**Visual:** The presentation begins with a PowerPoint title slide in the large central panel. A captioning pod, Q&A pod, and files pod are stacked on the right side.

The slide says “WCSS Graduate Writing II: Transitioning Into the Writing Center” and the following:

- **Hillary Wentworth**
  - Manager of WCSS Faculty Development & Graduate Writing Courses
  - Academic Skills Center
- **Beth Nastachowski**
  - Manager of Multimedia Writing Instruction
  - Writing Center

**Audio:** Hillary: Okay, we're gonna go ahead and get started. Thanks so much for joining us this evening or this afternoon or whatever time it is where you are. My name is Hillary Wentworth and I'm the manager of WCSS faculty development and the graduate writing courses. And that's part of the Academic Skills Center. I've been with Walden for about seven years now. First in the Writing Center, and then transitioning into the Academic Skills Center. So in my role I work directly with students in the graduate writing courses, and I manage the course content, and then I also work with faculty to make sure that they are delivering quality instruction to you all. So I'm excited to be here tonight talking about what we do beyond graduate writing II, how you can continue to strengthen your writing skills without the benefit of a course.

And I'm here with Beth Nastachowski who is the manager of multimedia writing instruction in the Writing Center. She's gonna be presenting on Writing Center resources. Beth, would you like to introduce yourself?

Beth: Yeah, thank you so much, Hillary. Hello, everyone. It's wonderful to be with you here this evening. And as Hillary said, I am the manager of multimedia writing instruction at the Writing Center. So primarily I work with students through live sessions like this via our webinars and course visits and things like that. I also help manage, create, and coordinate our videos and our self-paced modules at the Writing Center. So I'll also note that I am a contributing faculty member and help teach Grad Writing I and II as well. So I work with Hillary in that way also.

Hillary: Thanks, Beth. And I'll also just add that Beth is in St. Paul, Minnesota, and I have just moved from Minneapolis, Minnesota, over to the east coast, and I am staying in New Hampshire right now. So big changes are under way with my family. All right. So let's get started.
**Visual:** Slide changes to the following:

- **Housekeeping**
  - Recording
  - Download the PowerPoint slides
  - Click on links
  - Submit questions via Q&A throughout the session

- **Agenda**
  - You’ve completed Grad Writing II...Now what?
  - Your goals
  - Next stage in academic writing
  - Writing Center services

**Audio:** Let's talk about the housekeeping that we've -- we have to keep in mind during the presentation. The first is that the session is being recorded. And it will be accessible to you after the session if you want to follow, follow up with the presentation and listen to it again. You can also download the PowerPoint slides that are in the files pod on the right of your screen. You can click the links in the PowerPoint slides, either on your screen right now or in the downloaded version. There's gonna be a lot of helpful links to Writing Center resources, so keep on the lookout for those. And then throughout the presentation, we really welcome your questions. We want this to be an interactive session. So please do submit questions via the Q&A box, which is also on the right side of your screen. And I'll also add that there is a captioning pod in the upper right. So if you need captioning for this presentation, you can follow along there.

All right. For the agenda today, we are going to be talking about completing Grad Writing II, now what? Now do you do, what's the next step? We'll look back at what your goals were during graduate writing II, and then look ahead to the next stage in your academic writing journey here at Walden. And then of course Beth will be talking about Writing 5 Center resources and services that can be paired with your goals. So that you can continue your writing development.

**Visual:** The slide changes to the following with a picture of fireworks: A Moment of Congratulations

You have completed Graduate Writing II!

**Audio:** But first we want to start with a moment of congratulations. These fireworks are for you. You have conquered your graduate writing II course, and we know it's difficult to take a writing course alongside your discipline courses. There's a lot of juggling that gets involved in that and a lot of demands on your time. So we really do want to celebrate this achievement. And hopefully you do feel more confident about your writing skills having taken the course and that confidence will carry through the rest of your program. That's the ultimate goal that we had in mind when we created these courses and when we're delivering them to you is to envision these courses as a launching pad to the rest of your writing career and also to perhaps even a love for writing in other realms, maybe these courses have sparked now a desire to write in a journal every day or maybe to be a better e-mail communicator, or start writing poems, that kind of thing. So it can really translated to beyond -- translate to beyond academia.
You have developed...

- Essential academic writing skills
  - Working with a source:
    - Paraphrasing
    - Analysis
    - MEAL Plan paragraphs
- Your writing process
- Your writing goals

But where do you go from here?

Audio: Let’s review what you focused on in the Graduate Writing II course. You worked in-depth with one source, that journal article that you selected and you critically read. And then you developed paraphrasing, analysis, and -- this is similar work that you'll be doing down the road in your Dissertation URR doctoral study but just on a much smaller scale. And this course you read one article instead of 100, for example, for a literature review that you'll be doing in your doctoral capstone. Okay, you got to know your writing process, what worked for you, what didn't, including multiple revisions. You know, every week revising and building on that -- building on that same product and so you can employ that same writing process in the future. I know that when I was a student it was really tempting for me to say, I'm done with that course, I can just, you know, close the door on it and move on to something new. But you'll need to continue strengthening your scholarly writing skills. You can't just close the door on this course specifically. Strong writing skills can lead to a better time completing your other course work. So maybe you will get through quicker or just not pull all your hair out when you're going through the process. You also developed goals to work toward.

But where do you go from here. What do you do with those goals and how do you keep that writing momentum?

