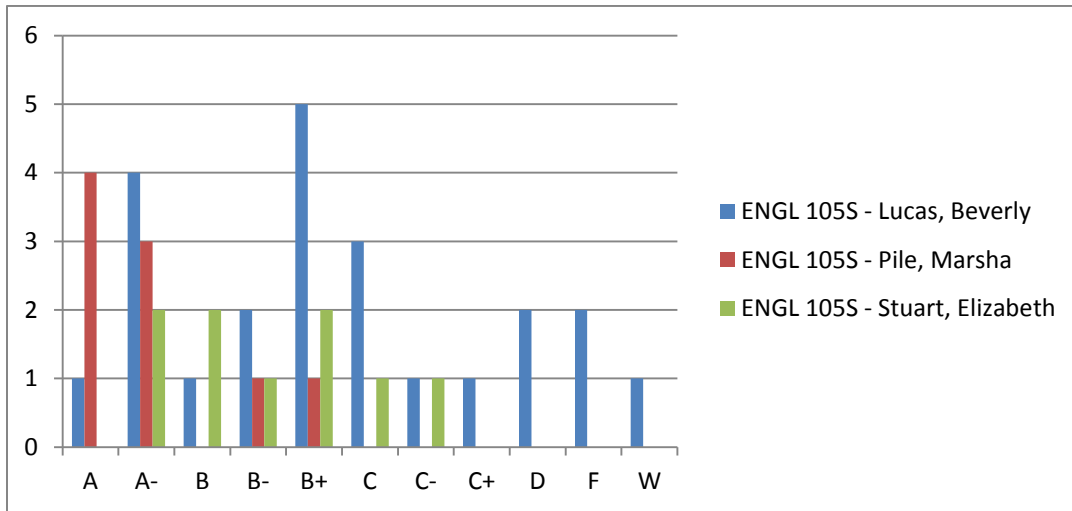


	A	B	B-	B+	C	C-	C+	F	W	Grand Total
<b>ENGL 103</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>19</b>
Lucas, Beverly	1	1		1	6	1	1	1	1	13
Pile, Marsha		1	2	1				2		6
<b>Grand Total</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>19</b>



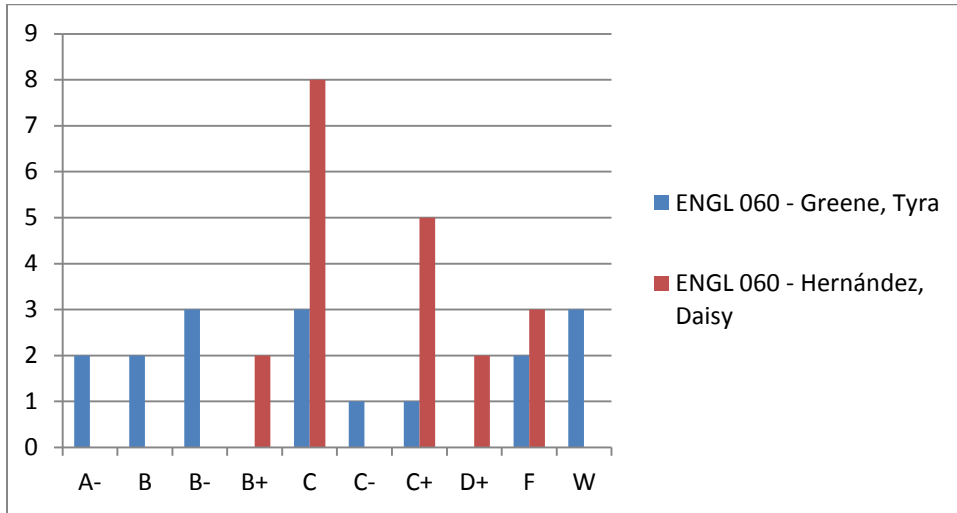
2013-2014 Writing Specialist Report

Row Labels	A	A-	B	B-	B+	C	C-	C+	D	F	W	Grand Total
<b>ENGL 105S</b>	<b>5</b>	<b>9</b>	<b>3</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>41</b>
Lucas, Beverly	1	4	1	2	5	3	1	1	2	2	1	23
Pile, Marsha	4	3		1	1							9
Stuart, Elizabeth		2	2	1	2	1	1					9
<b>Grand Total</b>	<b>5</b>	<b>9</b>	<b>3</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>41</b>

