Visual: The webinar 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 shows the title of the webinar and the speakers’ name and information:

**Actively Developing Your Writing Skills**

<table>
<thead>
<tr>
<th>Hillary Wentworth</th>
<th>Jes Philbrook</th>
<th>Beth Nastachowski</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager of CAEX Faculty Development &amp; Graduate Writing Courses</td>
<td>Writing Instructor and Coordinator of Doctoral Writing Assessment</td>
<td>Manager of Multimedia Writing Instruction</td>
</tr>
<tr>
<td>Academic Skills Center</td>
<td></td>
<td>Writing Center</td>
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</tbody>
</table>

Audio: Beth: All right. Well, welcome, everyone. And thank you so much for joining us this evening. It’s a pleasure to have you at this session, Actively Developing Your Writing Skills. We’re very pleased that you were able to join us and we’re excited to talk more with you about your writing development and the next stages in your academic writing and the ways you can work with the Writing Center, as well as additional courses you can take with your writing to help you throughout the program.

Before I get started, I first want to -- I’ll briefly introduce myself, although I have less of a speaking role during today’s session, and I’ll give our co-presenters to introduce themselves, Jes and Hillary, and then we’ll go over some housekeeping. So, I’ll start by saying hello, my name is Beth. I’m going to be helping to facilitate this session today. And I am the manager of the Manager of Multimedia Writing Instruction with the Writing Center. I’ve been with the Writing Center for about 8 years now. And I always enjoy doing sessions like this where I get to talk with students live. So, again, I’m really glad that you’re here. Hillary, do you want to introduce yourself first?

Hillary: Sure. Hello, everyone. My name is Hillary Wentworth and I’m the manager for CAEX faculty development and the graduate writing courses and I’ve been with Walden for a little over 8 years. I love working with students in particular. And I am calling in from southern Maine where it was 80-degrees today. So, I’m kinda returning to summer weather here just for a bit. Welcome to the session. Jes?

Jes: Hi, everyone. I’m Jes Philbrook. I work in the Writing Center with Beth. I’m a writing instructor. So, I conduct some of those paper reviews that some of you may know about. And then I’m also the coordinator of the doctoral assessments. I have worked at Walden now for 3 years. I just had my anniversary last week. And I live in Saint Louis Park, Minnesota which is really near Minneapolis, where the academic headquarters is, of Walden. I work at home with my dog and two cats and my partner, who also works for Walden. I love sessions like this and the chance to work with you more closely. So, please let us know throughout today’s session if you have any questions or if we can support you in any way. Thanks for letting us introduce ourselves, Beth.
Beth: Yeah, thanks so much... thanks so much, Jes. And I just wanted to note, it did sound like we had a little bit of an issue with your mic, it was going in and out again. Would you mind just maybe trying once again, exiting out and coming back in, and let’s just see if that third time is the charm. I’m guess it’s just an issue with the way Adobe Connect is loading.

Jes: Yes, of course, I’ll be right back.

Beth: Thank you so much. I appreciate it.

**Visual:** Slide changes to the following: Housekeeping

- **Recording**
  - Find on the DRWA website or Graduate Writing II page
- **Interact**
  - Polls, files, and links are interactive.
- **Q&A**
  - Now: Use the Q&A box.
  - Later: Send to writingsupport@waldenu.edu or visit our Live Chat Hours.
- **Help**
  - Ask in the Q&A box.
  - Choose “Help” in the upper right corner of the webinar room.

**Audio:** And while Jes does that, I’m gonna go over our housekeeping for the day. It’s really pretty quick here, but a couple of things to keep in mind. So, the first is that I am recording this session and we’ll be posting it on the website for the Doctoral Writing Assessment as well as the Academic Skills Center Graduate Writing 2 course website that we have. So, that will be available to you after the session. There’ll be a link that’s sent to you in an email. So, feel free to come back to that if that’s useful for you. You can review this session or download our materials, anything like that, you’re welcome to do that from the recording.

Additionally, note there are lots of ways for you to interact today. So, I know that we have some chats and some polls that we’ll be using. So, we hope to hear from you and to have you interact in those different ways. The more you interact with each other and with us as presenters, the more we can, kind of, all be discussing this together as a group.

We also welcome questions throughout the session today, too. So, there’s a Q & A box on the right side of the screen. And I encourage you to use that box, I’ll be looking at it throughout the session. And I welcome any questions or comments you have. So, if you have a question about something we’re talking about, or something that we’re not talking about, but you still have a question, please send those to me, I’m be happy to take them, and I’ll try to get you a response. But we might also be able to have time for question at the end of the session as well.

Additionally, you can also let me know if you have any technical issues. I’m happy to help. And I have couple of tips and tricks I can give you. So, if you have technical issues, audio or anything like that, do let me know, I’m happy to help with that as well.

And then also note that after the webinar is done, if you think of a question afterwards or maybe at the very end of the session we don’t get to all the questions, you’re welcome to email us. The Writing Center’s email is writingsupport@waldenu.edu. Or you can also visit our Live Chat hours. And that’s something we’ll mention when we go over the Writing Center. But we also have information about our Live Chat hours on our homepage and those are times where you can talk with one of the writing instructors live. So, again we can take questions there as well.
And I already talked about asking in the Q & A if you need help. But there’s also a help button at the right-hand corner, and that is the best place to go if you have any significant technical issues as well. All right.