Audio: That's really the later heart of what we're talking about today. Right now, you're in a transition point in your writing development. You're going from course directed learning to more of a self-directed learning model. In the Graduate Writing II course, what you learned and how you learned it was guided by your instructor. And the selection of the resources provided. So you were exposed to a lot of Writing Center resources in the course itself, but those were all hand-selected for you. So they were a little bit narrower in scope. Now you need to act as your own advocate, understanding what you need and where to go to get that help and the Writing Center can be that helping place.
So what we want to do now in the rest of your program is look at your own work with a critical eye and locate resources that would maybe fill the gap in an understanding or fill the gap in an area of your writing that is not as proficient as you would like it to be.

**Visual:** The webinar layout changes to open a chat pod for students to type in. The slide changes to the following: What were the three goals you developed at the end of Grad Writing II?

Remember these goals throughout the presentation as we discuss Writing Center resources that can help.

**Audio:** Before we launch into discussing the next stage in your writing, we want to visit the SMART goals that you created at the end of graduate writing two. And if you remember, these were the goals that you developed for the discussion in week eight. So those SMART goals, specific, relevant, measurable, attainable, realistic, and timely, I believe that's what it stands for. So if you do remember them, we're just gonna have a brief discussion now if you can put those in the chat box that's labeled "What were the three goals you developed"? And I'll just give everyone a few minutes to type in their -- their goals.

[The speaker is silent as students type and submit their responses.]

Okay. Let's go over some of these. We have one that is about increasing the course grade. So not necessarily tied specifically to writing. But obviously writing goes in to the grade. Grammar and proof reading, which are closely linked there. Organize -- organization. Okay. And there are some people talking about reading more articles, adding peer-reviewed journals to the literature review draft as well as paragraphing. Implementing the MEAL plan. Objective. Okay. Reviewing Grammarly. Reviewing APA style points. Okay.

These are all wonderful goals, and I like how there's kind of a broad range here. It goes from organization and achieving the goal -- the ultimate goal of getting a degree to kind of on a smaller scale, nitpicking with grammar and with proofreading. So these are all great. I just wanted you to kind of think back and have these goals in mind as we continue through the presentation, because we are gonna be discussing Writing Center resources that you can grab and kind of attach to those goals so that they can be stepping stones on the way to those goals.

All right. I'm going to hand it over to Beth at this point to talk about the next stage in academic writing.

**Visual:** The layout changes to close the chat box. The slide changes to the following: Next Stage in Academic Writing

- **You've already learned about:**
  - Paragraphing
  - Paraphrasing, quoting, citing
  - Proofing, grammar
  - Revision
- **You'll also need to learn about:**
Introductions, conclusions
Thesis statements
Headings and outlining
Synthesis

**Audio:** Beth: Thank you so much, Hillary. And I'll just go over a little bit of kind of what Hillary was talking about here, just a little bit. So as Hillary talked about, you really learned a lot about the foundations of academic writing in your Graduate Writing II course. I just worked with a group of students and a lot of them were saying that, you know, we work pretty slowly in that Graduate Writing II course, right? We really take everything step by step and slow it down and the reason for that is that these really are the foundations that will serve you throughout the rest of your program. So like Hillary was talking about, the course is really that launching program into the rest of your program, like you guys were talking about in the goals that you developed. Develop your paragraphing schools, proofreading, you know, building off what you did in Grad Writing II which is exactly what we want you to do.

So what I'm gonna talk about first here is really sort of four different areas that I encourage you to start exploring as you sort of use Graduate Writing II as your launching pad. And that includes the sections of your academic writing that include introductions, conclusions, thesis statements, headings and outline, and synthesis. These are sort of things that we didn't talk about in Graduate Writing II but are things that you'll need to start working on and incorporating into your writing in if you're not already to continue to work toward that doctoral study. These are things that you probably have been doing in other contexts, in other classes, in your discipline classes. But what I encourage you to do is to kind of take some time to reflect on these, learn more about them from the Writing Center as well, and just continue to sort of continue to develop your writing skills.

So what I'm gonna do next is kind of go over these four areas academic writing, giving you sort of a brief overview. And what I hope you'll do is kind of check with yourself and say, okay, she's talking about this for thesis statements. Is that my understanding of a thesis statement? And if not, making a note of that so that you know that's something you want to focus on or look at to continue to develop your skills. So this is sort of a brief overview of these four sections. We could talk about all of these for an hour or more each, but we're gonna do is do brief overview and just sort of check in with you on these things to kind of give you an idea of what you can continue to work on moving forward.

**Visual:** The slide changes to the following: Thesis Statements

Statement of what you will show or prove in a paper.

→ *I will show that professional development is most effective when employees have input in their professional development.*

→ *Professional development is most effective when employees have input in their professional development.*
**Audio:** Thesis statements, this isn’t something that you cover in Graduate Writing II, but it really is very foundational or essential to the focus of the writing that you’ll do in your courses. And that probably you’ve already started doing, right? So a thesis statement is really sort of the central focus of academic writing in that it represents the argument in your paper. So a thesis statement is really -- it seems kind of simple by definition. It’s just a statement of what you will show or prove in your paper.

Now, that can get a little complicated if you’re not used to writing thesis statements. They can seem a little vague or, you know, unclear at first. But I hope that the examples that I have here will be helpful for you. And what I really encourage you to think about, right, in your academic writing, you’re not summarizing information. You’re not just writing a paper about childhood obesity and summarizing all the notification. You need to sort of take a position or develop an argument about childhood obesity, about that topic. And so that’s what the thesis statement does. It just represents that argument that you need to develop.

So here’s a couple of examples for you. Let me just grab here my little arrow. There we go.

So the first example is a pretty okay version of a thesis statement. So it says, “I will show that professional development is most effective when employees have input in their professional development.” So this is a thesis statement because we know the topic of the paper: the paper’s topic is professional development. But we also know what the author will show or prove about that topic, right? They’re gonna show that it’s most effective when employees have input. So this is a great statement because it represents that argument.