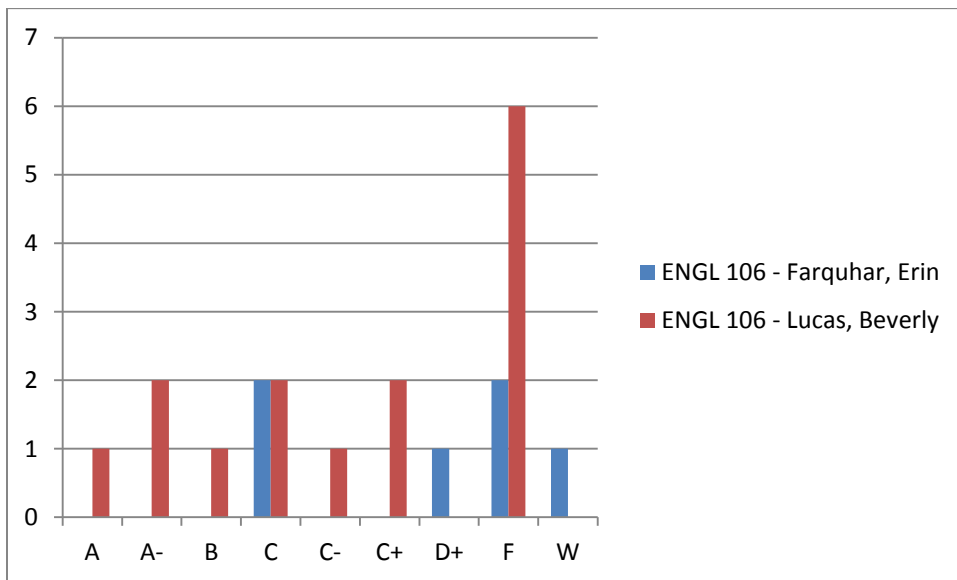


2013-2014 Writing Specialist Report

	A-	B	B-	B+	C	C-	C+	D+	F	W	Grand Total
<b>ENGL 060</b>	2	2	3	2	11	1	6	2	5	3	37
Greene, Tyra	2	2	3		3	1	1		2	3	17
Hernández, Daisy				2	8		5	2	3		20
<b>Grand Total</b>	2	2	3	2	11	1	6	2	5	3	37

