

Writing Program Annual Report Academic Year 2017-2018

CWRU Writing Program Overview

The CWRU Writing Program's mission is to ensure that all students develop sophisticated communicative strategies through understanding their own writing processes; assessing the contexts and audiences for their ideas; and articulating their messages clearly, passionately, and persuasively.

The Writing Program operates in three primary domains:

1. **Innovative Curricula** – The Writing Program collaborates with faculty, departments, and schools across CWRU to provide pedagogical leadership in a variety of curricular programs, including the Seminar Approach to General Education and Scholarship (SAGES) and the Professional Communication for Engineers program.
2. **Outstanding Support for Writers** – Inside and beyond the classroom, the Writing Program offers CWRU writers at all levels (from undergraduate to post-doctoral scholars and faculty) support in their communicative endeavors.
3. **Dedicated Intellectual Leadership** – The Writing Program promotes the value of writing across campus through faculty development seminars, student workshops, and invited classroom activities.

The Writing Program draws on the talents of over fifty writing specialists, including: English graduate teaching assistants; full-time English Lecturers and Teaching Fellows with SAGES and other teaching assignments (including ESL, Foundations of College Writing, and Professional Communication); part-time English/SAGES Lecturers; and faculty in English. In addition, we work closely with the numerous CWRU regular faculty members who teach writing in their own SAGES and departmental courses.

The Writing Program provides instruction to students and faculty at CWRU in a variety of ways: individual student and faculty consultations via the Writing Resource Center (WRC); semester-long, individualized writing courses (e.g., ENGL 180, “Writing Tutorial” and ENGL 186, “Writing Workshop for Researchers”); classroom workshops and consulting (by faculty request); campus-wide workshops on writing practice and instruction via the WRC and the University Center for Innovation in Teaching and Education (UCITE); writing

instructor support in collaborative, consultation, and workshop “pairings” with individual SAGES seminars; and stand-alone teaching of writing-intensive courses (including ENGL and SAGES courses).

Writing Resource Center

Staffed by SAGES and English lecturers, English graduate students, and undergraduate Peer Writing Fellows (PWFs) tutoring in five campus locations and online, the WRC supports undergraduate, graduate, faculty, and staff writers from all schools of the university through one-on-one writing support, the one-credit tutoring course, English 180, and workshops across campus. WRC consultants also engage in several outreach activities on campus including university programming, and classroom visits in the College of Arts and Sciences and in several of the professional schools.

Individual Consultations

In the AY 2017-2018, WRC consultants worked with **1,266** unique writers making **4308** visits. These numbers include general tutoring in all locations in the Fall 2017, Spring 2018, and Summer 2018 term. These numbers are roughly equivalent to last year’s figures (with a 5% decrease in appointments and a 3% increase in individual writers). Yet, these numbers represent a six-percent (10-12%) increase in the number of unique writers, and a 30% increase in total appointments from AY 2015-16. This overall increase may be attributed both to the addition of undergraduate Peer Writing Fellows to the WRC and steadily increasing visibility of the WRC.

Workshops, Events, and Writing Groups, AY 2017-2018

- The WRC offered disciplinary writing workshops for classrooms in the Departments of English, Physics, Genetics, Nursing, the Weatherhead School of Management, and the Mandel School of Applied Social Sciences.
- In Fall 2017, the WRC sponsored a “Long Night Against Procrastination” event for CWRU undergraduates.
- In Summer 2018, the WRC conducted its second annual Dissertation Bootcamp for dissertation writers on campus.
- The WRC conducted six (6) General Campus Workshops geared to support writing in SAGES First and University Seminars.
- The WRC led two (Fall and Spring) orientation events for the School of Graduate Studies, and conducted a c.v. and cover letter workshop for the Flora Stone Mather Center for Women’s Doctoral writing group.

- The WRC director participated on a university-wide undergraduate National Science Foundation grant-writing panel in the Fall of 2017 and served as one of the coordinators of the NSF CAREER grant faculty workshop program in the Spring of 2018.
- The WRC provided space for one undergraduate and one graduate writing group in Fall 2017 and Spring 2018.
- The WRC sponsored for Writing Program Faculty two “brown bag” events on writing in the sciences and WRC scholarship in the Spring 2018.