Now, I say it’s not the best thesis statement or maybe not an exemplar because it includes this sort of “I will show” language. It’s a nice sort of starter language if you’re not used to writing thesis statements.

But an even better thesis statement will just take that out all together and make a clear statement. So, “Professional development is most effective when employees have input in their professional development.” It just taking away sort of that more informal phrasing. That second thesis statement is just a bit more formal because it eliminates the first person "I."

So I encourage you to think about thesis statements if this is something you’re familiar with, you know, kind of check with yourself and see, you know, are you doing a thesis statement more like the first one or more like the second one? And if you’re not familiar with thesis statements, make a note of that and, you know, make that part of your process for developing that you’re gonna look up thesis statements and make sure that you’re incorporating them into your academic arguments.

The other thing I’ll say too. We do have time for questions built into this presentation. So if you have questions about any of these topics -- I should have said this earlier, but if you have questions, do let Hillary and I know in the Q&A box and we'll be happy to get you more information. And I have time that I’m gonna pause for questions as well.

**Visual:** The slide changes to the following: Introductions & Conclusions
Introductions
  o General context and background
  o Thesis statement
  o Minimal citations

Conclusions
  o General wrap-up
  o Reminder of main points
  o Restatement of thesis statement
  o Minimal citations
  o No NEW information

Audio: Okay. So we've talked about thesis statements. And now we want to talk about introductions and conclusions. Now this is something you, you know, we didn't formally talk in Graduate Writing II. I know with some of my students I talked about introductions and conclusions a little bit, but it wasn't, you know, a formal requirement as part of graduate writing two, and so you may or may not sort of worked with that. My guess, though, is that you're incorporating introductions and conclusions in the writing that you do for your discipline courses. And so it's important to think about sort of the purpose of introductions and conclusions and sort of practice writing really effective introductions and conclusions.

So an introduction is really the time for you to kind of introduce the reader, of course, to the topic or the focus of the paper. Generally I like to think of introductions like an upside down pyramid, where you start with really broad information, general context, general background, and then as you go through the paragraph for the introduction, you get more narrow and more specific with your information. So your first sentence will be pretty broad. Your next sentence might be even more specific. Your third sentence might even get more specific, and it gets closer to the specific focus that you're talking about. And then at the very end of your introduction, you'll want to include the thesis statement. So the thesis statement is always the last sentence or the last couple of sentences of your introduction.

Another thing to note about introductions that you do want to keep minimal citations or minimal specific data I should say. So like I said, your introduction includes general information and context, but you won't necessarily include the, you know, really specific statistics that support one specific claim as part of your paper, right? So you'll keep it more general.

Your conclusion then is sort of the opposite of that. I think of the conclusion like a regular pyramid where you start of more specific. You're gonna kind of wrap up, give maybe a reminder of the main points in your paper. Often I recommend that students include a restatement of the thesis statement. So that's not a word for word copy and paste, but just a restatement, so rephrase it in another way. And then you kind of get broader from there. So then you might talk about, you know, sort of next steps. You might also talk about areas where there's a gap or topics for more research. It sort of depends on what your paper's about and what you want to discussion in the conclusion. But you can kind of think about it as a regular pyramid. So sort of the inverse of the introduction.
In a conclusion paragraph you should have minimal citations if not zero citations in that paragraph as well. So in your conclusion, you sort of are wrapping up everything, so you don’t want to introduce any new information. So you won’t include specific statistics or data. So that’s why I say minimal or zero citations should be present in that paragraph. And no new information. And that’s something to keep in mind. If at the end of your paper, you know, you’re writing your conclusion and you feel like, oh, shoot, I forgot to include this information, you probably want to make sure to take a look and either move that information into an existing paragraph in the body of your paper or maybe write a new paragraph where that information fits in. Because it happens, right? Where we get to the end of the paper and we think we’ve wrapped everything up, but we realize we forgot some information.

And that’s okay. So these are some general tips for your introductions and conclusions. Again with this, I encourage you to think about how much you’ve been engaging with your introduction, conclusion paragraphs, and then make a mental note about whether this is something you want to learn more about and see more examples.

Visual: The slide changes to the following: Outlining & Headings

Both are useful for longer papers.

- **Outlining:** Map out what you’ll write before you begin.
  - Helpful as part of prewriting.
  - Help direct what you’ll write.
- **Headings:** Map out what you’ve written after you write it.
  - Helpful as part of revising.
  - Help direct your reader.

Audio: So the next component that I encourage you to kind of start working if you haven’t already is both outlining and headings. And these are really useful for longer papers. In your Graduate Writing II course, that end sort of draft that you handed in in week seven was, you know, three paragraphs, right? And you were working on three separate paragraphs. But in your discipline courses already or in the future, you’ll be working on longer papers, so three to five pages, and then more and more, right? And so when you get to that final doctoral study, that is anywhere from 50 to 60, to 150 pages. Because the longer your papers get, the more complex they get as well. And it can get really kind of unwieldy if we’re not careful. When we have just one or two pages or, you know, three to five paragraphs, it’s easier for to keep track of everything, right? So when we get longer, you had though, it can be easy to lose track of things and that’s where outlining and headings come in.