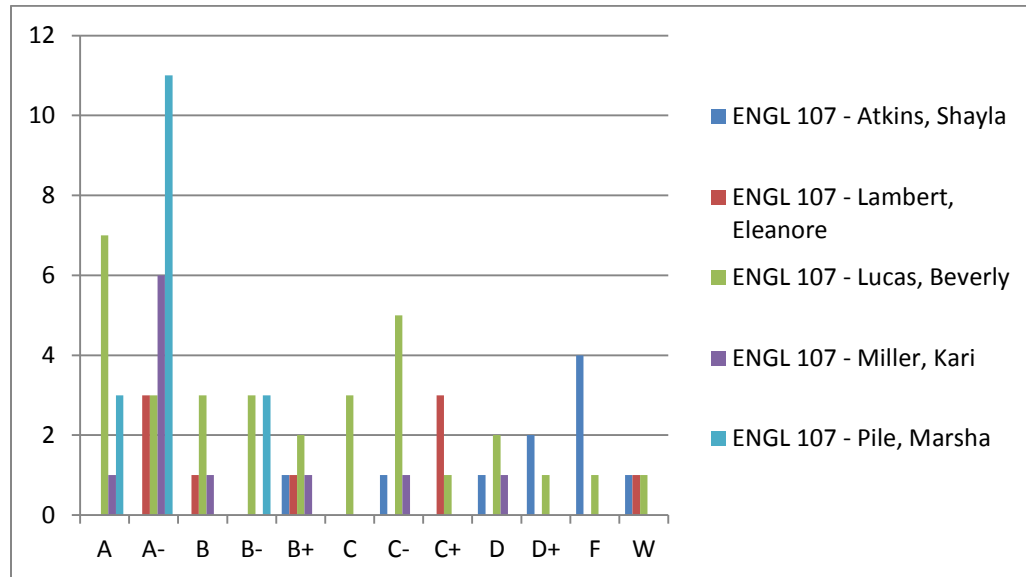


	A	A-	B	C	C-	C+	D+	F	W	Grand Total
<b>ENGL 106</b>	1	2	1	4	1	2	1	8	1	21
Farquhar, Erin				2			1	2	1	6
Lucas, Beverly	1	2	1	2	1	2		6		15
<b>Grand Total</b>	1	2	1	4	1	2	1	8	1	21



2013-2014 Writing Specialist Report

	A	A-	B	B-	B+	C	C-	C+	D	D+	F	W	Grand Total
<b>ENGL 107</b>	<b>11</b>	<b>23</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>79</b>
Atkins, Shayla					1		1		1	2	4	1	10
Lambert, Eleanore		3	1		1			3				1	9
Lucas, Beverly	7	3	3	3	2	3	5	1	2	1	1	1	32
Miller, Kari	1	6	1		1		1		1				11
Pile, Marsha	3	11		3									17
<b>Grand Total</b>	<b>11</b>	<b>23</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>79</b>



## RECOMMENDATIONS for 2014-2015

---

- **Recommendation #1 Writing Center Evening Hours** - The Writing center should expand its hours on evenings and Saturdays to accommodate the schedules of working adult students. Evening appointment availability was confined on average between 5:00-6:30 PM. This was difficult for students and specialist because classes (for students and specialist) began at 6:30 PM.
- **Recommendation #2 Upper Level Writing Course** beyond College Composition (i.e. College Composition II) as well as other English literature courses to give students a wider variety of electives and courses to improve and sharpen their writing ability.
- **Recommendation #3 Writing Support** - As the School of Professional Studies continues to increase in enrollment size for students requiring pre-foundational English courses, more writing support will be needed. SPS is in need of another writing specialist and/or another full time English faculty member. CAS writing specialists teach and focus on two courses specifically. SPS writing specialist responsibilities include, but are not limited to: teaching 5 courses per semester (including graduate writing), curriculum development, one-on-one tutoring, workshop presentations, faculty training and observation. In order to progress with providing data and assessments to improve programming, additional assistance is crucial. Another challenge
- **Recommendation #4 Academic Support Outreach** – A representative from the Academic Success Center should implement outreach activities by visiting the developmental courses at least once per semester.
- **Recommendation #5 English Advisory Board** – In order to successfully implement the efforts to decrease grading variances, it is imperative to have the input of the faculty who teach English courses. In establishing an advisory board, the adjuncts will have a voice in the improvement process to help identify barriers and in offering recommendations.
- **Recommendation #6 for THEARC:**
  1. On-site tutoring services. THEARC faculty have voiced they do not have ample time to work with students who require additional assistance. The challenge in working with students outside of classroom time is a challenge. First, space is an issue. Faculty and students are not allowed into the Trinity room until 5:30 PM. If a faculty is working with a student, there is only a ½ hour time period. The Trinity room lacks privacy as it is the space where students and staff congregate until they are allowed into the classrooms. If an instructor needs to meet with more than one student, there is not sufficient time. Tutoring is recommended especially for students enrolled in ENG 030, which is the course with the highest failure rate at 76%.
  2. Computer Literacy. Students at THEARC (and students placed in 030) lack computer literacy. This is a challenge in submitting college-level assignments and participating in

the online tutorials. These challenges contribute to the high failure rate in ENGL 030 and 103. Optimally, students who place in these courses should be required to take a computer literacy course before they enroll in other courses toward their degree.