**Visual:** Slide changes to the following: Agenda

- Where you’ve been
- Where you’re going:
  - What does it mean to “actively develop” your skills?
  - Writing Center and Academic Skills Center services
  - Next stages in academic writing

**Audio:** So, with that, I wanna go over our agenda for the day. And a couple different things we’re gonna be talking about. We’re first gonna talk about where you’ve been. You all have taken the doctoral writing assessment, and some of you have also taken some of the graduate writing course, and so we’re gonna talk a little bit about what that means and kind of how that can be used that as a launch pad to help you throughout your program and continue developing your writing skills.

So, we’ll talk about that just a little bit. But, really, where we will focus today is where you’re going. So, what does that mean, taking those things to the next level? So, what does it mean to actively develop your writing skills. We’ll talk about Writing Center and Academic Skills Center services and ways you can participate in those areas. And then we’ll also talk about next stages in academic writing.

So that is our agenda for the day. It looks like Jes is having some issues with her computer and she isn’t quite back yet, which is unfortunate.

**Visual:** Slide changes to the following: Where You’ve Been

**Audio:** But what I think we’ll do is we’ll go ahead and jump into where you’ve been. And look into this and once Jes comes back in, then she can pick up where we kind of left off. Alright, does that sound okay?

And actually, maybe that’s Jes. She must have just saved me. Hey, Jes. Are you able to hear us okay?

Jes: Hello. Yes. I think I am back. Just have my headset. Can you hear me alright now?

Beth: Yes, I can. Yeah. And I will just let you know, if we have any audio issues, I don’t about you, but it’s really rainy here, so maybe it’s also a weather issue.

Jes: That’s very possible. Hopefully this restart fixed it all. Thank you, all, for being patient with me.

Beth: Well, yes, and as I’ve said, thank you for saving me. Otherwise, I would’ve had to stumble through the next slide or two. So, at this point, I’ll hand it over to you.

Jes: Perfect. Alright. So, we thought we’d start this session with talking about where you’ve been and then we’ll move on to where you can go next.

**Visual:** Slide changes to the following: Where You’ve Been

<table>
<thead>
<tr>
<th>Writing Assessment</th>
<th>Graduate Writing I &amp; II Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wrote clearly in response to a prompt</td>
<td>• Practiced academic writing skills</td>
</tr>
<tr>
<td>• Organized ideas clearly</td>
<td>• Paraphrasing</td>
</tr>
<tr>
<td></td>
<td>• Analysis</td>
</tr>
<tr>
<td></td>
<td>• MEAL Plan paragraphs</td>
</tr>
</tbody>
</table>
• Used strong grammar and mechanics
• Developed writing process
• Established writing goals

Audio: So, we have an interesting combination of students here today. So, some of you are here because you took the writing assessment, probably in the last few months and scored a 4 or a 5 on the doctoral writing assessment. What that means is that in your writing, you demonstrated that you wrote clearly in response to a prompt, that you organized ideas clearly in the essay, and that you used strong grammar and mechanics. So, some of you might be in that case.

Some of you then have likely just completed graduate writing 2 and perhaps took maybe even took graduate writing 1. And you know Hillary, one of our presenters here today. And in those courses you practiced academic writing skills like paraphrasing, analysis, writing MEAL plan paragraphs, developing a writing process, and establishing writing goals. So, whichever group you fit into there, that’s where we’ve been up until this moment.

Visual: Slide changes to the following:

Where You’re Going:
Actively Develop Your Skills

Audio: So, we’re gonna look at where you can go from here to continue to actively develop your skills. So, through the doctoral writing assessment, you’ve displayed that you have some of the basic writing skills needed to succeed in a doctoral program and through graduate writing 2, you’ve learned some skills that you need to succeed in a doctoral program. But as all of us know, and I know too, as I’m working on my dissertation, those writings skills are something you can continue to develop over time, even after passing an assessment, even after taking a writing class. They’re the kinds of things you just hone in on and learn more about as you continue your pursuit of your doctoral education.

Visual: Slide changes to the following: Where You’re Going

| Identify or revisit writing goals | Use your coursework to practice | Collaborate with the Writing Center | Register for Graduate Writing III | Begin next stages in academic writing |

Audio: So, I’m gonna start by talking a little bit about how to actively develop your skills. It can be challenging particularly at this level as a doctoral student to really take the time to step back and look at what are your writing skills, and where do you potentially have some areas for improvement?

So, here are some steps that I recommend that I recommend... that we recommend for working on actively developing your writing skills through the next few years of your doctoral program and potentially even down the road throughout your career. So, the first thing is to identify or revisit writing goals. So, to figure out, okay, what are your goals? And you might be able to do this through feedback you’ve received on papers, or through your own analysis of your skills, and your own reflection on what your strengths and weaknesses are.

So, thinking about what goals do I want to have? So, do I want to work on developing skills and paraphrase? Do I want to work on developing skills and just sustaining my writing process and writing a little bit every day. Do I want to develop in providing feedback and being a sensitive and caring and productive review of other's work. Whatever that is, identifying those goals is kind of the first step.
Then in your coursework, you can use your coursework assignment to practice these skills. So, chances are, you aren’t at the stage of writing your full capstone yet, so you can use your coursework to practice skills like paraphrase, scholarly voice, analysis, synthesis. Your coursework asks you to do a lot of those same things in your Capstone, so you can use those assignments to cultivate the skills you need for later.