WRC/Writers House Collaborations

In AY 2017-18, the WRC collaborated with Writers House administrators and English faculty to make significant progress in carrying out its vision of establishing a robust, multi-functional center in Bellflower Hall. In the summer of 2017, Bellflower Hall acquired, with assistance from Writers House and the College of Arts and Sciences, significant L2 classroom technology in order to enhance the instructional capacity in rooms 102 and 207. During AY 2017-2018, two SAGES classes were held in Bellflower; it was the site of two poetry workshop and/or craft talks, sponsored by the Departments of English and the Baker-Nord Center for the Humanities; two English Department colloquium events; and numerous other graduate studies and Writing Program meetings, such as the fall orientation, pedagogy seminars, and staff and English department meetings.

WRC Courses By The Numbers

Course	Fall 2017		Spring 2018	
	Sections	Students	Sections	Students
ENGL 180: Writing Tutorial	1	18	1	22
ENGL 392: Classroom Teaching	--	--	--	--
TOTAL:	1	18	1	22

ESL Writing Program

The SAGES ESL Writing Program continued to support ESL students’ academic literacy development and second language acquisition through its curriculum. In AY 2017-2018, 171

students were enrolled in four First Seminar (FSCC 100) and ten First Seminar Academic English (FSAE 100) sections. AY 2017-2018 was the second year First Seminar Academic English (FSAE 100) was offered to first-year students. A new custom textbook was compiled and used in the Fall 2017 semester. Furthermore, during the ESL staff meetings in Spring 2018, improvements to the FSAE 100 curriculum and assessment were discussed in order to be implemented in the Fall 2018 semester.

In addition to FSEM courses, ENGL 146 (English Grammar for Writers) and ENGL 183 (Academic Writing Studio) were offered. Both courses had their best enrollment in Spring 2018 since they were first offered in Spring 2014. This strong enrollment supports the importance of these courses for ESL students. In Spring 2018, the scope of the ENGL 183 curriculum was broadened to include any ESL student who needs additional writing support beyond the First Seminar, not just those students enrolled in a University Seminar, while focusing on skills needed in University Seminars as well as other writing-intensive courses.

During summer 2017, the ESL Writing Program developed the curriculum for four of the courses offered in the Academic English Proficiency (AEP) Certificate for International Graduate Students Program: ENGL 404: Academic Reading and Critical Thinking; ENGL 405: Academic Writing and Grammar; ENGL 414: Advanced Academic Communication and Presentations; ENGL 415: Academic Research and Writing. The courses were approved by CEP in Fall 2017 and the Module II courses (ENGL 414 and ENGL 415) were offered in the Spring 2018 semester. The ESL Writing Program staffed these courses.

Finally, ESL Writing Program lecturers led five ESL teaching-related workshops; the audiences of these workshops included SAGES lecturers, WRC consultants, English graduate students, and faculty across the disciplines.

ESL Courses By The Numbers

Course	Fall 2017		Spring 2018	
	Sections	Students	Sections	Students
ESL First Seminar (FSCC 100)	4	50	10	119
ESL First Seminar Academic English (FSAE100)	10	121	--	--
ENGL 146: English Grammar for Writers	--	--	1	19
ENGL 183: Academic Writing Studio	--	--	1	13
TOTAL:	14	171	12	151

ESL Writing Program Looking Forward

The ESL Writing Program will continue to assess and develop the new curriculum (class assignments and teaching materials) for FSAE 100, as well as the courses in the AEP Program. It will also continue to offer ENGL 146 and ENGL 183.

Foundational Writing Program

Foundational Writing oversees first-year writing placement and provides coursework to support and foster writing development for CWRU's incoming and first-year students.

For the fourth year, incoming domestic first-year students completed an **online directed self-placement** module as part of the New Student Checklist. Through this process students read an excerpt from *Why School?* by Mike Rose and wrote a response to the text. They were prompted to self-assess that response according to SAGES-based writing criteria. Students then answered a questionnaire about their experiences with writing instruction and reading, and selected from among three First Seminar experiences: Topical, Foundations, and ESL. Foundations provided support and advice to students throughout the self-placement process from May to August. In 2017, 1042 (out of 1157 domestic students) or 90% of the incoming class completed directed self-placement. Academic year 2017-2018 was the final year of a three-year research plan to collect assessment data to determine the effectiveness of directed self-placement. That data will be analyzed and presented to SAGES and the Writing Program administration in the next academic year.

During Fall 2017, Foundations offered eight sections of **FSCC 110: Foundations of College Writing**, a First Seminar that offers more direct writing support to students who need or want more experience with the writing process and provides students with opportunities to develop their own writing processes and their confidence about their ability to perform college level writing. The eight sections were led by five instructors who met regularly during the semester to discuss students, pedagogy, and to align course objectives and outcomes.