### **Challenges for the English Program:**

#### **Challenge 1:** *High turnover for English Faculty*

During the past two semesters, all new English faculty was hired. Each member required an acclimation to Trinity as well as technology training. This training includes Moodle and MyWritingLab/MyCompLab training. This can also be contributed to the disparities in the grading variance.

#### **Challenge 2:** *Lack of full time English Faculty*

Each semester time is spent in recruiting and training English faculty. The recommendation has been made for SPS to hire an additional writing specialist to assist with the growing needs of the student population.

### **Other Activities of the Writing Specialist**

---

#### **Writing Workshop Series**

During Fall 2013 and Spring and Summer 2014 semesters, the SPS writing workshop series offered to all students included:

#### **The Writing Process**

This workshop will teach students the importance of approaching every writing assignment as a process. Students will be given strategies to help them effectively chose topics, focus, and prepare outlines. Topics covered will include: prewriting, drafting, revising, and proofreading.

#### **APA Style Writing**

This workshop will teach students the essential elements of APA Documentation Style writing. Topics covered will include: format, citation, reference list, and various style issues.

#### **Research Strategies**

In conjunction with Library Services, this workshop will cover services offered at the library. Topics covered will include: how to find scholarly articles using Trinity' databases, books (catalog), and strategies to evaluate sources online, including those found via Google and other major search engines.

#### **The Scholarship Process and Scholarship Essay**

Given the financial climate of higher education and the recent regulations for student aide, it has become imperative for students to seek financial assistance and scholarships through public and private funding sources. This workshop is designed to help students prepare, write, and submit scholarly essays as part of the scholarship process. Included in the workshop will be strategies to research, identify, and apply for potential scholarships.

## **INT501 Transition Seminar for Graduate Students**

As part of INT 501, students were introduced the importance and necessity of academic writing. The workshops, Graduate Writing Expectations and APA Writing Style were facilitated. As part of the seminar, students were required to complete a Graduate Writing Assessment (a critical writing analysis) and submit through Moodle. Students were given 48 hours to complete the assignments. The instructions to the assignment were revised in Spring 2013 to give students more options in choosing one of three articles. Using the Accuplacer scoring system as a guide, the analyses were scored on a scale of 1 to 8. Students who score 5 and below were required to register for INT 502 Graduate Writing Primer.

### **INT501 Writing Assessment**

The purpose of this activity is to assess your academic writing skills. In response to **one** of the three articles posted, you are to write a critical analysis paper. A critical analysis has two main goals: (1) to identify and explain the argument of the author(s) and (2) to provide an argument in response to the article.

The paper should contain, but is not limited to:

- Introduction and presentation of the thesis
- Summary of the article
- Your argument and/or response to the article
- Conclusion

Other notes:

- The paper should be written from a third-person perspective (or point of view)
- Do not include any outside research to add to or defend your argument
- The assignment should be written in 600 words or less

### **Article Options**

Kasworm, C. (2011). The influence of the knowledge society: Trends in adult higher education.

*Journal Of Continuing Higher Education*, 59(2), 104-107.

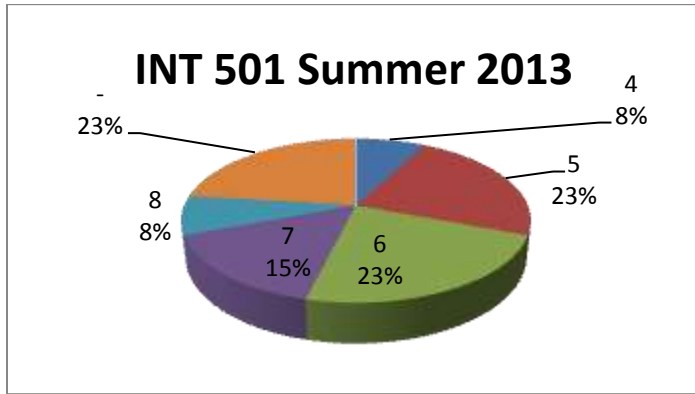
doi:10.1080/07377363.2011.568830

Holmes, G. and Abington-Cooper, M. (2000) Pedagogy vs. andragogy: A false dichotomy? *The Journal of Technology Studies*, 26 (2). Retrieved from

