

Writing Program Annual Report 2015-2016

Overview of Writing Program

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:

- **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.
- **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.
- **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 student assistants; non-English graduate students with SAGES appointments; full-time English Lecturers with SAGES and other Writing Program teaching assignments (including ESL, Writing Foundations, and Professional Communication specialists); part-time English/SAGES Lecturers; and faculty in English. In addition, we work closely with SAGES Fellows (whose appointments and teaching assignments are managed directly by SAGES); SAGES Undergraduate Peer Writing Crew members (who are part of the Educational Services for Students department); and 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; stand-alone teaching of writing-intensive courses (including ENGL and SAGES courses); and curricular design and support across campus.

Writing Resource Center

Staffed by SAGES and English lecturers and English graduate students 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, English 180, and workshops across campus. WRC staff also engages in outreach activities on campus and data collection aimed at improving its individual consultation services during the academic year.

Individual Consultations

In the AY 2015-2016, WRC consultants worked with **1,097** unique writers making **3,505** visits. These numbers include general tutoring in Bellflower Hall or in a satellite location, Nursing, Online, and Summer 2015 Hours. These numbers represent a six-percent (6%) increase in unique writers and visits

from AY 2014-15. The numbers of hours WRC staff offered each term, however, decreased by 15 percent from AY 2014-15.

Workshops, Events, and Writing Groups

In AY 2015-2016, the WRC offered disciplinary writing workshops for classrooms in the Departments of English, Physics, Genetics, Nursing, Management, the Mandel School of Social and Applied Sciences and, in the Summer of 2015, provided a workshop for faculty in the University Hospital's Department of Pediatric Medicine. In Summer 2015, the WRC again collaborated with the Weatherhead School of Business' Doctor of Executive Management program in assessing student research proposals. In addition, the WRC conducted six (6) General Campus Workshops geared to support writing in SAGES First and University Seminars, and the WRC Director and/or consultants visited 10 SAGES classrooms. With Barbara Burgess-Van Aken, the WRC facilitated another successful Celebration of Student Writing, showcasing FSEM & USEM student writing. The WRC led two (Fall and Spring) orientation events for the School of Graduate Studies, conducted a c.v. and cover letter workshop for the Graduate Studies Professional Development Conference, and participated on a university-wide National Science Foundation grant-writing panel. The WRC conducted a seminar with UCITE to promote its services, and provided space for an Interdisciplinary Faculty Writing Group organized by faculty in the Department of Modern Languages and Literatures (DMLL). The WRC hosted a small undergraduate creative writing (novel) workshop, and has plans to collaborate with the Flora Stone Mather Center for Women to establish an additional writing group.

"Writers House" Events

In AY 2015-16, the WRC made significant progress in carrying out its vision of establishing a robust, multi-functional center in Bellflower Hall, now known as "Writers House." In fall 2014, the WRC was granted additional spaces (including two large consulting rooms) on the first floor; in spring 2015, it was granted use of the entire second floor of the building (including a smaller conference room and much-needed office space). SAGES provided the WRC with new furniture for the two first-floor consulting rooms and for the second-floor faculty offices. Funds from gifts by T. Dixon Long, Stephen Pozez, and Ed and Melinda Sadar will make additional improvements possible over the next academic years (including refurbishing the WRC Library, adding artwork & informational signs, and expanding WRC computer/instructional technologies). During the 2015-16 AY, the WRC, three SAGES classes and one ENGL class were held in Bellflower, it was the site of a campus-wide Toni-Morrison read-in sponsored by the Office of Diversity and Baker-Nord Center for the Humanities, three ENGL department colloquium events, the Sadar Lecture on Writing in the Disciplines, and numerous other graduate studies and Writing Program meetings, such as the beginning of the year orientation.

WRC Development for AY 2016-17

The WRC had a proposal accepted to begin offering peer consulting in the Fall 2016; this peer consulting will be funded entirely by SAGES. Returning "SAGES Peer Crew" members and four additional undergraduates have been hired to serve as the first cohort of WRC Peer Consultants, now referred to as "Peer Writing Fellows," in line with our peer and aspirational university peer writing center consultants. Additionally, the WRC and Office of Graduate studies collaborated to establish a "Dissertation Boot Camp" in June 2016 for graduate/professional students who commit to an entire week of uninterrupted writing. The WRC has been granted and will maintain an updated yet significantly streamlined and (mostly student) writer-centered website.