Outlines is mapping what you write before you begin. I really think it's a very useful way to help students keep on track, to help avoid writer's block, and to organize your ideas. So what you just do, right, outline your main ideas. You start with your thesis statement so that you know sort of the main argument you want to prove in the paper, and then you start outlining the main ideas and the sub points that you want to talk about. Outlining usually is probably done after you’ve done a lot of your reading and after you’ve developed a thesis statement.
Although that’s not to say that once you have an outline it’s set in stone. I’ve often changed my only as I write because I realize I included this idea first, but it really should be second, and I only discover that as I write. So know that the outlining is really helpful before you write, but it’s not necessarily a hard and fast, you know, you can’t change it after you're done.

So that’s the other thing. So like I say here, outlining will help you while you prewrite. It will help you develop ideas and make sure that you have enough information to have enough ideas to write about. But it also help direct you as you write. I kind of like to call outlining like the directions. So, you know, just like when you go on a long road trip, you need directions to tell you where to go. Outlining is really helpful because it helps direct you about where to write.

And then headings. Headings are really also helpful and they’re related to outline because they're kind of like the outline for your paper but for your read. So just like we as writers can get lost, readers can get lost in a long paper as well because there's more that they have to keep track of. And so headings really help map out what you’ve written after you write it. And I usually recommend that you add headings in, you know, after you have a first draft. You might be able to add headings in after you have an outline because that outline might give you a good guide of where headings would be useful. But it’s very often that you have to revise them. That would be my guess.

So headings can be really be added as you write or after you write. So maybe you have a first draft. You created an outline and you’ve written your first draft. And then let me add in some headings just to kind of section out my paper. And you add in your headings, and you realize, oh, you know, I’m realizing that I, you know, have three paragraphs focused on one heading, but only one paragraph under another heading, so that seems a little lop sided and I haven’t given full weight to these two ideas that are the same importance in my paper. So looking at your headings and how many headings you have and that sort of thing can really hope help you in the revision and realize maybe where you need to spend more time. Once you’re done, those headings help direct your readers as well.

Students ask, how many headings should I have, where should I put them? And unfortunately, the answer to that is it depends. Headings are really dependent on the context. They’re dependent on how long your paper is. A shorter paper will have less headings than a longer paper. It will also depend a little bit on your style. And then it also is dependent on the assignments. Some assignments require headings. Some faculty recommend that you have a heading for each sort of the question in the assignment prompt. But sometimes that isn’t really conducive and it just really depends as well.

So keep that in mind, and if you're not using headings or outlining already, I encourage you to do so or to take a look at them again.

Visual: The slide changes to the following: Synthesis

Comparing and contrasting multiple sources’ ideas to develop a new conclusion or idea.

→ Rydesky (2016) and Ross (2015) both argued that higher education must become more accessible to all U.S. citizens. However, while these authors agreed on the necessity of access to
Higher education, they disagreed on the methods to get there. These authors show that while researchers might agree on the end result, the path to get there is contested.

Audio: All right, the last kind of component is synthesis. And this one really in particular is one of the advanced sort of writing skills that you’ll want to work towards, but it’s particularly complicated. And so I’m gonna give you sort of an overview of this, and again, I encourage you to look up more information about this or ask questions in the Q&A box if you’d like us to explain more or if you’d like to learn more.

So synthesis is kind of what I like to call the next stage of analysis. So you worked on analysis a lot in Grad Writing II, right? You added analysis throughout your paragraphs. So you should have a good idea of what analysis is and how to incorporate it into your writing, and that’s still a skill that you’ll continue to develop. Analysis is something that we’re always working on and always, you know, developing that critical eye as we’re reading, so know that that’s something that you’ll continue to do as you go through your program. But synthesis is also something you should be working on as well.

And so what synthesis is, is it’s really comparing and contrasting multiple sources idea sources ideas, or analysis of multiple sources. So analysis in Grad Writing II and often probably what you’ve been doing so far has focused on one source. So I’ve read Smith (2016) and this is what, you know, Smith (2016) said and this is what I think of it or this is how I’m analysis analyzing, evaluating, or interpreting Smith. What synthesis does is say, okay, well, I read Smith, Johnson, and Kubista. So I’ve read three separate sources, and I’m gonna analyze all of them together and compare and contrast these sources together. So that’s what synthesis is, and that’s why it’s more complicated because it just involved really high level critical reading and critical thinking.

So I have an example here. I have, “Rydesky and Ross both argued that higher education must become more accessible to all U.S. citizens.” So that’s a sentence of evidence, right? It has my sources, Rydesky and Ross, and it tells what they said.

My next sentence, “However, while these authors agreed on the necessity of access to higher education, they disagreed on the methods to get there. These authors show that while researchers might agree on the end result, the path to get there is contested.” But what they disagreed on were the methods, and so based on this agreement and disagreement, this is what we can conclude. So I’m comparing and contrasting and then I’m showing what we get from that, sort of the product of the comparing and contrasting.

So this is just one example of synthesis. There are many, many ways to do synthesis, many examples and many ways that you can kind of configure synthesis or synthesis can be produced. But what I hope this is helpful is just showing how you can compare and contrast two sources and then show something new from that. This is one quick example. We have lots of information on the Writing Center and we’re here to help you with all the this. So we’re gonna talk about that next. But what I again want you to think about is, have I been doing this in my writing already, and if not, how can I incorporate it more in my writing and how can I develop these skills.

Visual: The slide changes to the following: Questions?
What questions do you have about this next stage of writing?

Any lingering questions or concerns from Grad Writing II?

Audio: All right, so that was our introduction to sort of next steps or ways to continue to dye of develop your economic academic writing. What I want to do now is pause before I head into talking about the Writing Center and see if you have any questions about these next stages of academic writing or there’s a second question here. Any lingering questions or concerns from Grad Writing II as well. So I’m gonna mute myself for a second while you type and see if you guys have any questions, okay?

Hillary: Beth, we did have a few that came in.