And then you can pair with different institutions at Walden to help you with developing those skills. So, you can collaborate with the Writing Center. We’re happy to help you develop those skills through a variety of our services, that I’ll talk about in a little bit. We’re also happy to just answer your questions. So, if you’re looking for skill development or questions to be answered, then Writing Center is your place to go.

You can also register for Graduate Writing III for free and Hillary’s gonna talk about that a little bit later, I believe. So that’s gonna be a writing course that’s available to everybody who’s completed the doctoral writing assessment. And through that course you can develop further skills like synthesis. And then from there, you can begin next stages in academic writing. So, again, that you aren’t expected to know all the skills you need to be a successful capstone writer right now, but you can use your coursework and pair with different organizations at Walden to help develop those skills over time.

**Visual:** Slide changes to the following: Reflection:

What writing skills do you want to develop and improve? What writing skills are you practicing in your coursework now?

[The webinar layout changes to open a chat box for students to type into in response to the chat questions.]

**Audio:** So, I’d like to take a little bit of time right now, then, for this activity, to think about what are the skills you want to develop and improve? And potentially we could kind of give you some tips for these skills through today’s session or we can just post some resources in the chat box. We’ll see. But I’d like you to take a minute or so and just reflect on this question, or questions. What writing skill do you want to develop and improve? What writing skills are you practicing in your coursework now? So, I’m gonna go on mute and give you some time to think about this and please post your responses in the chat box.

[Pause as students type.]

That’s great. So, I see a comment here about wanting to learn more about paraphrasing. We are going to talk about that a little bit today. So, that is fantastic. And we have some really great Writing Center resources too, that focus on developing paraphrasing skills and finding some strategies for how to do that. So, perhaps some of you have ideas for skills you want to develop but just want to keep them close to your heart today. That is absolutely okay.

And we’ll keep moving on. If you have things that you would like to work on though but just don’t want the larger group to know, please feel free to use the smaller Q & A pod and one of us can respond to you in a more of one-on-one chat. So that’s an option for you.

**Visual:** Slide changes to the following:

**Where You’re Going:**

Collaborate with the Writing Center

**Audio:** Alright. So, from here let’s talk about where you’re going. You have a variety of options, of course, as you work on developing your writing skills throughout your time here at Walden. One of your options is to collaborate with the Writing Center. And I’m gonna take a little bit of time right now to show you some of our resource and provide you with some links that you
might consider bookmarking and holding on to the future, in case you find that you want to use these resources.

**Visual:** Slide changes to the following: Writing Center Services

**Website:** [https://academicguides.waldenu.edu/writingcenter/home](https://academicguides.waldenu.edu/writingcenter/home)

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

**Audio:** So, the first thing that I want to focus on is our website. So, the Writing Center website is accessible from your student portal, but you can also use this URL. It's [https://academicguides.Waldenu.edu/WritingCenter/home](https://academicguides.Waldenu.edu/WritingCenter/home). You don't need to memorize that. You can click this link, it's active, and then bookmark that in your browser or you can email it to yourself or put it in a Word document, or something, so that you have easy access to it. So, on the Writing Center website, that's where you can access all of our resources. From there you can access our webinars, our paper review services, our website content that offers resources on grammar, mechanics, scholarly writing, APA. You can access our modules, our Live Chat, all of those things are available there. So, if you think about the Writing Center, I’d say to start think about this Writing Center homepage. And from there, you can get to a variety of resources that we have. So, again, I recommend bookmarking it for easy access. And then you can refer to it down the road.

**Visual:** Slide changes to the following: Writing Center Services

**Paper Review Appointments** (see our suggestions for making 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:** And then here are some of the resources you can access from our Writing Center website. So the first is our paper review appointments. If I was in a room with you, I would ask for a show of hands to see who's done a paper review. But since we're asynchronous, or since we're synchronous today in a webinar, I'll just tell you about them. So, hopefully, this is a little bit of new information for you. So, our paper review appointments are scheduled appointments that you make online. You create a profile, and then you upload a paper that you're working on or that you recently completed and provide some information for the writing instructor who will review it. And then you click "Send" and that person then reviews your work within one or two business days of the appointment and provides feedback back and then you access that feedback and read it.

So, if you have written an assignment for your foundations course, perhaps last term, and you just want to know, like, where does your writing stand? And what things should you improve? You could submit something you’ve written previously and send it off to one of our writing instructors, and then they can review it and give you some feedback on ideas for things to change. Or, you could make an appointment for a paper that's due, let's say, later this week. And
ask for feedback before you submit the paper. You could receive that feedback, revise it, and then submit it. So, you’ve got some options there.

All of our writing instructors are trained professionals who have masters or doctoral degrees. And their main role is serving students in this way. So, this is a great resource to use.

Some of the things that you can work on in these paper reviews are idea development, paragraphing, organization, APA, grammar patterns, really, anything writing-related that you’re working on that you’d like some feedback on and some tip and resources, the paper review is a really great to use.

What’s nice too is these appointments are asynchronous, so if you have a busy life, let’s say you’re a full-time student, you work full-time, and you have a family, you don’t have to wait on a phone call to get ahold of someone. All you have to do is upload your paper, sit around and wait or do whatever it is you’re doing in your life and then you’ll get feedback within one or two days of that appointment. So, it’s the kind of thing most students can often fit into their schedule, especially because you can submit papers you’ve written previously or new things you’re writing for your course. So, I highly recommend this paper review resource.