Foundations also oversaw curriculum development and teaching for ENGL 148/ENGL 149/ENGL 150, a series of courses designed to provide writing instruction to first-year students beyond the SAGES Program. In conjunction with CIM, Foundations developed and oversaw a new online placement process for incoming first-year CIM students, to determine placement in **ENGL 148 or ENGL 150**. Graduate teaching assistants from the English department implemented new curricular guidelines for the courses and gathered writing assignments and student writing samples to be reviewed in a program-level assessment during academic year

2018-2019. During the summer, Foundations led **ENGL 149: Emerging Writers Studio**, a six-week intensive pre-college summer workshop for the Emerging Scholars Program designed to prepare students for SAGES First Seminars. Foundations also developed and led a series of three workshops for the Cleveland Humanities Collaborative (CHC) concurrently-enrolled students, who were taking their first humanities courses at CWRU in Spring 2018.

Foundational Writing Courses Numbers

Course	Summer 2017	Fall 2017		Spring 2018	
	Students	Sections	Students	Sections	Students
FSCC 110: Foundations of College Writing	--	7	80	--	--
ENGL 148: Introduction to Composition	--	1	9	--	--
ENGL 149: Emerging Writers Studio	12	--	--	--	--
ENGL 150: Expository Writing	--	2	26	2	25
TOTAL:	12	10	115	2	25

Foundational Writing Looking Forward

In academic year 2018-2019, Foundations will focus on analyzing data collected to assess various elements of Writing Program: SAGES online directed self-placement, SAGES Foundations First Seminars, and ENGL 148/150 curriculum and student performance. Foundations will continue to provide support to CWRU's novice writers through FSCC 110, ENGL 148/150, ENGL 149, and workshops. Foundations will also continue to work collaboratively with the WRC, CHC, Emerging Scholars Program, and CIM to develop good relationships that can help us to understand and meet the writing needs of our incoming students.

SAGES First & University Seminars taught by Writing Faculty

More than 50 Writing Faculty led and/or provided instructional support to the SAGES Program by way of teaching stand-alone First and University Seminars, working with university faculty in a variety of collaborative relationships, and volunteering time and effort to various SAGES-related projects through the Writing Program.

SAGES Courses By The Numbers

Course	Fall 2017		Spring 2018	
	Sections	Students	Sections	Students
First & University Seminars (with writing support)	59	~1003	32	~544
First & University Seminars (stand-alone)	17	~289	27	~459
SAGES Transfer Supplement	2	26	1	5
TOTAL:	78	~1318	60	~1067

Note: Total enrollments are estimates based on the SAGES guidelines of 17 students per seminar.

Michael Householder and Erika Olbricht continued to run weekly SAGES pedagogy sessions supplemented by guest presenters. The sessions averaged 12-15 participants per week from all faculty ranks. Topics ranged from commenting on student papers to providing closure in a semester-long course. Note: Total enrollments are estimates based on the SAGES guidelines of 17 students per seminar.

SAGES also conducted summer teaching orientations for fall SAGES faculty in 2017. In addition to providing attendees with practical information about the SAGES program, the orientation offered teachers time to develop plans for their courses and to learn new strategies for teaching in the seminar context.

SAGES Looking Forward

SAGES will endeavor to attract more departmental faculty to the weekly pedagogy sessions, including offering specific workshops for particular departments and colleges. SAGES will also

investigate potential ways to combine pedagogy sessions with a fellowship that would stand in for or build from a summer institute.

Professional Communication Courses

The ENGL 398 program, Professional Communication for Engineers, continued to meet the growing enrollment needs of engineering students. The program added and maintained additional sections of ENGL 398 in fall 2017 to keep pace with enrollment for the ENGR 398 seminar, and it will continue to maintain additional sections in academic year 2018-19.

Professional & Technical Communication Courses By The Numbers

Course	Fall 2017		Spring 2018	
	Sections	Students	Sections	Students
ENGL 398: Professional Communication for Engineers	11	219	12	234
ENGL 217A: Business and Professional Writing	1	6	--	--
ENGL 217B: Writing for the Health Professions	--	--	1	11
TOTAL:	12	225	13	245

Writing-Intensive English Courses Taught by Writing Faculty

These courses (English 200: Literature in English; English 257A: The Novel; English 257B: Poetry) serve as arts/humanities electives for CWRU students. These courses are taught by English Department graduate students, who have pedagogical training and develop course proposals to be approved by the Undergraduate Committee. These courses provide important professional development opportunities for advanced English graduate students.