Beth: Yeah. Wonderful.

Hillary: Yeah, the first one that I'd like you to address is a question about thesis statements. Should there be a citation in a thesis statement?

Beth: Great question. That's a fantastic question. So a thesis statement shouldn't have a citation. And that's because it's not evidence. It's not something that you've taken from a source. Instead, remember that thesis statement is really unique to you. It's a representation of your argument in a paper. So it's really -- the thesis statement is probably the most important point where you can establish your voice as the author in that paper. Because you're saying, you know, this is the topic and this is what I'm going to say about the topic. Now, again, remember in those examples, you don't necessarily have to use the first person "I" to say that. Or to make your voice heard there. But that's why there's no citation because it's not a piece of evidence or data or statistic or information from a source or idea from a source either. The thesis is really from you.

And that's what's really great about academic writing is that, you know, in your classes, in your discipline classes, maybe you are talking about the topic of childhood obesity, so everyone is tasked at writing a paper about that topic. But everyone is going to come up with a slightly different, if not entirely different thesis statement because you each are gonna take a different perspective or different focus on that topic. And, you know, that's where we get the variety in academic writing. And that's what's so fantastic about it.

Yeah, great question. Any other questions, Hillary?

Hillary: Yes, there is one more. Should I look to synthesize an entire paper or just certain portions or ideas within the paper?

Beth: Great question. So there isn't necessarily one right way to do this. It's very possible that you could synthesize an entire journal article and compare the entire, you know, three journal articles. That's maybe possible. But most likely what you'll end up with is summary in those cases. Instead, synthesis often works best when you're identifying specific main points.

And so maybe like I said we're talking about childhood obesity. And you're looking at, you know, childhood obesity rates in elementary schools, in Georgia, and so you find one source that talks about those obesity rates in Atlanta. You see a second source that talks about obesity rates in
rural Georgia. And a third that talked about it from the state overall. So you might actually pick
the specific one piece of information, put them together and then synthesize them, right? So
that's more effective, really, and often creates better synthesis and is really -- helps better serve
your thesis statement, because that's the other thing to keep in mind too when we're thinking
about synthesis is really, you know, you're gonna be talking about and synthesizing information
and ideas that serve your thesis statement or serve to improve or expand or -- your thesis
statement.

Did that answer make sense, Hillary, or would you have anything to add to that? Would you add
anything?

Hillary: Yeah, I would just say that it creates a broader picture of the topic or the theme that the
issue that you're talking about. To rely on multiple sources rather than just one source to give all
the information, because one source would be the summary, and then multiple sources would be
the synthesis. So I would say that papers -- effective papers have synthesis through throughout.

Beth: Mm-hmm. Any other questions?

Hillary: No, not at the moment.

Beth: All right. Do you think it works to move on then?

Hillary: Sure. Go ahead.

Visual: The slide changes to the following: Website tour:
http://academicguides.waldenu.edu/writingcenter/home

✓ Familiarize yourself with the website
✓ Bookmark it for easy access
✓ Refer to it for help and access to services!

Let’s take a look!

Audio: Beth: Okay. All right. So feel free, if you have other questions about what we talked
about, please continue to submit those in the want box. We're happy to take them. And like I did
I said, we have lots of time built in to take questions. Don't worry. Hillary and I can talk about
academic writing for a long time if need be, to so we're happy to do so.

What we're gonna talk about next is the Writing Center and the resources and ways that you can
use the Writing Center, and as Hillary talked about, at this point, right, working on a developing
your writing is something that you'll do in all of your program specific courses, but really, sort
of, you know, finding information, finding help, finding resources isn't gonna be provided with
you quite as much as it was in Grad Writing II where we have curated all the resources that are
relevant for you. Instead now it's more up to you to find those resources that are relevant and to
reach out and sort of be a proactive student that's working on their writing. So it really requires
you to sort of reach out and to use our services in a proactive way. Let's say it that way, yeah.
So that's what we at the Writing Center are here for. We are happy to help. We are a staff of about 46 or 47 full time writing professionals now and we'll here for you. That's exactly what our jobs are, is to help you with your writing. Now, about half of us help you with your writing throughout your course work, and then the other half of us help you once you start on your proposal. So we really -- our hope is that you have resources and support throughout your entire program.

But it really is important that you start working on and using the Writing Center early on because the more you use us now and the more you work on your writing now, the easy easier it will be become. Your doctoral study, faster, maybe you just are less stressed as you do so, either way, that sounds like a good idea. And so if you can build on using the Writing Center now, that will be really helpful for you later on.

So the best place to start the website. So our website is really the hub of our resources and it's main thing I want you to take away if you learn anything about the Writing Center, it's our home page. So the home page link is listed on this slide here. If you click on it, it'll open up in a new tab for you, so you're more than welcome to open it up, and I'll actually note that this is open access. So you don't have to go through your myWalden portal to access it, although you certainly can. So if you're not sure, you don't have this link handy, you can always Google or search in any search engine, Walden Writing Center. That's sometimes what I'll do if I'm on a computer that doesn't have it bookmarked.

Familiarize yourself with the website. I'm gonna take a look at it in just a minute here. But just look around. Take five minutes and, you know, click things and discover what's in there because the more familiar you're with it now when you don't need, the easier you'll be able to find information when you really need it. Maybe you have a deadline and you're supposed to submit that assignment that might and you really need some information or help about APA or grammar. That way you can know that you can find that information quickly. However you bookmark or keep track of relevant or helpful websites, this is one that I highly recommend of course and simple bookmarking is a great idea. And then make sure to look at it. Come back to the website and use it. That's what it's there for, really.