WRC Courses By The Numbers:

Course	Fall 2015		Spring 2016	
	Sections	Students	Sections	Students
English 180: Writing Tutorial	1	16	1	2-
English 181: Reading Tutorial (<i>with ESS</i>)	1	18	n/a	n/a
English 392: Classroom Teaching	1	1	--	--

ESL Writing

The SAGES ESL Writing Program continued to support ESL students' academic literacy development and second language acquisition through its curriculum. In AY 2015-2016, 168 students were enrolled in 14 FSCC (First Seminar) and 11 FSCS (Continuation Seminar) courses. The majority of students enrolled in the 2-semester stretch sections were Chinese, and the student population was more diverse in the one-semester FSCC sections. In addition to FSEM courses, English 146 (English Grammar for Writers) and English 183 (Academic Writing Studio) were offered.

In AY 2015-2016, we proposed to create a new course FSAE 100 (First Seminar Academic English), and the proposal has been approved. Starting in Fall 2016, multilingual students who need additional language support will be placed into either a 1-semester FSCC First Seminar (Life of the Mind) or a FSAE 100 (First Seminar: Academic English). FSAE 100 is a prerequisite for an ESL FSCC First Seminar, and the course specifically focuses on four academic English skills –reading, writing, listening, and speaking. With the new curriculum, we would be able to provide more intensive academic language instruction for some multilingual students.

In addition to offering classes for multilingual undergraduate students, the ESL Program created campus resources for international students in collaboration with other academic/administrative departments and encouraged students to participate in various campus events. In the next academic year, the ESL Program will be involved with developing a post-baccalaureate English language program proposed by the College of Arts and Sciences (in collaboration with Communication Sciences).

ESL Courses By The Numbers:

Course	Fall 2015		Spring 2016	
	Sections	Students	Sections	Students
ESL First Seminar	14	166	--	--
ESL First Seminar Continuation Seminar (FSCS)	--	2	11	120
English 146: English Grammar for Writers	--	--	1	10
English 183: Academic Writing Studio	--	--	1	4
English 186: Writing Workshop for Researchers	cancelled-low enrollment		cancelled-low enrollment	
TOTAL:	14	168	13	134

Writing Foundations

Foundational Writing is a developing program within the larger Writing Program, designed to meet the needs of college writers who want or need more intensive instruction on and experimentation with their writing habits, routines, and processes. Foundational Writing provides support to students and faculty in promoting effective writing pedagogy and writing assessment. Currently, Foundational Writing serves the student population at CWRU mainly through Foundations First Seminars, which provide first-year students with opportunities to develop confidence in their writing processes as they begin college-level academic writing.

An online directed self-placement (DSP) process went into effect during Summer 2015 for incoming first-year students. New students were provided with materials to help them make this decision, including descriptions of the courses available to them, a questionnaire about their writing and reading experience, and a writing sample that they self-assess with criteria provided to them. Students were prompted to select among three different First Seminar experiences, which have the same learning objectives and meet the same requirements, but foster academic writing in different environments:

- Foundations First Seminars for students who need or want support while developing strong writing habits and acclimating to college-level writing;
- ESL First Seminars for students who need or want support acclimating to academic writing in English; or
- Topical First Seminars for students who need or want to apply their writing to explore scholarly areas of interest.

As a result of this new placement process, the number of students selecting Foundations First Seminar increased by a significant percentage, necessitating the addition of five sections and four instructors. These instructors collaborated during the fall semester to develop an understanding of the needs of this newly defined student population. A formal research study was conducted during the academic year to determine (1) the effectiveness of the online DSP materials in helping students to select a First Seminar that best served their needs, (2) the effect self-placement had on the composition of First Seminars in Fall 2015, and (3) the qualities and needs of students who selected Foundations First Seminar. The data collected helped to develop revisions to the online DSP materials and to develop a new curriculum for FSCC 110: Foundations of College Writing.

Writing Foundations Courses By The Numbers:

Course	Fall 2015		Spring 2016	
	Sections	Students	Sections	Students
Foundations First Seminar	7	84	--	--

SAGES First & University Seminars taught by Writing Faculty

For the second year, Michael Householder and Erika Olbricht ran weekly SAGES pedagogy sessions supplemented by guest presenters. The sessions averaged 20-22 participants per week from all faculty ranks. Topics ranged from using the SAGES writing rubric to evaluate student papers, to how to be diversity sensitive in the classroom.

SAGES Courses By The Numbers:

Course	Fall 2014		Spring 2015	
	Sections	Students	Sections	Students
First & University Seminars (with writing support)	65	~1105	47	~799
First & University Seminars (stand-alone)	13	~221	18	~306
SAGES Transfer Supplement	2	21	1	13
TOTAL:	80	~1347	66	~1118

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

Professional & Technical Communication

This year, 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 2015 to keep pace with enrollment for the ENGR 398 seminar, and it will continue to maintain additional sections in AY 2016-17. The incoming Director of Composition collaborated with the engineering faculty to revise the curriculum and course readings for ENGL 398. The new course reflects a focus on engineering innovation, which became available in spring 2016.

