

UG Writing & Research: One Program's Approach

Nancy L. Aarts

College of Wooster

naarts@wooster.edu





Goals of this presentation...

- Overview UG W&R at this time
- Describe a model UG W&R processes and outcomes

Overview UG W&R at this time...

- W&R opportunities and outcomes survey



□ UG W&R opportunities and outcomes



N=26 completed survey

n=19 UG

n=4 UG in dept with grad program(s)

- 
-
- Survey items



□ Survey items

1. Development of *writing skills*



□ Survey items

1. Development of *writing skills*
2. Development and demonstration of *research skills*



□ Survey items

1. Development of *writing skills*
2. Development and demonstration of *research skills*
3. Percent of majors who *conducted research* this AY



□ Survey items

1. Development of *writing skills*
2. Development and demonstration of *research skills*
3. Percent of majors who *conducted research* this AY
4. Creation of *research climate*



1. Development of *writing skills*

- Freshman seminar
- W-course
- Writing assignments in gen ed classes
- Writing Center
- Short assignments in CSD courses
- One major paper in CSD course
- Capstone / senior thesis

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2. Development and demonstration of *research skills*

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- ❑ Res methods part of other course(s)
- ❑ Res Methods course required
- ❑ Critical evaluation of lit
- ❑ Passive research-related activities encouraged
- ❑ Passive research-related activities required
- ❑ Active research-related activities encouraged
- ❑ Active research-related activities required
- ❑ Thesis required

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3. Percent of majors who *conducted research* this AY

- Almost all programs (23/26) have very few UG participating in or conducting research
- Very few (2/26) have most of their UGs conducting research



4. How successful is your program at creating a research climate?




4. How successful is your program at creating a research climate?

- 11/26 (43%) successful
- 6/26 (23%) somewhat/not successful
- 9/26 (35%) neither here nor there


Model of UG W&R

- The College of Wooster
 - Writing
 - Research
 - Processes
 - Outcomes





Writing at Woo



Writing at Woo

- First Year Seminar (FYS)



Writing at Woo

- First Year Seminar (FYS)
- At least one “W” course



Writing & Research at Woo

- First Year Seminar (FYS)
- At least one “W” course
- Independent Study



Writing & Research at Woo

- First Year Seminar (FYS)
- At least one “W” course
- Independent Study (IS)
 - Quantitative Methods



Writing & Research at Woo

- First Year Seminar (FYS)
- At least one “W” course
- Independent Study (IS)
 - Quantitative Methods
 - Junior IS (one course)



Writing & Research at Woo

- First Year Seminar (FYS)
- At least one “W” course
- Independent Study (IS)
 - Quantitative Methods
 - Junior IS (one course)
 - Senior IS (two courses)

Jr IS

- *Cultural beliefs and psychosocial effects of cleft lip and palate in the United States, Latin America, Africa, and Eastern Europe*

- *Talking hands: The impact of simultaneous sign language interpretation on hearing students during a classroom lecture*
- *Factory compliance with OSHA standards involving hearing conservation*
- *Relationship between otitis media and reading proficiency among second graders in Wooster, Ohio*
- *Identification of autism in movies by knowledgeable and naïve college-aged viewers*
- *The effects of sound field amplification versus non-sound field amplification on reading proficiency*
- *The effects of pre-literacy training in early intervention programs on the later literacy of children with hearing loss and deafness*
- *An exploration and comparison of the techniques of gene therapy, cell transplant, and drug delivery on hair cell regeneration*
- *Literacy techniques and reading levels among children with hearing loss in total communication classrooms and matched hearing peers*
- *The APD assessment: A comparison of the evaluation practices used by Ohio public elementary schools when diagnosing students for auditory processing disorders*



Ehhhhh, What's up doc?: The effect of a cartoon-based educational module on the attitudes of normally developing 3rd-6th grade children towards school-aged children with stuttering and articulation disorders

No entiendes!! The development of a culturally focused case history form for use with acquired cognitive-communication disordered populations whose first or dominant language is Spanish



Determining the need for school-based speech pathologists in Thailand: Prevalence of speech disorders among children enrolled in two Thai international schools




An investigation of college students' knowledge regarding stuttering in relation to their perceptions of people who stutter=

Influence of parenting locus of control on satisfaction with family-centered intervention provided to their children with hearing loss



A comparison of the knowledge and opinions about cochlear implantation among adult members of the deaf and hearing communities in the Wayne county area of Ohio



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- *Revision of the WIPI: Improved cultural relevance and validity*
 - *Hearing health knowledge and experience among enlisted Army personnel, Army officers, and civilian men*

 - *The viability of speech-language pathologist and audiologist use of computer-aided instructional software to train speechreading/lipreading skills*
 - *Preference for and use of hearing protection devices among music performers and listeners in Central Ohio*
 - *An investigation into possible therapeutic uses of echolalia in children with autism*
 - *The reality of evidence-based practice interventions for children with autism: Are best practices available?*
 - *An investigation of the knowledge and opinions about cochlear implantation among adult members of the deaf community in the Cleveland metropolitan area*
 - *Educating students with autism: Teacher preparation and perceived effectiveness of teaching techniques*
 - *Treatment options and quality of life for patients with Meniere's disease*



How Woo does it

- Liberal Arts program designed to prepare students for IS
 - Preparation is not discipline-specific



How Woo does it

- College values, develops, employs:
 - Skills needed for life-long learning
 - Independent minds / habits of mind
 - Intellectual and academic honesty
 - Challenges, feedback, opportunities to practice
 - Off-campus experiential learning
- The wider world is always in mind