All right, so I'm gonna go ahead and open up the website. Give me just one second while I do so.

Visual: The layout changes so that the slides disappear and instead the speaker displays her desktop and the Walden Writing Center website.

As the speaker talks, she points out the components of the website she describes.

Audio: All right. So you should be able to see the Writing Center website, and this is our home page. And what I'm gonna do is just point out the things that I -- that really help you kind of navigate the website.

So of course the first thing you'll see on the left are these big blue buttons. And they say getting started, paper reviews, Grammarly, webinars, modules, doctoral capstone form and style. These are some of the most used resources. If you're not sure where to get help, it has some sort of introductory thing, some nice stuff to get you started. But then we also have paper reviews,
Grammarly, webinars, and modules. I'm gonna talk about paper reviews and webinars more later.

But Grammarly is an automated grammar checker that you have access to for free as part of your Walden -- as part of being a Walden student, and you can access it here. And so I kind of like to call Grammarly like a glorified Word spell checker where it will identify grammar and punctuation errors, tips as well about tone and voice, and things like that. I highly encourage you to take a look at it. Do remember, though, it can make mistakes because of course English grammar is complicated. Take advantage of it as a great resource for you as a Walden student. But always know, use it with caution and just don't accept its changes as well.

The other thing that I'm not gonna talk about next in our slides but you do have access here is also self-paced modules which could be a really useful resource if you're looking for some more in depth about APA and grammar as well. So those tabs are always on the left for you to easily access.

The other resources are sort of ways to navigate the website though are on the top. So we have Writing Help. This is really where you'll find most of the resources that I just mentioned. So paper reviews, Grammarly, webinars, modules. Grammar and Composition, we have grammar and punctuation, but we also have help about paragraphs. I know someone mentioned that one of their SMART goals is it -- also writing a paper so if you're looking for help on introductions and conclusions, thesis statements that sort of the thing, outlining, organization, that's all here as well. Then we have Scholarly Writing tips. So if you've ever had to write an annotated bibliography, scholarly voice, synthesis, as well as using evidence. So if you're looking for tips on how to include quotes or paraphrases. And then the wonderful APA Style tab which is one of our most popular sections. So it if you're having trouble with APA citations or reference lists or other style issues, if you need a template, that's all under the APA Style tab.

So those are really great. Especially if you know what you need. So if you know, okay, I need help with citations. I know it's under APA style. That's a great place to go.

However, I know there are oftentimes where we go to the website, for help with thesis statements, but I'm not sure where to find it. Well, rather than kind of searching around and clicking around these links up here, you can instead use the search boxes on our home page. But they kind of work a little bit differently and so that's what I wanted to show you.

So if you know you want to find help on the Writing Center website, the top right-hand corner is a search box just in the Writing Center website. So this searches the Writing Center website as well as our blog. And so you can search “thesis statements”. You know, type that in. Click search. And then you'll get all the results that talk about thesis statements on our website. And what this will actually also do is search for other resources. So you'll find our webinar on thesis statements, our podcast episode on thesis statement, as well as, you know, blog posts about thesis statements too. So this is a great search function, and it will find the page that you're looking for and the information you're looking for really quickly.

However, you can also go to the Quick Answers box in the middle of the screen here and type “thesis statements”. And this will search your search in all of the Walden University support
services. So this will search in the Library, in the Center for Research Quality, and Academic Skills Center, everyone. So this is also really helpful if you're not sure where to go for help. And you can find this on the home page of any of our support services. So if I type “thesis statements” and click search, you'll get information in sort of a question and answer type form. And all of the question and answers related to thesis statements will come up here.

So that’s the main part of our home page. There is information sort of below the fold, if you scroll down. And I mention that just because it's useful to take a look. We have announcements, we have chat hours—which I'll mention as well in our next slides—we have a webinar schedule. Those are all listed here as well along with our social media and our blog posts. So scrolling down is always useful on the home page for us as well.

So I hope the tour is useful. And that I have by now convinced you of the many resources we have at the Writing Center. If you haven’t already, you know, just click around, take a look, familiarize yourself with that one of the things, and I hope -- that website.

**Visual:** The layout changes to display the slides again, closing the view of the Writing Center website. The slide changes to the following: Individualized Feedback: Paper Review Appointments

- Scheduled appointments
- Feedback on various areas of your writing:
  - Idea development
  - Paragraphs
  - Organization
  - APA and grammar patterns
- Help you with first, revised, or final drafts
- Asynchronous

**Audio:** So all of the resources and services I'm gonna talk about next are accessible on the Writing Center home page. And the first one I want to talk about is paper reviews because paper review appointments are really essential service that the Writing Center provides students and really the best place to go for help with your writing. I can't recommend paper reviews enough. If you find the kind of in depth writing feedback you got in Graduate Writing II really helpful, paper reviews are gonna be a great way to extend that feedback.

Scheduled appointments with the writing instructors. They're instructors who work with students in paper review appointments and in our other services and resources. But they don't grade you. So the great thing about a paper review appointments is that you're gonna get, you know, all the kinds of feedback that you got from Grad Writing II about paragraphing and paraphrasing and idea development and APA and citations through paper review appointments but without any sort of grade at all. So they're there just to help you develop your writing skills and your writing. That's their whole goal.

And the paper review appointments are available for you to submit first drafts, final drafts, so if you have something that you're writing and you're working and you're able to submit to appointments before you hand it in to your professor, that's fantastic, because then you can use
that feedback to revise. However, we know that sometimes the timing for that just doesn't work out. And often you're writing an assignment every week with a discussion post and you've got a lot going on. So in those cases if you can't make an appointment and submit a paper before your draft is due, you're always welcome to submit after you've handed it in as well, and we'll give you feedback using track changes and comment bubbles and things like that, and you'll be able to use our feedback in future drafts, give you tips, talk you through some things and then you can use that in future draft as well.