Visual: Slide changes to the following: Writing Center Services

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

Try the “Synthesis and Thesis Development” webinar

Audio: Another resource that we have is webinars, like this one, but these often focus more on specific content. So, these are one-hour presentations that focus on writing, or grammar, or APA topics. And the focus of these is to help you develop skills. So, they’re hour-long presentations where an idea is presented, there activities shared, resources are shared, tips are provided, examples are provided. They’re very interactive as much as an online webinar can be. It’s a chance, too, to connect with other students. So, you can interact with the present and your classmates in the chat, you can ask questions. Some of the webinars that I particularly like are the ones on developing on paragraphs, the ones on paraphrasing. So, for that student who is interested in paraphrasing, we have one on that. We have another one on avoiding plagiarism, with some tips for paraphrasing and citation. Several APA webinars. And then some, too, on that transition from coursework to capstone work.

So, you can take a look at this webinar’s link here. And then look through the webinars and see if one of those are available for you. Something in particular that I like to do, because it’s hard to find an hour a day, I listen to a webinar and watch along, and like fold my laundry, or eat a bowl of popcorn, so do something that I do in my daily life. So, this is the kind of thing that you can watch the recording, or you can attend a live session, and you can potential do a little bit of small multitasking if you really need to. So, webinars are great resource for students.

Visual: Slide changes to the following: Writing Center Services

**Get in Touch**

Social Media
- [Facebook](#)
- [Twitter](#)
Audio: We have social media resources too for students who might be looking to connect with others or for more of a quick way of getting a response. So, we have a Facebook page and a Twitter page. On there, you can follow us at both of these on Facebook or Twitter. And then you'll get an occasional post from the Writing Center that gives you some tips for writing or some encouragement or some links to other resources. I have followed both of these, even though I work for the Writing Center, and I find it just encouraging to get tips and to links to relevant resources. These are all geared towards our Walden students, so ideally, you'll find them relevant over time. So, if social media is the kind of place where you like to connect and you like to have reminders about tips for writing throughout your day to day social media browsing, that's a great idea.

For more content, we have a podcast that comes out every month. And we have all of those recorded. The podcast is another great one that I like to listen to when I'm like driving or going on a walk or something like that. You can listen to professional writing instructors talk about writing topics and give tips to students. So, the podcast is top-notch and one I definitely recommend. And the blog, there's a new post that comes out every Monday and a new post every Thursday. And you can subscribe to the blog and then you'll get emails every time there's a new post that lets you know what the content is. So, that’s really helpful too for just learning random tips about writing throughout your week. So, if that's something you look for in your life, is more exposure to writing tips, I'd recommend the blog, the twitter, the facebook, following all of those and then you can choose to follow along with the podcast when you want to.

And then kind of our last one, for whenever you have a question that comes up, we have an email inbox called writingsupport@waldenu.edu where you can email any writing questions that you have at any time of day. This is supported 7 days a week. So, if you email us on a Saturday, you'll most likely get an email on that Saturday. It's usually a 24-hour turnaround. So, you can email with questions to writing support. Or, I think it's 5 days a week, we have Live Chat hours where you happen to be available at that time and you want to talk live with someone, you can go to our website, click on the chat button, and then chat live with someone and talk to them about the questions that you have and get a live answer. So, if you're looking for more of an immediate response than email, that is an option for you.

Visual: Slide changes to the following:

**Where You’re Going:**

Academic Skills Center Courses and Workshops

Audio: And with that, I’m actually going to hand it over to Hillary to talk a little bit more about Academic Skill Center course and workshops, and then later about academic writing. Take it away, Hillary.

Hillary: Thanks, Jes. And as I mentioned earlier on in the presentation, I’m with the Academic Skills Center. And, so, I manage the curriculum for the graduate writing courses, and also work on developing and revising additional courses and workshops that can help you with your
writing. So, you might be interested in developing your writing in a structured way, in addition to working with those Writing Center resources and services that Jes just mentioned.

**Visual:** Slide changes to the following: Workshops and Courses

**Courses**
- CAEX 3100/3101: Skills for Academic Integrity
- CAEX 6201/6200: Basic APA Style
- CAEX 6100/6101: Critical Thinking for Social Change
- CAEX 8350/8351: Writing a Literature Review

**Workshops**
- Preproposal
- Proposal
- Introduction
- Literature Review
- Methods Section
- Postproposal

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

**Audio:** And, so, I wanted to share couple with you. Now, the courses on the left side of the screen are available to you now at this stage in your development. They are all $195 and they span from 4 to 8 weeks depending on the type of course that you’re taking. So, for instance, if you like to refine your ability to use evidence and to cite sources in your writing, there’s our skills for academic writing course and our basic APA style course. Those are 4 weeks long. Critical thinking for social change is a 6-week course that I actually developed with Beth Nastachowski, which we are particularly proud of. And in that course, you explore the critical thinking process and you use it to research a social change issue in your field. So, something that you are really passionate about, and you want to transform into perhaps your Capstone topic that you work on your dissertation regarding.

And writing a literature review and the workshops will be more appropriate to you a little bit later on in your program as you start working on your capstone proposal. Writing a literature review is 8 weeks long and the workshops are 6 weeks. And in each of those workshops, you work on engaging in revising a different section of the actual capstone document. So, you get real, live purposeful and specific feedback on sections of your writing, so that you can feel empowered to revise it on your own. So those workshops are also $195. And, again, those would be something that you would just keep on, in your mind on the horizon as you approach writing your proposal.