Writing-Intensive English Courses By The Numbers

Course	Fall 2016		Spring 2017	
	Sections	Students	Sections	Students
ENGL 200: Literature in English	1	15	--	--
ENGL 203: Introduction to Creative Writing	1	15	1	15
ENGL 257A: The Novel	--	--	1	12
ENGL 257B: Poetry	--	--	--	--
TOTAL:	2	30	2	27

Writing Pedagogy

The Writing Program offers workshops and seminars that promote best practices for writing pedagogy and English language instruction. Writing Faculty attend orientations at the beginning of each semester and at least one All-Staff Meeting each semester to review updates in scholarship and university policies that pertain to writing instruction and to collaborate and share strategies and ideas for teaching writing. New English graduate students participate in a six-week Pedagogy Seminar designed to provide them with practical knowledge and materials to prepare them for tutoring, teaching, and developing their own writing-intensive courses at CWRU.

Writing Pedagogy Courses & Seminars By The Numbers

Course	Fall 2017		Spring 2017	
	Sections	Students	Sections	Students
New Graduate Student Pedagogy Seminar	1	6	--	--
ENGL 400: Rhetoric and Teaching of Writing	1	11	--	--
ENGL 506: Professional Writing: Theory and Practice	--	--	--	--

TOTAL:	2	17	--	-
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Writing Program Honors & Awards

The Writing Program Award Ceremony honors award-winning teachers and students at the end of each year. The celebration is a recognition of writing faculty at CWRU which includes full- and part-time lecturers, SAGES Fellows, English graduate student assistants, and other friends of writing at CWRU.

The Jessica Melton Perry Award for Distinguished Teaching in Disciplinary & Professional Writing was awarded to Wanda Strychalski, Assistant Professor, Department of Mathematics, Applied Mathematics, and Statistics, who was nominated by one of her undergraduate mentees and research assistants. Cara Byrne, a Lecturer in the Department of English, received **The SAGES Excellence in Writing Instruction Award**, recognizing her outstanding commitment to and success in teaching academic writing to Case Western Reserve University undergraduates in SAGES. John Higgins, Lecturer in the Department of English received **The WRC Excellence in Consulting Award**, which recognizes outstanding writing instruction for students of the University and exemplary service to the Writing Resource Center.

The SAGES First and University Seminar Essay Prizes recognize the best writing that students produce in their First and University Seminars. These essays are chosen from those nominated by SAGES seminar leaders each semester.

The University Seminar Awards are judged in September – and recognized at the Celebration of Student Writing in December of each year. The winners for Academic Year 2016-2017 were:

Dina Benayad-Cherif for the essay **“Investigating Women in Computer Science”**
Written for USNA 287P: Women and Science led by Barbara Burgess-Van Aken

Michael Neuhoff for the essay **“Post Early Modernism: A Humoral View of Barton Fink”** written for USSY 292U: Problems of Genre in Shakespeare and Film led by James Newlin

Halle Rose for the essay **“Adding Insult to Injury: How Physicians Fail Women in Pain”** written for USSO 234: Questions of Identity led by Gail Arnoff

The First Seminar Awards are judged in January and recognized at the Celebration of Student Writing in April each year. The winners for Academic Year 2017-2018 were:

Katherine Jordan for the essay “**Regretting Silence**” written for FSSY 135: The Rest is Silence led by Sarah Gridley

Hae Weon Lee for the essay “**Songs of Freedom? The National Anthem and Black Oppression**” written for FSSY 185F: Religious Belief in Secular Society led by Scott Dill

Meghan Parker for the essay “False Memory: Silence’s Work in ‘The Handsomest Drowned Man in the World’” written for FSSY 135: The Rest is Silence led by Sarah Gridley

Writing Program Administrators: 2017-2018

Director of the Writing Program

T. Kenny Fountain, Ph.D., Associate Professor of English

Director of the Writing Resource Center

Megan Swihart Jewell, Ph.D., Instructor in English

Interim Coordinator of ESL Writing in SAGES

Gusztav Demeter, Ph.D., Instructor in English

SAGES Instructional Coordinator

Erika Olbricht, Ph.D., Instructor in English

Associate Director of Composition

Martha Schaffer, Ph.D., Instructor in English