<http://scholar.lib.vt.edu/ejournals/JOTS/Summer-Fall-2000/holmes.html>

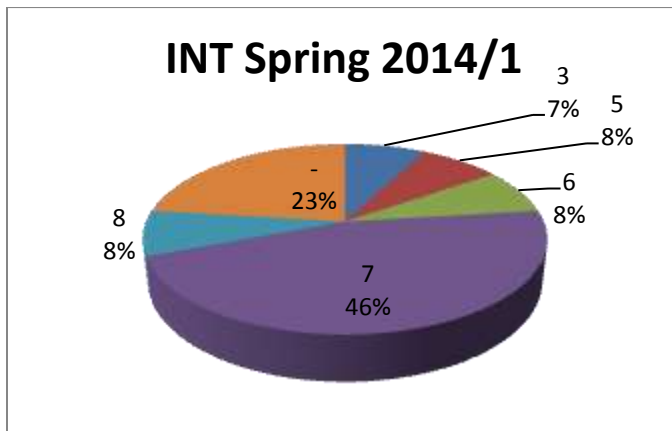
The Declaration of Independence. (n.d.). Retrieved from [http://www.archives.gov/exhibits/charters/declaration\\_transcript.html](http://www.archives.gov/exhibits/charters/declaration_transcript.html)

**Snapshot of Sessions:**



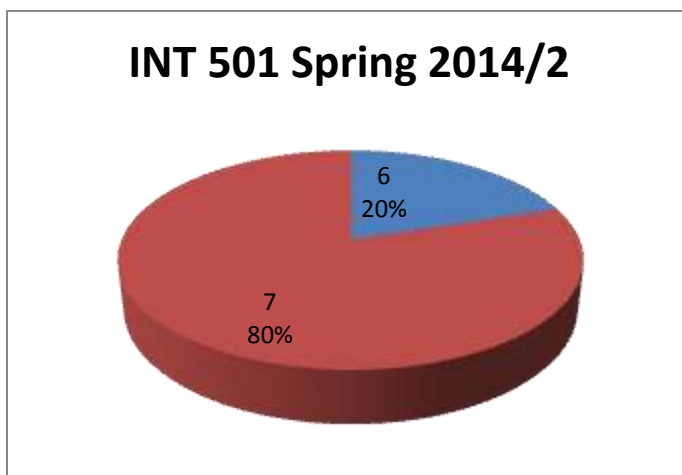
Average Score: 5

Score	Number of Students
4	1
5	3
6	3
7	2
8	1
-	3
<b>Attempts</b>	<b>13</b>



Average Score: 6

Score	Number of Students
3	1
5	1
6	1
7	6
8	1
-	3
<b>Attempts</b>	<b>13</b>



Average Score: 7

Score	Number of Students
6	1
7	4
<b>Attempts</b>	<b>5</b>



### **INT 502 Graduate Writing Primer**

#### ***Course Description:***

This is an online seminar is designed for students to improve their writing skills to prepare for the demands and rigor of graduate, academic writing. Students will learn the steps of the writing process, effective writing strategies, and APA style requirements. The ability to analyze, synthesize and respond to scholarly articles will be reviewed. This is a pass/no pass 1 – credit course.

