



Writing Across the Curriculum within Communication Sciences and Disorders:

A FOCUS ON AMERICAN PSYCHOLOGICAL ASSOCIATION FORMATTING

Emma Flottesmesch, Alison Jozwiak, Noah Terrell | Communication Sciences and Disorders
Faculty Mentor: Abby Hemmerich, Ph.D., CCC-SLP



The Power of **AND**

University of Wisconsin
Eau Claire

INTRODUCTION

- Lane & Johnson (2017) discovered that many students were not learning about writing after their required, freshman year writing course
- Various disciplines have adopted writing across the curriculum (WAC) as a method to address writing needs for upper level students (Horton & Diaz, 2011)

WRITING ACROSS THE CURRICULUM

- "WAC maintains that writing is a valuable learning tool, helping college students to better synthesize, analyze, and apply knowledge specific to their discipline" (Lashley & Wittstadt, 1993)
- WAC recognizes that "literacy in a discipline is the same as learning in a discipline" (Harper & Vered, 2016)

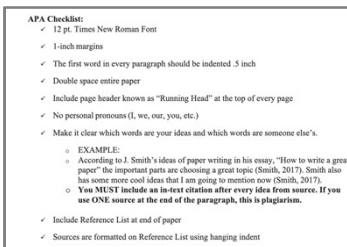
STRATEGIES FOR TEACHING WRITING

- A model of a writing workshop or a supplementary piece of writing material is beneficial to support students' writing (Saltee, 2011)
- Integrating writing lessons along with the typical lesson plan is important to increase comfort with writing in the profession and curriculum (Lane & Johnson, 2017)
- Use of a direct teaching method for specific skills improves student writing (Horton & Diaz, 2011)
- The expressive mode, using formative writing exercises and informal writing tasks to help students think through and about content are emphasized in the literature on WAC (Harper & Vered, 2016)

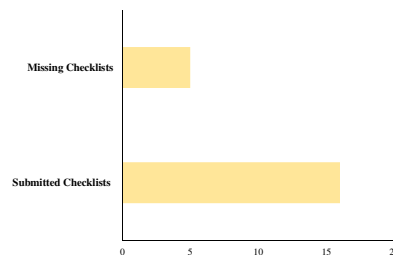


WRITING RUBRIC

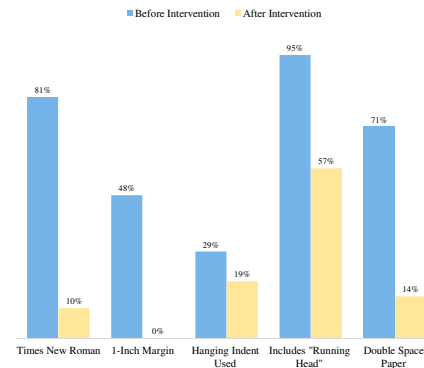
- A rubric is used in a class for both teaching and grading (Horton & Diaz, 2011)
- Incorporating a standardized rubric helps students understand expectations and faculty score consistently across students (Luthy, Peterson, Lassetter, & Callister, 2009; Minnich, et al., 2018)
- Accuracy and consistency when using a rubric is imperative (Luthy, Peterson, Lassetter, & Callister, 2009; Minnich, et al., 2018)
- By utilizing a structured set of outcomes, such as an APA checklist, students will know their expectations (Hudd, Smart & Delohery, 2011)
- Rubrics can be used to write papers in the future (Horton & Diaz, 2011)



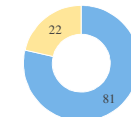
Student Use of Checklist After Intervention



Percentage Error within APA Criteria: Before and After Intervention

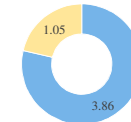


Total Number of APA Errors Across Submissions



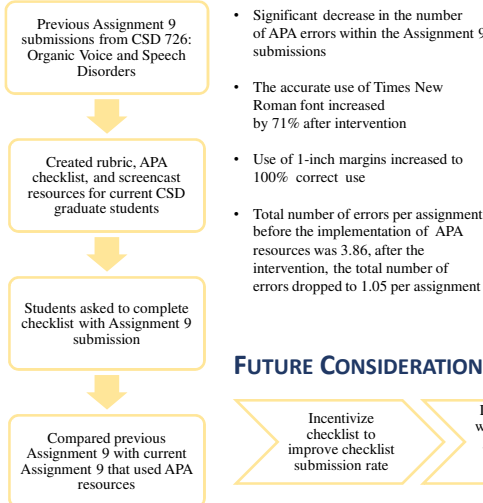
■ Before Intervention ■ After Intervention

Number of Individual APA Errors within Submissions



■ Before Intervention ■ After Intervention

METHODS



RESULTS

- Significant decrease in the number of APA errors within the Assignment 9 submissions
- The accurate use of Times New Roman font increased by 71% after intervention
- Use of 1-inch margins increased to 100% correct use
- Total number of errors per assignment before the implementation of APA resources was 3.86, after the intervention, the total number of errors dropped to 1.05 per assignment

CONCLUSION

- The number of APA errors decreased per paper after explicit instruction
- APA resources were provided to the students to increase their knowledge of APA
- The provided APA resources and checklist had a positive effect on altering graduate student performance within the guidelines of APA, similar to previous research (Hudd, et al., 2011; Luthy, et al., 2009; Minnich, et al., 2018)
- Additional resources and explicit instruction should be encouraged to use across target areas in the future

FUTURE CONSIDERATIONS



REFERENCES

Luthy, K. E., Peterson, N. E., Lassetter, J. H., & Callister, L. C. (2009). Successfully Incorporating Writing Across the Curriculum with Advanced Writing in Nursing. *Journal of Nursing Education*, 48(1), 54-59. doi:10.3928/00148434-20090101-07

Minnich, M., Kirkpatrick, A. J., Goodman, J. T., Whitaker, A., Chapple, H. S., Schoening, A. M., & Khanna, M. M. (2018). Writing Across the Curriculum: Reliability Testing of a Standardized Rubric. *Journal of Nursing Education*, 57(6), 366-370. doi:10.3928/0148434-20180522-08

Horton, E. G., & Diaz, N. (2011). Learning to Write and Writing to Learn Social Work Concepts: Application of Writing Across the Curriculum Strategies and Techniques to a Course for Undergraduate Social Work Students. *Journal of Teaching in Social Work*, 31(1), 53-64. doi:10.1080/08841233.2010.539141

Lane, A. B., & Johnson, K. A. (2017). Bridging the writing gap between student and professional: Analyzing writing education in public relations and journalism. *Public Relations Review*, 43(2), 314-325. doi:10.1016/j.pubrev.2017.02.008

Saltee, M., Hallett, R., & Tierney, W. (2011). Teaching Writing in Graduate School. *College Teaching*, 59(2), 66-72. doi:10.1080/08756755.2010.511315

Harper, R., & Vered, K. O. (2016). Developing communication as a graduate outcome: Using "Writing Across the Curriculum" as a whole-of-institution approach to curriculum and pedagogy. *Higher Education Research & Development*, 36(4), 688-701. doi:10.1080/07294360.2016.1238882

ACKNOWLEDGEMENTS

- This project's research mentor, Dr. Abby Hemmerich, for her insight and support
- The Communication Sciences and Disorders (CSD) department and the Scholarship of Teaching and Learning (SoTL) research lab
- The Office of Research and Sponsored Programs (ORSP)
- Learning and Technology Services (LTS)