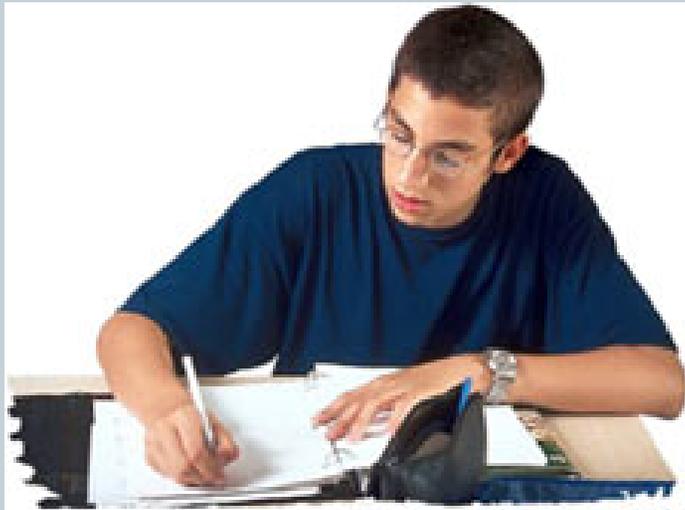


Job Preparedness



- **Excellent writing is an essential job skill**
- **Good writing is inseparable from:**
 - Clear thinking
 - Relevant knowledge
 - Correct grammar and syntax
 - Eloquence and a voice

What Happens at William & Mary

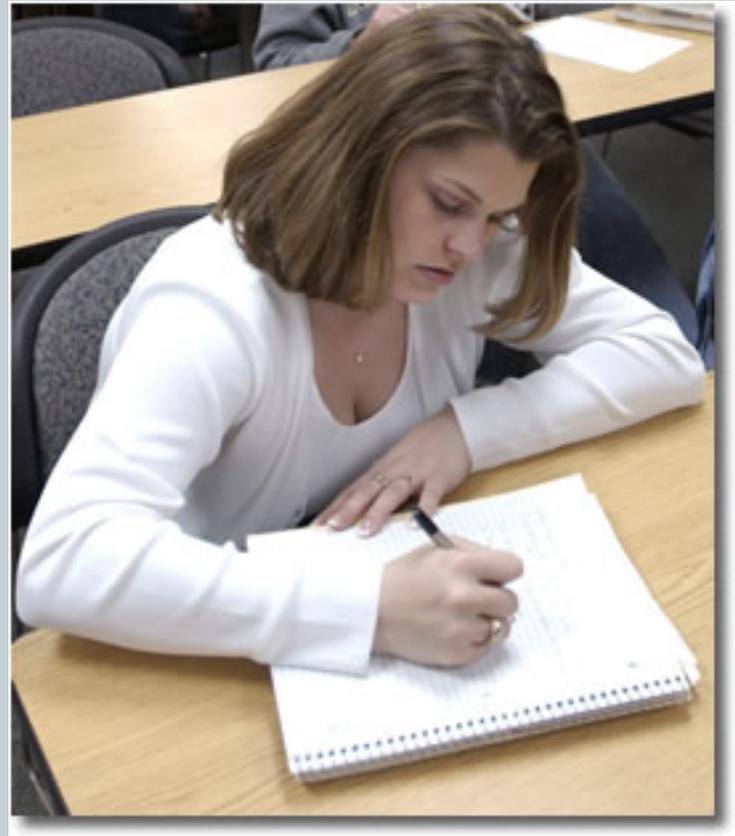


- A structured writing program for all students
- Individualized support for writing in all courses
- Targeted support for students who need it

What Do Students Do?

Lower-Division Writing Requirement

- One-semester course in writing by end of second year



Goals and Policies for Lower-Division Writing Requirement

Students learn:

- To write clearly
- To argue effectively
- To develop a lively, compelling voice
- To revise their own writing
- To use library and other resources for research

1 Modeling land-use and land-cover change

A unifying theme in understanding many dimensions of global environmental change is *land-use and land-cover change (LUCC)*, human activity that results in altered land-use systems and surface features. This change contributes roughly a quarter of anthropogenic atmospheric carbon dioxide, a greenhouse gas, and has ancillary effects such as biotic diversity impacts and desertification (Steffen et al. 2003). LUCC is also essential to the environmental and socioeconomic sustainability of communities around the globe because it is both a key cause and medium of change impacts (Kates et al. 2001).

Interdisciplinary research and use of computational models are both increasingly important to understanding LUCC. Researchers ask, and answer to varying degrees, three questions: 1) what are the rates and spatial patterns of LUCC; 2) where does LUCC occur now and where will it occur in the future; and 3) which human and environmental factors explain it? (IGBP-IHDP 1995) Given the complexity of LUCC processes and the difficulty of answering all three questions simultaneously, full assessments tend toward interdisciplinary initiatives that blend an array of data, methods, and theories. A valuable tool in this integration is the use of spatially explicit, dynamic LUCC models that examine land-manager decision making in the context of social and ecological systems (IGBP-IHDP 1999; Veldkamp and Lambin 2001). Modeling methodologies range from simple mathematic formulas to intricate spatiotemporal simulations (see for reviews Lambin 1997; Kaimowitz and Angelsen 1998; Agarwal et al. 2002; Brown et al. 2004; Manson, Geoghegan and Turner 2004; Verburg et al. 2005).