#### ***Course Outcomes:***

There have been three sections of INT 502 offered:

Fall 2013      **2** students registered; **2** students passed

Spring 2013    **14** students registered; **14** students passed

Fall 2014      Course cancelled due to low enrollment

Spring 2014    Course cancelled due to low enrollment

Completion rate: **100%**

#### ***Course Objectives:***

Upon completion of this course students will be able to:

- incorporate a variety of tactics for generating ideas about a topic;
- understand and incorporate the necessary steps of the writing process;
- meet the usage standards and sophistication level of the audience being addressed;
- understand the elements of various patterns of development (narrative, definition, critical analysis, literature review, and persuasive/argument);
- integrate APA Style writing;
- integrate techniques of academic inquiry and research;
- develop writing and research strategies that can be applied consistently across disciplines and audiences; and
- edit writing for effective word choice, grammar usage, capitalization, punctuation, and spelling.

*INT 502 Course Content*

<b>Week Date</b>	<b>Topics Covered/Readings Required</b>	<b>Assignments Due</b>
1	Introductions and course overview Focus: The Writing Process Elements of An Effective Essay Effective Thesis Statements Readings: <i>"How to Write with Style"</i> by Kurt Vonnegut Guidelines for Assignment 1 – Narrative	
2	Focus: Narrative - Personal Writing Style Reading: <i>"Up From Slavery"</i> (an excerpt) by Booker T. Washington Guidelines for Assignment 2 – A PA Review	Assignment 1 Narrative
3	Focus: Definition Essay Critical Thinking Skills Readings: <i>"What is Poverty?"</i> by George Henderson <i>"Maslow's Theory of Self-Actualization"</i> by Gerald Covey and Marianne Corey Rubric Review INDIVIDUAL APPOINTMENTS	Assignment 2 Definition
4	Focus: APA Writing Style Readings: <i>APA Manual: Writing Clearly and Precisely</i> (pp. 61-70) <i>The Mechanics of Style</i> (pp. 87-97) INDIVIDUAL APPOINTMENTS	NO ASSIGNMENT DUE
5	Focus: Critical Analysis Writing Judgment and Evaluation Skills Reading: The Critical Analysis Paper PowerPoint Guidelines for Assignment 3 – Critical Analysis	Assignment 3 Critical Analysis
6	Focus: Incorporating Research Plagiarism Readings: <i>APA Manual: Crediting Sources</i> (pp. 169-179) <i>"Writing Integrative Literature Reviews: Guidelines and Examples"</i> by Richard J. Torraco Guidelines for Assignment 4 – Literature Review	NO ASSIGNMENT DUE
7	Focus: Argument Research Skills Development Readings: <i>APA Manual: Samples</i> (pp. 41-59) <i>"The Unconscionable Great Divide"</i> by Patricia McGuire <i>"The Declaration of Independence"</i>	Assignment 4 Literature Review

2013-2014 Writing Specialist Report

	Readings: Chosen by student (discipline specific) Guidelines for Assignment 5 – Argument	
8	Focus: Writing in the Profession Individual Appointments Readings: Chosen by student (discipline specific)	Assignment 5 Argument

## **Other Activities of the Writing Specialist**

### **Writing Workshop Series**

During Fall 2013 and Spring 2014 semesters, the SPS writing workshop series offered to all students included:

#### **The Writing Process**

This workshop will teach students the importance of approaching every writing assignment as a process. Students will be given strategies to help them effectively chose topics, focus, and prepare outlines. Topics covered will include: prewriting, drafting, revising, and proofreading.

#### **APA Style Writing**

This workshop will teach students the essential elements of APA Documentation Style writing. Topics covered will include: format, citation, reference list, and various style issues.

#### **Research Strategies**

In conjunction with Library Services, this workshop will cover services offered at the library. Topics covered will include: how to find scholarly articles using Trinity' databases, books (catalog), and strategies to evaluate sources online, including those found via Google and other major search engines.

#### **The Scholarship Process and Scholarship Essay**

Given the financial climate of higher education and the recent regulations for student aide, it has become imperative for students to seek financial assistance and scholarships through public and private funding sources. This workshop is designed to help students prepare, write, and submit scholarly essays as part of the scholarship process. Included in the workshop will be strategies to research, identify, and apply for potential scholarships.