If you do have any questions about these courses or workshops, you can always reach out to the Center for Academic Excellence courses inbox which is CAEXcourses@mail.waldenu.edu. And I’ll be the one on the receiving end, so, if you do reach out, say, "Hi" and that you met me in this webinar.

**Visual:** Slide changes to the following: CAEX 6070/6071 Graduate Writing III: Adv Composition Skills

- Tuition-free 8-week course – Launches Nov 26 (qtr) and Jan 7 (sem)
- Hone higher-level skills
  - Synthesis
  - APA nuances
  - Scholarly voice
- Develop and revise a short literature review
- Practice, discuss, and reflect with peers

**Questions:** caexcourses@mail.waldenu.edu
**Audio:** The exciting news is that we have a brand-new course for you. CAEX 6070/6071 which is Graduate Writing 3: Advanced Composition Skills. And as Jes was mentioning, this is going to be offered tuition free, for any students who have completed the doctoral writing assessment requirement.

The course is 8 weeks long, and you work on synthesizing sources on a chosen topic to produce a 3-page literature review. And you also refine scholarly voice and you dig deeper into APA style. So, we cover things like headings, like writing in an active voice, that kind of thing.

What I also appreciate about our courses and workshops is the opportunity to create a real writing community on the discussion board. Every week there's a discussion, and students share strategies and practice skills, and also bond with classmates there. So, if you really like that, that feeling of having a writing buddy, the courses and workshops could be for you.

**Visual:** Slide changes to the following:

**Where You're Going:**

*Next Stage in Academic Writing*

**Audio:** Okay. You might not wanna take a structured course. And that's okay too. You could set your own personal goals such as paraphrasing. And explore the Writing Center materials that Jes mentioned related to several key skills to work on, that are allowing you to work toward more advanced writing. And these skills just build on the foundational skills that you've already built through completing that doctoral writing assessment requirement.

**Visual:** Slide changes to the following: *Next Stages in Academic Writing*

**You'll also need to learn about:**

- Synthesis
- Formality and integrity
- Organization
- Writing process

**Audio:** So, what exactly are those next stage skills? Those include synthesis, formality and integrity, organization, and the writing process. And we'll go into each one of these in greater depth over the next couple of slides.

**Visual:** Slide changes to the following: *Synthesis*

\[
\text{Paraphrase} + \text{Analysis} = \text{Synthesis}
\]

- *Rephrasing a source's ideas or information in your own voice*
- *Commenting on the significance of or connection between information*
- *Comparing and contrasting multiple sources to show their significance or connection*

**Audio:** Okay. The Hallmark of graduate writing is using evidence-based research to support your points. Your instructors and the scholarly community, if you're going to be writing for publication will expect you to synthesize that research in your writing. So, what does that mean? Synthesis, you might have heard it at a residency or in your other courses. It's kind of like a buzzword that we use. It's means creating meaning or showing new relationships among sources and therefore generating new understanding on a topic. So, the keywords there are creating something new out of existing material.
But how do you get to that point of that new creation? Synthesis involves both paraphrasing and analysis. You may recall that paraphrasing is using your own words and sentence structure to convey the ideas from a text. Analysis is then how you explain the idea you paraphrased and its significance. Perhaps in relation to other sources that is you’re reading at the same time. Within the analysis, you compare and contrast the ideas from those multiple sources. And then the output is that this combination of paraphrasing and analysis leads to synthesis. Or a conclusive statement about how the ideas connect and what the reader should think about those connections. So, you’re sort of directing the readers understanding on a topic. You’re telling them what to think and what all those connections mean.

**Visual:** Slide changes to the following: Synthesis

\[
\text{Paraphrase} \quad + \quad \text{Analysis} \quad = \quad \text{Synthesis}
\]

**Quote:** According to the Department of Education (2015), “U.S. students are graduating from high school at a higher rate than ever before” (para. 1).

**Paraphrase:** High school graduation is at an all-time high in the United States (Department of Education, 2015).

**Reflection:** What differences do you see between the paraphrase and the quote?

[The webinar layout changes to open a chat box for students to type into in response to the chat question.]

**Audio:** It can be hard to really understand exactly what synthesis is unless you see an example of it. So, what I’m going to do now is guide you through a sample student building a synthesis with paraphrasing and analysis.

We have a quote here from the Department of Education. And I'd like you to reflect on what you see as a difference between the quote and then what the student has come up with in their paraphrase. I can go ahead and read them out loud too if that’s helpful. The quote says: “According to the Department of Education, U.S. students are graduating from high school at a higher rate than ever before." And then the paraphrase is: “High school graduation is at an all-time high in the United States.” What kind of things do you see as differences between these two ways to use evidence? And I’ll just put myself on mute, so that you can type into the chat box on the right side of your screen.

[Pause as students type.]

Okay. It doesn't seem like we have any takers. And that's fine. I can point out a few of the differences. Some of them are just mechanical. So, if you see in the quote, there’s quotation marks directly around the information that has been taken word-for-word from the original source. And in the quote, there is the paragraph number being provided. In the paraphrase, you don't see any quotation marks or any paragraph number, because it’s not required for that. If the quote was taken from a printed text, it would have the page number rather than the paragraph number there. But, again, that’s not required for a paraphrase.