The other thing I like to note that paper reviews are they are asynchronous, which means that you're not meeting with a writing instructor live. But you're submitting through our paper review system. We talk about what that system looks like, how to make an appointment and everything on our website. We go through all the steps, but essentially it just means that you're doing it a lot like you did with your instructor. You'll submit your draft. We'll give you feedback and let you know when it's ready within two days. So either the day of the appointment or the next day. So that's what we mean by asynchronous.

So I hope that helps clarify and I hope you're excited and interested in making a paper review appointment. I know I would be happy to answer any questions you have about paper review appointments as well. So if you do have questions about these appointments, how to use them or what kind of feedback you can get, do let me know in the Q&A box and we'll be happy to answer those questions. But if you're, you know, typing those questions, please feel free.

**Visual:** The slide changes to the following: Live and Static Presentations: [Webinars]

- Hour-long presentations on writing, grammar, and APA topics
- Help you develop writing skills
- **Live:** Interact with presenter and colleagues, ask questions
- **Recorded:** Watch at your convenience, participate in activities

**Try “Synthesis and Thesis Development”**

**Audio:** I'm gonna move on and talk about webinars as well. So I talked about -- or I pointed the webinar schedule on our home page as well as the webinar button on our home page. But you might have been wondering what webinars are.

And if you didn't know what webinars are, the webinars in the Writing Center are really just hour long presentations on writing, grammar, and APA topics. They're a lot like this session here. They're hosted in Adobe Connect. So if you find this sort of format really helpful, if you like the audio visual, and you like the engagement with your peers and with us here, webinars are gonna be a great fit for you as well because they're very similar. And our goal with our webinars are really just to help you develop writing skills and explore writing topics. So before I talked about thesis statements, synthesis, outlining, headings, really, really quickly, but in a webinar, we'll spend an hour just talking about thesis statements and helping to show you examples and help you revise and help you practice with thesis statements. So we really get very in depth and that's a really nice thing about webinars.
Webinars are offered live throughout the month. If you look at our calendar, we actually have I think four or five scheduled for May. And you can interact with your colleagues and presenters and ask questions as well. There are also recorded, and so just like this session, we record all the webinars, so if you can't attend live, you're always welcome to find the recordings and you can watch the recordings, you can pause them, you can watch the polls and the chats as they're going on as well. And we have linked synthesis and thesis development, two topics that we've talked about today. So if you're looking for more information about those, that would be a great webinar to go to.

**Visual:** The slide changes to the following: Community Support: Get in Touch with Social Media

- **Facebook & Twitter:** Join the conversation
- **Podcast:** Conversation about scholarly writing
- **Blog:** Weekly posts

Try “On Writing Introductions”

**Audio:** All right. So we also really want to make sure that we are here for you and that you can get in touch with us. Now the first ones I'm gonna talk about are ways to sort of engage in the Walden writing community. And that includes our Facebook and Twitter accounts. So we are on social media and we encourage you to like or follow us on any, you know, social media -- whichever one is your preference. If you're on Twitter. That's great. If you're on Facebook, that's great. I encourage you to join us. You'll learn about new resources, that sort of thing. So it's a great way to stay plugged in the Writing Center with the writing community at Walden.

But we also publish and host a podcast and a blog when I mentioned before. I know podcasts are really popular myself. Right now. Myself and my colleague Brittany actually host the podcast currently. You can listen while you're doing the dishes or the laundry or driving in your commute.

And we also publish a weekly blog post and those tackle writing topics and issues that are – in a more informal way. So that's another way that you can join us.

**Visual:** The slide changes to the following: Q&A Support: Get in Touch with E-mails

- **E-mail:** writingsupport@waldenu.edu
  - Response within 24 hours
- **Chat:** Hours throughout the week and day

**Audio:** Of course it's always great to be able to ask questions. And so this is the second thing. If you walk away with two things about the Writing Center, the second thing I really want you to walk away with is our e-mail address, because like I said before, we're here to help. That's our whole goal. That's why we're employed at this university is to help you with your writing. And so we really want you to reach out if you have questions or we can help you in any way.
And you can do that through primarily two ways, e-mail and chat. So we have our e-mail address, and we encourage you to send any questions you have. Maybe you have a citation and you're not sure if you did it correctly. Or maybe you would like to know more about thesis statements and you're not sure where to find more information. We are happy to answer those questions via e-mail, and we're always going to respond within 24 hours and that's throughout the week. And I should say throughout the week as in seven days a week. We also have our chat service, though, so if you really like help right away and if you'd like to talk with someone live, we have live chat hours that are posted on the home page of our website and you can chat with us, with one of our writing instructors and ask questions and things like that.

So I encourage you to use both of these. If it's during your lunch hour or you think -- chat with us. We'd love to hear from you. But you can also, you know, make a plan to come visit us at chat hours too.

**Visual:** The slide changes to the following: Other ASC Writing Courses & Workshops

- **Courses**
  - WCSS 3100/3101: Academic Integrity
  - WCSS 6201/6200: Basic APA Style
  - WCSS 8350/8351: Writing a Literature Review

- **Workshops**
  - Preproposal
  - Proposal workshops (like Literature Review)

**Questions:** Wcsscourses@mail.waldenu.edu

**Audio:** So -- all right. So those are the Writing Center resources we really wanted to highlight but we respect of course want to highlight the courses and workshops that the Academic Skills Center offers. There are other courses and workshops that might be useful for you now or in the future. And in particular these aren't all the courses and workshops but we wanted to highlight these ones and they include the academic integrity course, the basic APA style course and writing a literature review course. Of course, academic integrity writing the literature could be also useful as you get near that doctoral study phase as well and sort of start writing literature reviews. Workshops will be really useful for you once you start writing any preproposal documents, so that would be like the prospectus. But we also have workshops that focus on all the other sections of your final study. And that's probably -- you're not quite there yet. And I just really helpful for students. So once you get there, remember that these exist as well. And of course we have an e-mail address if you have questions about the courses or workshops.

