**Questions for Writing Liaisons-Patrick Cundiff responses**

What specific writing skills do you expect students to have when they enter your courses and what specific writing skills do you expect students to acquire in your courses?

**I expect students to have solid grasp of writing mechanics (tense, grammar, punctuation, etc…) as well as some knowledge of writing within our field and citation/quotation formatting. Over the course of the semester I hope to help hone their mechanics so that they are able to recognize when something is not quite right, they have a strong understanding of academic writing in our field, and are well equipped to both research and synthesize other works.**

What kinds of writing are your recent graduates exposed to or expected to perform? Do you know of any current students or recent graduates willing to be interviewed about the writing they are doing now?

**Our graduates pursue a variety of different fields following their graduation and therefore are exposed to a variety of different forms of writing. They range from policing where the writing tends be more in the form of short memorandums and case notes, to law school and graduate school where the writing tends to be more in the form of academic writing in the social sciences. We have a few of our recent graduates currently enrolled in our graduate program as well as other graduate programs across the university. A couple of names that stick out would be Tiffany Smith (****smitht12@students.ecu.edu****) and Nicholas Dube (****duben10@students.ecu.edu****).**

What are the strengths and weaknesses that are evident in your students’ writing? What can ENGL 2201 do to scaffold the writing students will do in your discipline?

**While there tends to be a great variance in student writing ability and skill, the main weaknesses surround mechanics, citations, and style. ENGL 2201 could benefit our majors by focusing more on developing mechanics, APA citation, and research based writing (as several courses require research papers).**

What kinds of writing assignments—or variety of writing, including presentations—do you give to your students?

**Currently, I utilize a drafted term paper approach for the bulk of writing in my class. I break up a 20 page term paper into 5-7 page components and the students submit a draft of each of these assignments to me and a peer reviewer prior to making corrections for the final paper. These drafts are graded, however, the stakes are relatively low compared to the final paper. In addition to this writing, student exams are composed of traditional multiple choice and true false questsions as well as short answer and short essay responses. Finally, students participate in several structured debates over the course of the semester that require research and organization to be successful.**

How do you evaluate student writing?

**I evaluate student writing on both content and mechanics. Because I thoroughly read and edit rough drafts I am quite demanding of the students in their final drafts. When grading I look for obvious grammatical issues, tense agreement, punctuation, citations, spelling, and whether or not they met the content requirements of the assignment.**

What types of writing instruction do you include with your writing assignments?

**Much of my instruction comes from the edits that I provide to the students, however, I do devote lectures to APA citation basics and outline assignment requirements. Because my class is a Junior/Senior level class I operate under the assumption that they have a fairly strong grasp on general mechanics.**

What journals, databases, sites, and specific publications do you recommend we introduce students to in your discipline?

**Students in my discipline would benefit from being exposed to the Criminal Justice databases (specifically how to find peer-reviewed research), Google scholar, and perhaps some pieces from leading journals such as Criminology, American Journal of Sociology, and Justice Quarterly.**