And then when we look a little bit deeper at the wording, you can see that it’s not a verbatim switch in terms of the words. The person who is paraphrasing is not just swapping out the words with synonyms. They're creating their own kind of spin on that original sentence by switching up the sentence structure there and providing a different way of phrasing that information. So instead of U.S. students, we have high school graduation in the United States. And at an all-time high, and a higher rate. So, we have a little bit of a change there. One trap that we do see students falling into is sometimes just, as I was mentioning, swapping out a single word with a synonym and doing that throughout the entire paraphrase. And, so, that would be considered an ineffective way to paraphrase.
And I do just want to say, too, that it can be tempting to fall back on quotes, because you feel like the original author said it best, and you can’t possibly reword it in your own words. But I would say that, give yourself a little bit more credit. I think that you can actually pull through and say it better and do it in a way that integrates better with the surrounding material. And also, as a graduate level scholar, you really want to demonstrate your own voice and your own control over the narrative in making sure that you guide it properly in the direction that you want it to go. So, we’ll see what I mean by that guiding it properly as we continue through the example here.

**Visual:** Slide changes to the following: Synthesis

\[
\text{Paraphrase} + \text{Analysis} = \text{Synthesis}
\]

- **Current efforts to provide students with more support during their last years in high school are working.** High school graduation is at an all-time high in the United States (Department of Education, 2015).

**Audio:** Okay. So, for the analysis portion, we have that original paraphrase, “the high school graduation is at an all-time high in the United States.” We have that as our paraphrase. And then we have the analysis added on to it. The sentence “current efforts to provide students with more support during their last years in high school are working.” So, that provides a little bit more context to understand the paraphrase that’s provided after it. Now, you could also swap the order here and have the paraphrase starting out: “High school graduate is at an all-time high in the United States, therefore current efforts to provide students with more support during the last years are working.” So, essentially, that analysis part explains the meaning behind that, that paraphrase. What should we take from that paraphrase? What does it mean in relation to the argument that the author is making?

**Visual:** Slide changes to the following: Synthesis

\[
\text{Paraphrase} + \text{Analysis} = \text{Synthesis}
\]

Current efforts to provide students with more support during their last years in high school are working. *High school graduation is at an all-time high in the United States* (Department of Education, 2015). *Additionally, parity in graduation rates across student demographics is improving, with Black student graduation rates coming closer to White student graduation rates* (Burkham, 2016). **Taken together, these statistics provide educators hope that graduation rates for all students are improving, not just for the most privileged students.**

**Audio:** All right. Now continuing on to the synthesis part. Another paraphrase has been added to the original one. You can see it immediately following in the italicized text there. “Additionally, parity in graduation rates across student demographics is improving, with Black student graduation rates coming closer to White student graduation rates.” So, we’re still on the topic of graduation rates, but it’s taken slightly different direction with a different focus with race and graduation rates. And the final sentence then, that bolded sentence, those two pieces of information come together when the writer explains that the collective interpretation being drawn from them. Okay? So together, they create a new or deeper story than just the individual pieces of information alone.

One analogy that I like to use in describing synthesis is a braid. So, if you are braiding hair or braiding rope, you have individual strands. So, the individual strands in this analogy are the pieces of information from the various sources. And then when you start to weave them together, they start to interact more. They touch each other. They’re not separated and isolated.
And from that, once you finish that whole braid, you get something new and beautiful, and it's an entirely different thing, right? It's not an individual strand anymore. It's a braid altogether.

So, I hope you can see a little bit of a braid here in this example where there's two sources being woven together, and they're creating something new at the end. That there's hope for educators that graduation rates for all students are improving and not just the most privileged students. So, in order to make that statement, we need both of those pieces of information. We couldn't just have one in order to come to that new revelation.

Okay. So that was a lot. I wanna pause here, actually, before we go into the reflection and just ask if there are any questions about the example of building the synthesis. I want to ask if there's any questions about paraphrasing or about the function of analysis or anything. Do we have any questions that have come in?

Beth: Yes, Hillary, one question was about the citations you included here, and the student wondered whether they needed a citation at the end of the paragraph as well.

Hillary: That's a great question. You do not need one at the very end of the paragraph here. And that is simply because that final sentence is the writer's own analysis or synthesis. It's sort of like a little bit of analysis there and a little bit of synthesis coming together. And, so, there's nothing directly there from the individual sources that is a piece of evidence or piece of information. So, it does not need to be cited because it's from the writer's own mind, so to speak. If you recall, you should only cite sources in each sentence that has information from that source. So, you'll see the Department of Education 2015 comes in that information-based sentence there. And then the Burkham 2016 comes from the information-based sentence there. And, so, we covered our basis with the APA citations in this example.

Beth: Awesome. Thanks very much.

Hillary: Was there anything else?

Beth: No. That's it for me.

Hillary: Okay. Thank you.

Visual: Slide changes to the following: Reflection:

What 2-3 words would you use to describe scholarly writing?

Audio: All right. We do have a reflection for you before we move on to the next portion of the presentation. And I'm just wondering what 2-3 words would you use to describe scholarly writing? So, what immediately comes to your mind when someone says you need to be a scholarly writer?

Or we can phrase this as: If you were asked to write something in a scholarly manner, how would you write it?

[Pause as students type.]

Okay. We do have some contributors here, which is great. And someone else is typing. Okay. So, so far, we have formal, clear, APA. It should be concise without jargon. These are all great.

[Pause as students type.]

Okay. We'll just continue on. Those are all absolutely correct.