Using models to link data and theory is a continuing challenge. Models can help to link the conceptual and methodological integration necessary for interdisciplinary research

Freshman Seminars



Freshman seminar in astrophotography

- **Hunter J. Smith Endowment**
 - \$10 million to support freshman seminar program

Freshman Seminars



- Writing across the curriculum
- Small groups
- At least twenty-four pages of writing
- Opportunity to revise work
- Introduction to research methods
- Ongoing discussion of writing

Major Writing Requirement

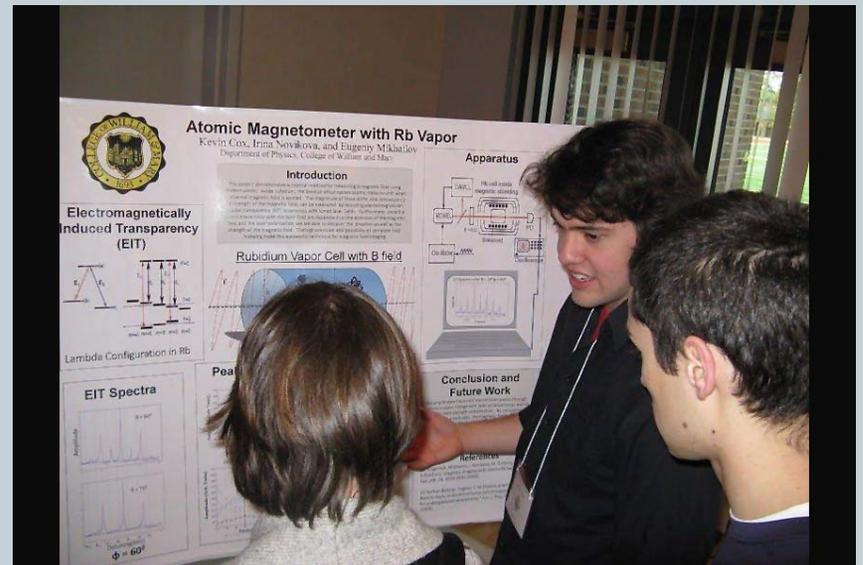
- Different majors have different requirements
- Often an independent research project is required
- Students work intensively on the process of revision
- In 2012-13, 1274 (almost 25%) of W&M students enrolled in an independent research project

Term	Course title	Total number of courses
Summer 2012	Honors IS or SR	1 40
Fall 2012	Honors IS or SR	136 779
Spring 2013	Honors IS or SR	134 925
Total 2012-13	Honors	2015

Physics



- All majors complete a senior project
- They write two substantial reports
- Both are revised extensively with help from instructors



Sociology



- All majors take a senior capstone seminar
- Students pursue an original research project
- They produce multiple drafts
- They present their work at a mini-conference

History



- All majors take a senior colloquium
- They produce a research paper
- They write multiple drafts
- Many students take an additional research seminar



Music: Senior Research Seminar



31. MICHAEL ROW THE BOAT ASHORE.

1. Michael row do boat a - shore, Hal - le - lu - jah!

2. Mich - ael boat a gos - pel boat, Hal - le - lu - jah!

"Michael Row the Boat Ashore" an example of a Negro Spiritual. From "Slave Songs of the South"

About Civil War-era African-American Music

African-American music was and continues to be a huge influence on American culture. During the Civil War, it was negro spirituals and songs of freed-slaves that became so important because it introduced a new, previously suppressed culture into American society. This music, however, was very difficult to record and compile. African American music was all oral tradition; most freed-slaves were not literate and any written music on the subject were compiled by white musicians. This, however, posed problems. Many of these musicians were taught and versed in the European style. The music of freed-slaves is a style by itself, extremely different from European music as it is full of syncopation and characterized by minor changes in the voice of the singer. By transferring these styles to sheet music, the sound is completely changed. Many tried to preserve it by writing the lyrics in a stereotypical African American, free-slave dialect. While preserving some of the language of the songs, this method rarely saved the sound. In addition, many of the African American songs and spirituals were sung without musical instruments. Rarely, bones or a banjar, a precursor to the banjo, were used, but many times the harmony and beat would come from the voices, and not any instruments. The first compilations of African American music of the era were published in 1867, and are not immune to any of the

- Students in Professor Katherine Preston's "Music of the Civil War Era" researched digital sources and created their own online resource, including images, links and recordings

The Writing Resource Center at Swem Library

Director: Sharon Zuber



The Writing Resource Center

- Consultants are trained, undergraduate peer tutors from a variety of majors
- One-on-one 50-minute sessions with students at all stages of the writing process and in all disciplines



Visits to Writing Resource Center in Fall 2012



484 consultees (not counting appointments during exams)