But I did want to pause here, and, Hillary, do you have anything to add about the courses or workshops?

Hillary: I'll just say, I'll give a plug for academic integrity and basic APA style just to say that those courses are both only four weeks long, so if you're kind of nervous about taking another writing course on top of your program courses, they won't be as vigorous or in depth as the longer, writing a literature review course that we have down here as well. So take a chance with one of the four-week ones is what I'd say.
Beth: Yeah. And I know I've taught the basic APA style course before and it gives students a great foundation if you're looking to develop those APA citation and reviews skills, that's a really great way to sort of be led through that and to have someone, an instructor there to help you with that and give you in depth feed feedback. So that's a fantastic course, I can say.

Visual: The slide changes to the following: Questions?

What questions do you have about the Writing Center?

What writing help are you looking for but we don't seem to have?

Audio: All right. Well, that's all of the sort of resources and information. I know I've talked a lot. Probably a bit too much hereafter and I'll thrown a lot at you, but let's stop here and see what kind of questions you have about the Writing Center or any questions what we talked about before. And I'll start, Hillary, did anything come in the Q&A box at all?

Hillary: No, we did not get anything new.

Beth: All right. Well, I'm gonna give you all a minute here to type any questions. I'm gonna go on mute and grab some water. And let's give you some time to type any questions that you have, and then we'll come back together, okay?

I see we do have a question about the workshops. Hillary, do you want to tackle that one?

Hillary: Sure. They are offered at the start of semesters and the start of quarters, and I think in the middle there as well. So the next workshop offerings are for the May 8th start. So that would be this coming Monday. And what I should say with the proposal workshops in particular is that you need to be working on your proposal at the time. So you need to have a draft that's ready to be worked on, manipulated, and revised within the work shop itself. The preproposal workshop, on the other hand, you don't have to have anything ready. You can be working on your premise or prospectus and not even have anything written yet. So that one does help you build it up instead of just revising it.

Beth: And, Hillary, if anyone has questions about the courses or the workshops, they can e-mail this address, but they could also ask their academic advisor as well, right?

Hillary: Yep, sure.

Beth: Fantastic. Yeah, so we have a question, another question came in about, can the Writing Center review a doctoral Dissertation, or is there another resource for this? That's a great question. So I should say first of course the workshops help with that. So there's workshops for every section of the Dissertation or every chapter.

But the Writing Center also has resources from the editing side of the team. So the Writing Center has two sides, writing instructors and editors. So once you have an approved proposal what you'll do is really the help of the resources for you is the doctoral capstone form and style page. And I'm gonna send out a link to that. This is where you'll go for resources to help you as you write your Dissertation from the Writing Center and we include a lot of information there.
Audio: We have checklists. We have, you know, kits and resources and information as well as webinars. We have doctoral capstone webinars to help you with the sections. But we also have the Walden Capstone Writing Community and that’s really gonna be the biggest support service that I’m gonna recommend. And the Capstone Writing Community is really a community for students who are just at the doctoral capstone stage and what the community does is it has a newsletter. It hosts sort of kind of writing office hours. It hosts spot lights about different topics and information. It also has live reviews so you can literature review learn from other students and reviews of their writing. And that’s gonna be a once you hit the Dissertation stage, the best place to go.

Before the Dissertation stage, so while you’re in your course work, so right now and as you sort of work towards your prospectus and as you write your prospectus, then you’ll still sort of use the main Writing Center home page and then you’ll make paper appointments. And that’s why we really emphasize developing your writing skills now is that you can use the paper review appointments now to get feed bang on back on your writing. The iterative process of working on the dissertation, that’s where you move to the capstone writing community and that form and style page. I hope that distinct makes sense. If you ever have questions about that, you’re welcome to e-mail us or ask here of course too. But, yeah.

All right. Um, well, Hillary, do you think, should we go ahead and wrap up here?

Hillary: Sorry, I was having trouble getting off mute. There was another question that came in about when the workshops are offered in the coming semester. And again, that would be the semester start of May 8th. And actually I want to put in the chat box here a link to our registrations page on the Academic Skills Center which gives you all of the upcoming start dates. And to actually register for one of the courses or workshops you’ll have to go through your academic advisor. But I just wanted to give everyone this link just so that they can see the schedule.

Visual: The speaker sends out the following link for students to access: http://academicguides.waldenu.edu/ASCcourses/ASCcoursesregcostsched

Audio: Beth: Fantastic. Thanks so much, Hillary. Do you have any final thoughts to leave everyone with as we wrap up?

Hillary: No, just that I’m super excited by all that you presented about the Writing Center. I know that it’s near and dear in my heart because I started there as a writing instructor. And I go to the APA pages frequently just to brush up on my own APA style. So I really am a proponent of the Writing Center. Thank you.

Beth: Thanks so much, Hillary. And, everyone, I hope that this was useful. And that you’ll continue to, yeah, sign up for workshops and courses and use the Writing Center and continue to be really a proactive participant and developer of your writing skills. So we hope to see you in
future courses, workshops, and other Writing Center services, and have a wonderful evening, everyone. Thanks so much.