Visual: Slide changes to the following: Formality and Academic Integrity

- Scholarly Voice
  - Avoid contractions

- Academic Integrity
  - Cite all ideas from sources
Audio: And keep that in mind as we continue on to this next area. So, another important consideration in your development is ensuring you’re presenting yourself in a scholarly manner with authority and credibility. So, that points back to what a few of you were saying about formal APA, concise. Having a formal scholarly voice and practicing academic integrity are absolutely important for establishing yourself as an authoritative, scholarly writer.

So, that means writing in a clear and straightforward manner with formal phrasing and no contractions. Metaphorical language is seen in more informal and creative writing. So, you want to avoid that as well. So, an example of that might be, if you were to write some students reacted by saying the assessment was a piece of cake. And you would revise that by saying some students reacted by saying the assessment was very easy. Okay. So, it doesn't have the flare of a metaphor, but it is direct and precise. And just more in line with scholarly writing.

Using transitions can also help the smoothness of your voice. We saw that in the synthesis example. That writer had used the word "Additionally" and "Taken together" to guide the reader along with what they were saying.

And the final note here is an important one. It doesn't have to be stuffy, just clear. So, sometimes you might be reading scholarly work something thinking, oh this is so pretentious, there are a lot of words here that are complex, and it is very jargony, as someone mentioned. That’s not something you wanna strive for, you don't have to be stuffy and elitist with your language. Simple is better, and the word that I always use to demonstrate that is the word "Utilize." A lot of people kind of rely on that to sound a little bit more knowledgeable or more scholarly. But you can just use the word "Use" instead. And it's more direct and more approachable for your readers as well.

To be a scholar, means giving proper credit to your sources as well. So that would be the academic integrity portion of this slide. You'll wanna cite in each sentence that includes information from a source as I've mentioned. And if you do quote, use quotation marks to indicate that. You can become more familiar with APA. Because that is going to be your style throughout Walden. Take careful notes as you’re reading. I recommend that you mark the page numbers and source information so that you make sure you are adequately giving credit to that source once you actually transfer those notes to your paper that you're writing.

And also try to paraphrase as you go, because that will save you time in the writing process. And it will also make sure you don't inadvertently just lift a quote from your notes thinking that’s something that you paraphrased.

This can feel overwhelming to really look at all the details on this slide if think, oh, my gosh, I have to do all those things? But, really, you'll just want to focus on one APA rule at a time. And also, don't feel like you have to memorize the manual. Some people think they need to know every single rule off hand. But I even end up looking up a lot of rules online at the Writing Center or other sources. So, don't feel like you have to have that all in your head.

Visual: Slide changes to the following: Organization

* Introduction
* Headings
* Conclusion
Audio: As you begin to write longer and longer papers, the organization will become more important, because there’ll be more opportunities for readers to get lost. So, there’s more for them to read and there’s more areas where they can stray. So, papers should follow a general format of the introduction, body paragraphs, and conclusion. The introduction starts with a broad background on the topic that you’re focusing on. And then it narrows down to a thesis statement. Which is where you articulate your argument or your stance.

This area is lighter on citations than other areas, because remember this is your broad opening rather than specific detail that you’re pulling from sources. Then within the body of the paper, you might want to use headings to organize the content that you’re presenting to the reader. They help direct your reader to the various topics and subtopics. And headings can be used in various stages in the writing process. So, they can be used as an initial outline to kind of map out what you’re going to say. Or that you can add them later as a way to review what you already have written and map out what that is and whether it tells a compelling story that’s in a logical order.

The conclusion is a wrap-up of the paper as a whole. And it reinforces that thesis statement that you introduced in the introduction paragraph. And it gives the significance or the real-world implications of the argument or the problem that you’ve presented. Here, you’ll avoid adding new information, because this is more of a recap than a body paragraph where you’re actually presenting of that evidence. If you find yourself adding something new, you’ll want to see if you can fit it somewhere in the body where it’s more appropriate. So that might be just a check you make as you are in your revision process, just checking to see if there’s anything new in the conclusion and then shifting it around.

Visual: Slide changes to the following: Reflection:

Which option best describes your current writing process? (Be honest and choose all that apply—Your response is anonymous!)

- I begin my paper the day it’s due.
- I research and rewrite 1-2 days before my paper is due.
- I reserve at least 1-3 hours to revise/edit my paper.
- I read and start thinking about my assignment 5-7 days before my paper is due.

[The webinar layout changes to open up a poll box for students to respond to the poll question.]

Audio: Okay. Before we head into talking about the writing process, I’d like to hear from you, as to which option best describes your current writing process? And we have several here. I begin my paper the day its due. I research and pre-write 1 to 2 days before its due. I reserve at least 1 to 3 hours to revise and edit my paper. And I read and start thinking about my Assignment 5 to 7 days before my paper is due. So just do a little bit of reflection on what best describes you.

[Pause as students respond to poll.]
Okay. It looks like we have some high achievers in this group, which is wonderful. So, a couple people said I research and pre-write 1 to 2 days before the assignment is due. And one person said I read and start thinking about my Assignment 5 to 7 days before its due. So, that’s wonderful. That means that you’re taking the time to really think about what you’re gonna write and start the writing process early and, so that you don’t get pressed for time and end up submitting something that might not be your best work. Thank you so much for taking that poll.