Professional & Technical Communication Courses By The Numbers:

Course	Fall 2015		Spring 2016	
	Sections	Students	Sections	Students
English 398: Professional Communication for Engineers	13	243	12	227
English 217A: Professional & Business Communication	1	5	--	--
English 217B: Writing for the Health Professions	--	--	1	8
TOTAL:	14	248	13	235

First-Year Composition Program

The Writing Program continues to offer a traditional first-year composition sequence (ENGL 148 + ENGL 150), which meets a general education requirement for students enrolled at the Cleveland Institute of Music. These courses are available as electives to CWRU undergraduates.

First-Year Composition Courses By The Numbers:

Course	Fall 2015		Spring 2016	
	Sections	Students	Sections	Students
English 148: Intro to Composition	1	11	--	--
English 150: Expository Writing	2	32	2	27
TOTAL:	3	43	2	27

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. They have been an important professional development opportunity for advanced English graduate students; however, the literature courses have struggled to enroll consistently and are in danger of being discontinued. English 203: Introduction to Creative Writing has continued to be offered to strong enrollments each semester (enrollment cap is 15).

Writing-Intensive English Courses By The Numbers

Course	Fall 2015		Spring 2016	
	Sections	Students	Sections	Students
English 203: Introduction to Creative Writing	1	11	1	10
English 200: Literature in English	cancelled-low enrollment		cancelled-low enrollment	
TOTAL:	1	11	1	10

Writing Pedagogy

The Writing Program offers courses that focus on writing pedagogy and English language instruction. These courses attract undergraduate and graduate students interested in teaching at CWRU and beyond.

Writing Pedagogy Courses By The Numbers:

Course	Fall 2015		Spring 2016	
	Sections	Students	Sections	Students
English 400: Rhetoric & the Teaching of Writing	1	8	--	--

Writing Program Awards & Honors

In AY 2015-2016, the Writing Program & SAGES recognized a number of excellent writing instructors: **Georgia Cowart** (Professor of Music) received the Jessica Melton Perry Award for Distinguished Teaching in Disciplinary and Professional Writing; **Hee-Seung Kang** (Instructor in English & Director of ESL Writing) received the SAGES Excellence in Writing Instruction Award; and, **Jessica Birch** and **Eric Chilton** (Lecturers in English) received the WRC Excellence in Writing Consultation Award. In addition, the Writing Program congratulated **Erin Blakeslee-Bowman** (English), who received the Graduate Dean's Instructional Excellence Award. For more information about these teaching awards, see: <http://writing.case.edu/teaching-awards/>.

At an Awards Ceremony in April, Writing Prizes were awarded to First and University seminar students.

FSEM Essay Prize (for Fall 2015 First Seminar Writers):

- Aya Bahij for her essay "My Life as a Palestinian Refugee from Lebanon" written for FSNA 161 ("Making Sense of Place") led by Eric Chilton.
- Amalia Donastorg for her essay "Simulation and Place" written for FSNA 161 ("Making Sense of Place") led by Eric Chilton.

USEM Essay Prize (for AY 2014-2015 University Seminar Writers):

- Adam Gleichsner for his essay "Setting the Internet on Fire: #GamerGate, New Games Journalism, and the Discourse Surrounding Sexism in the Gaming Industry" written for USSO 290H ("The Social World of YouTube") led by Georgia Cowart.
- Rana Uhlman for her essay "America Against the Islamic World: Creating a Radicalized Other in the Minds of U.S. Citizens" written for USSY 290Z ("Secularization and the Culture of Belief") led by Scott Dill.
- Lauren Whitehouse for her essay "Fair Use in a New Cultural Paradigm: Amateur-Produced Appropriative Works on YouTube" written for USSO 290H ("The Social World of YouTube") led by Georgia Cowart.

Winning essays were published in booklets (available online: <http://writing.case.edu/writing-awards/>).

2015-2016 Writing Program Administrators

Director of Composition

Kimberly Emmons, Ph.D., Associate Professor,
Department of English

Director, Writing Resource Center

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

SAGES Instructional Coordinator

Erika Olbricht, Ph.D., Instructor in English

Director of ESL Writing

Hee-Seung Kang, Ph.D., Instructor of English

Director of Foundational Writing Instruction

Martha Schaffer, Ph.D., Lecturer in English

Director of Technical and Professional Communication

Robin Evans, Ph.D., Lecturer in English