Freshman	Sophomore	Junior	Senior	Graduate
212	91	76	64	41
44%	19%	16%	13%	8%

Concern	Percentage
Thesis and clarity of argument	69
Organization	61
Grammar/mechanics	48
Sentence/speaking style	35
Citations/formatting	22
Planning	22
Other	4

Collaborations

- **Collaborations:**
 - Reves Center
 - W&MSURE program
 - Tribe TutorZone
 - Environmental Science and Policy
 - History WRC
 - Swem Reference

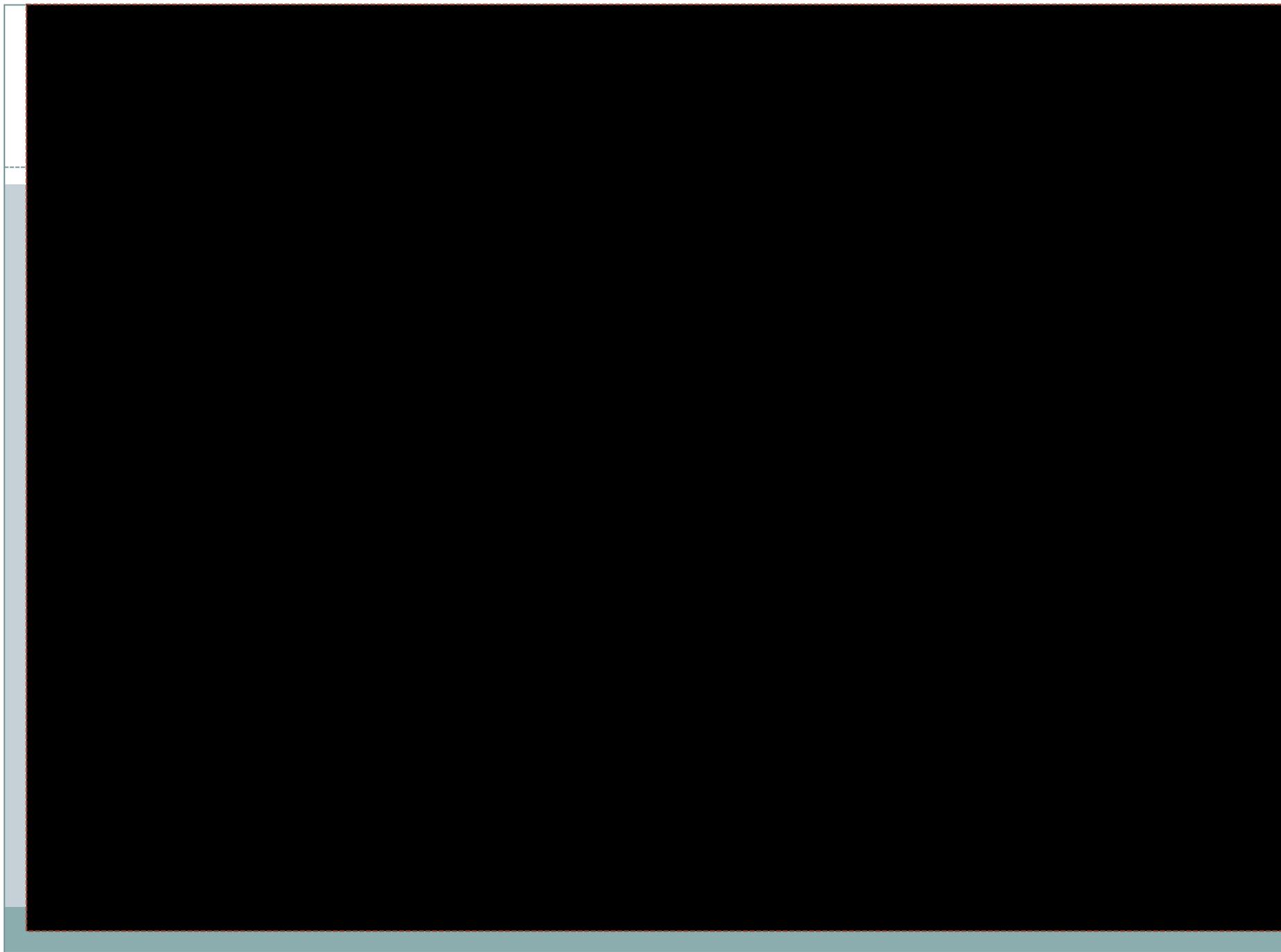


The William & Mary Writing Experience



- **Structure and continuity (Lower Division/Major)**
- **Mentoring and individual support**
- **Targeted support**

- ❖ "I never had to revise in high school. Now I know that writing is revising!"
- ❖ "I found more joy in my writing."
- ❖ "Writing is really thinking on paper."
- ❖ "I now think a lot more about what my audience needs to make sense of my ideas."



Essential career skill



- **National Commission on Writing survey of 120 major American corporations**
 - 80% of companies assess writing during hiring and promotion
 - Over 40% of companies offer training for writing deficiencies at a cost of \$3.1 billion annually