**Visual:** Slide changes to the following: Writing Process

**Writing Process**
- Brainstorming → Researching → Outlining → Drafting → Revising → Proofing
- Not necessarily linear; can mean jumping around and returning to previous steps
- **Prewriting:** Outlining, freewriting,
- **Revision:** Read aloud, compare thesis/paragraphs, analyze headings

**Audio:** Okay. So, having a structured writing process with time built in for each step is really necessary as you work on longer and longer assignments. In general, the writing process is brainstorming, researching, outlining, drafting, revising, and proofreading. But a big caveat here is that it's not always linear. For example, you could move on to revising your draft, and then realize that you need to include more evidence from other sources. And then you'll have to return to the research step and go search in the library. And then you have to start all over again by gathering more evidence and outlining it and drafting it. And, so, you might do this repeatedly. Especially, if you're working on perhaps a literature review or something, a longer paper. You might backtrack and then move forward multiple times and that's okay. That means you're doing it well. You're really thinking about what you're writing and whether there are any gaps you see there.

Also, I want to add that you want to know what works for you. Your process is natural going to be different than other's processes. So, you might, instead of brainstorming, you might brainstorm it on paper, you might actually talk to someone else as your brainstorming process. And that's fine too. You might skip the brainstorming process altogether and just be thinking in your head about something. And that's fine too.

Too important and often overlooked areas here, that I've outline at the bottom, are the prewriting stage, which means outlining, prewriting, I'd also add mind mapping, if you're a visual person, you might actually draw out circles and connecting lines to kind of think about your ideas and subtopics that might be a part of your paper. Looking at them in visual form. Also there's revision here. And our tips for that are to read aloud, to make sure that you can spot any problems you're having with the transitions between ideas, the connections and flow. But also, those nitty gritty sentence level issues like commas, like missing words, and other punctuation. That can be very helpful.

Make sure that the thesis is supported in the paragraphs. So, looking for that alignment between what you're saying you're going to do in the thesis or what you're saying the argument is about. And then what is actually conveyed in your body paragraphs. And also analyzing the order of headings to see if it's a logical movement to see if you're really taking the reader in the direction that you want them to go. So that might mean are you starting broad on the background of a topic and processing through this is what the problem is, and this is what the solution is? That might be a way to determine if you have told the complete story that you're trying to tell with that.

Okay. I hope that gives you a little bit more insight into the writing process and how it really is personal to you.
**Active Develop Your Skills**

| Identify or revisit writing goals | Use your coursework to practice | Collaborate with the Writing Center | Register for Graduate Writing III | Begin next stages in academic writing |

**Audio:** And at this point, I'm going to pass it back to Beth, who's gonna recap us. And also give a little bit more of a reflection activity.

Beth: Thanks so much, Hillary. So, everyone, I hope that this is useful in thinking about the resources that are out there, and also the next stages in your academic writing. A couple of sort of, just to recap of what we've been talking about to develop your writing skills. Remember to identify or revisit your writing goals. What you want to work on, really thinking about and identifying where you want to focus and time and energy will help you make those changes.

Remember to use your coursework as practice. So, treat every discussion post and every paper as a place to develop your writing skill and continue to work on those.

Collaborate with the Writing Center and consider registering for Graduate Writing 3. Those are both excellent ways to continue to develop your skills. And then make sure you can think about those next stages in academic writing. A good way to do this, I think is to just kind think back about Hillary talked about those next stages in academic writing and think about your own writing and how they compare and identify areas where you can focus your time.

**Audio:** Now, a couple of things to keep in mind. We had a reflection activity here but I know we're kind of short on time. And so, I want you to think about this in addition to establishing your writing goals. How will you develop your writing skills? And how will you collaborate with the Writing Center? I encourage you to not only to identify, hey, I want to work on paraphrasing, but identify how you're going to do that. That'll help you kind of take action on the goal and be able to take the next step there.

**Audio:** So, we have just a minute or two for questions. And, so, I'm gonna pause here and see if anyone has questions. You can enter those into the Q & A Box. We welcome any questions that you have. And so, while you're doing that, I'll just remind you that can email us your questions as well or visit our Live Chat hours. If you don't walk away with anything else, our email is a great thing to walk away with and that way you can ask us if you are needing help in any of these different areas. So that's writingsupport@waldenu.edu. And I'm just looking here... and I don't see any questions coming in. So, I'll just say, Jes or Hillary, do you have any final thoughts to leave everyone with?

Jes: Yes, sure. I'll chime in. This is Jes. I just want to thank all of you for being here. Wherever you are in your journey at Walden, however far you are into your program, please just know that
we in the Writing Center and I'll speak for Hillary, we in the Academic Skills Center as well, we're here to support you throughout your doctoral journey and to provide you with answers to your questions, strategies for how to develop your writing skills, someone to just listen to what you're struggling with and help you find a way through as a writer. Whatever it is that you might be working on, know that we're here. And I am always just so impressed whenever I have the opportunity to talk to Walden doctoral students with the projects they're working on and the things they're doing in the community. Although we didn’t get a chance to know each other tonight, know that I am most likely very impressed with the work you're doing, and I wish you the best as you pursue your goal as a professional.

Hillary: And I'll just say that I’m really impressed with you all in being so proactive to come to this presentation tonight. So, you've already really taken that step toward becoming a better writer and succeeding in your program. So, best of luck to you. And I hope that our paths cross again. Thanks!

Beth: Thank you so much, Hillary and Jes. And I will just echo what they have said. And we hope to talk to you soon. Thanks, everyone for attending and have a wonderful evening.