



– NEWSLETTER FOR THE WRITING ACROSS THE CURRICULUM (WAC) PROGRAM AT YORK COLLEGE –

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Open Access Repositories for York's Students. Welcoming students to a critical academic conversation and editorial process

Alex Viteri

In the early summer of 2020, we were urgently reminded of the necessity to question the normalization of racism within our universities and resist the ingrained exclusion of black and people of color's voices from our syllabus. For some, education has become an old and conservative industry. Yet there are so many excellent resources in the public domain that counter this calculated move towards profit, broaden our access to mind-stimulating materials, and nurture more inclusive and intricate pedagogies. The following list arises from the Open Pedagogies Fellowship at the Graduate Center Library and commits to the critical values of open access scholarship. The list focuses on resources and essay repositories to introduce undergraduates to the processes and ethics of Open Access and encourage a more critical production and consumption of scholarly discourse. These journals accept faculty-mentored research by undergraduates, welcome students into academic conversations within their disciplines, and introduce them to the editorial process. We hope these resources will also facilitate and motivate writing within your classes, expand discussions and encourage critical thinking among your students.

I felt drawn to Mina's Open Pedagogy Fellowship as it centered thoughts on social justice and addressed Academia's exploitative history and our institution's role in the prevalence of western over other forms of knowledge. Hosted by the Graduate Center Library in the winter of 2020, fellows shared resources, knowledge, and experience with peers equally invested in alternative pedagogies and designed a zero-cost syllabus for future classes. I called my class [World Theater Histories, a critical approach to performance history](#), a course meant to provide a historical survey of several early theatrical forms. The syllabus attempted to decolonize our thoughts on performance, breaking with linear narratives and letting emerge several roots, dispersed in time and location, from where to look at the origins of Theater. We read scripts and performance theory and looked at some primary sources accessible for free online. We also considered the influences from different cultural, social, political, and economic contexts and the manners in which theater has engaged critically and politically in societies. Finally, the class proposed to revise our practices as researchers, pedagogues, and artists and to look for public outputs for our academic research. A [CUNY Academic Common's](#) website hosted all the materials for the course, including our syllabus, links to the YouTube series [Theater CrashCourse](#), links to podcasts on [Theater History from Howlround Commons](#), [Library Research Guides](#), and other Open Educational Resources. Most of the class materials were open access; others were accessible with CUNY IDs. Students' final projects included podcasts on plays from the Alternative Canon, the adaptation of canonical scripts into their local realities, interactive web pages, and scholarly essays.

As a Writing Across the Curriculum fellow, I wanted to continue exploring Open Access tools, expand on the quest for academic research outputs, and make these accessible to students.

Follow this link for a [list of repositories of Open Access Journals](#) that receive undergraduate submissions organized according to York's schools and departments. You will also find a small guide on how to access OA data, thoughts on the advantages of using these resources in class, and further resources for Open Access and Anti-racist Pedagogies.

The WAC website makeover

Sandra Moyano-Ariza

This is the second year that I have been working on the WAC website. If last year I focused on cleaning old pages and updating content, this year I've mostly work on adding content and uploading new resources for faculty and students. For example, [Emilia Gambardella's short videos](#) on writing techniques are now available, and they constitute a visual counterpart to the Infosheets you might have already seen on the website. It is also important to highlight the work of Matt Garley and Shereen Inayatulla on the new [Instructor's Guide to WI courses](#), which provides guidelines for faculty to design WI courses and complete WI course proposals. I've also recently updated the MLA Style guide to accommodate the new changes for the 9th edition. We know the Style guides are widely used by faculty so we hope you can take advantage of the MLA 9th edition version!

Finally, I'd like to give a special shout out to Sai Ying Ng in our cohort for the new [banner design](#), and Rafael Nunez as always for his patience and help whenever I encountered errors or IT difficulties. We hope that the work on the website serves to help faculty with WI courses as well as find new materials for their students.

- Personal Statement Workshop for the Pre Med Club

Sai Ying Ng and Brahim Rouabah

On April 14th, we got together with members from the Pre Med Club for an hour personal statement workshop. The workshop included a series of sharing sessions and activities: after a quick free write and sharing session amongst club members regarding their motivations for applying to medical school, we discussed questions such as 'What makes a strong opening statement for a personal statement?', as well as general topics including paragraph organization, symmetry in statement structure, how best to incorporate 'CV' or 'resume' items in a natural way.

If you're interested in collaborating with a WAC fellow for a similar workshop, you can reach out to Matt Garley at mgarley@york.cuny.edu.