

Writing Program Annual Report 2014-2015

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.

In the AY 2014-2015, WRC consultants worked with **1,029** unique writers making **3,282** visits. These numbers include general tutoring in Bellflower Hall or in a satellite location, Nursing, Online, and Summer 2014 Hours. They are proportional to usages over the past four years and do not represent a significant increase or decline in clients.

In AY 2014-2015, the WRC offered disciplinary writing workshops for classrooms in the Departments of English, Physics, Genetics, Nursing, Management, 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 for the past third year 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 toward writing in SAGES First and University Seminars, and the WRC Director and/or consultants visited 12 SAGES classes and two (Fall and Spring) orientation events for the School of Graduate Studies. The WRC conducted a seminar with UCITE to promote its services. The WRC also organized an open house event in Bellflower Hall in the Fall of 2014, and began providing space for an Interdisciplinary Faculty Writing Group organized by faculty in the Department of Modern Languages and Literatures (DMLL).

At the end of 2015, the WRC made significant progress in carrying out its vision of establishing a robust, multi-functional center in Bellflower Hall. 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 year (including refurbishing the WRC Library, adding artwork & informational signs, and expanding WRC computer/instructional technologies).

WRC Courses By The Numbers:

<i>Course</i>	<i>Fall 2014</i>		<i>Spring 2015</i>	
	<i>Sections</i>	<i>Students</i>	<i>Sections</i>	<i>Students</i>
English 180: Writing Tutorial	1	20	1	24
English 181: Reading Tutorial (<i>with ESS</i>)	1	16	1	12

ESL Writing

The SAGES ESL Writing Program continued to support ESL students' academic literacy development and second language acquisition through its curriculum. In AY 2014-2015, 136 students were enrolled in 13 FSCC (First Seminar) and 8 FSCS (Continuation Seminar) courses. The majority of students enrolled in Continuation sections (a second semester following FSCC) were Chinese; 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.

AY 2014-2015 Assessment of Goals

1. Enhance ESL students' understanding of academic integrity in writing and teach them how to avoid plagiarizing.
 - In a monthly ESL meeting, instructors discussed this issue and also shared effective curriculum for teaching citations.
 - All ESL sections devoted at least one class on academic integrity in writing, and some sections invited Academic Integrity Board to their classes.
 - Created ESL policy on plagiarism and the plagiarism policy text will be included in ESL sections' syllabus starting from AY 2015-2016.

2. Create campus resources for ESL students in collaboration with other academic/administrative departments and encourage more ESL students to participate in campus events.
 - All ESL sections strongly encouraged students to participate in campus events and use campus resources by giving extra credits. Students in many sections participated in events organized by ESS, ISS, and International Student Club.
 - Most of the students went to WRC at least once and students in seven stretch sections presented at the Celebration of Student Writing in Spring 2015.
 - Served on four university committees to improve ESL students' experiences outside classrooms. The committees I served are (1) International Student Support & Programs Committee, (2) International Welcome Days Restructuring Committee, (3) International Education Week Planning Committee, and (4) ESS Advisory Council.

3. Provide more professional development for faculty who work with multilingual students
 - Led seven ESL teaching-related workshops and the audiences of the workshops include SAGES lecturers, WRC consultants, English graduate students, and faculty across the disciplines.
 - Conducted an online survey and observed several sessions of WRC consultants to understand current needs and challenges of the WRC consultants.

ESL Courses By The Numbers:

<i>Course</i>	<i>Fall 2014</i>		<i>Spring 2015</i>	
	<i>Sections</i>	<i>Students</i>	<i>Sections</i>	<i>Students</i>
ESL First Seminar	13	134	--	--
ESL First Seminar Continuation Seminar (FSCS)	--	2	8	90
English 146: English Grammar for Writers	--	--	1	14
English 183: Academic Writing Studio	1	5	1	4
English 186: Writing Workshop for Researchers	1	4	1	3
TOTAL:	15	145	11	111

Writing Foundations

Foundational Writing is a developing program within the larger Writing Program, designed to meet the needs of college writers who want and/or need more intensive instruction on and experimentation with their writing habits, routines, and processes. Foundational Writing provides support to both students and faculty in promoting effective writing instruction and advancing good writing pedagogy and writing assessment.

During the course of the academic year, an online directed self-placement (DSP) process was developed for enrolling incoming first-year students into their First Seminars. This process will be implemented in Summer 2015.

DSP empowers first-year students to select a seminar that best suits their needs as new college writers and thinkers. New students are 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. The process

encourages students to reflect on their needs as new college writers and to select the seminar environment most suitable for themselves:

- 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.

The three kinds of First Seminars have the same learning objectives and meet the same requirements, but they each foster academic writing in a different environment.

Writing Foundations Courses By The Numbers:

Course	Fall 2014		Spring 2015	
	Sections	Students	Sections	Students
Foundations First Seminar	2	23	--	--

SAGES First & University Seminars taught by Writing Faculty

This year, Michael Householder and Erika Olbricht ran weekly SAGES pedagogy sessions supplemented by guest presenters. The sessions averaged 20-22 people per week and topics ranged from how to collaborate with librarians to help students find the best sources for their research to making the last day of class meaningful.

A new annual review process for full-time Lecturers in English (i.e., those Writing Faculty hired through English) was implemented this year. In addition, the annual SAGES Writing Portfolio review process was revised, including the generation of new evaluation rubrics, to bring it into line with the new SAGES Learning Outcomes.

SAGES Courses By The Numbers:

Course	Fall 2014		Spring 2015	
	Sections	Students	Sections	Students
First & University Seminars (with writing support)	60	~1020	49	~833
First & University Seminars (stand-alone)	8	~136	17	~289
SAGES Transfer Supplement	2	22	1	5
TOTAL:	70	~1178	67	~1127

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

International students will not participate in the online DSP process for academic year 2015-2016 as we address logistics. These students will be placed by the ESL Director based on a writing sample. Domestic non-native English speakers will participate this year.

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 spring 2015 to keep pace with enrollment for the ENGR 398 seminar, and it will continue to maintain additional sections in AY 2015-16. The program instructors collaboratively updated the curriculum, textbook, and course readings, which will be available in Fall 2015.

Also, the program director transitioned three sections of ENGL 398 to another instructor (after the departure of a full-time lecturer mid-semester) with little interruption or inconvenience to students. The program replaced the full-time lecturer for the coming academic year, but will need to search for additional faculty to meet the increased enrollment demands. In addition, the program director proposed an online pilot of ENGL 398, and plans to pilot the online course offering in Summer 2016

Professional & Technical Communication Courses By The Numbers:

Course	Fall 2014		Spring 2015	
	Sections	Students	Sections	Students
English 398: Professional Communication for Engineers	9	180	13	258
English 217A: Professional & Business Communication	1	12	--	--
English 217B: Writing for the Health Professions	--	--	1	4
TOTAL:	10	192	14	262

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 2014		Spring 2015	
	Sections	Students	Sections	Students
English 148: Intro to Composition	2	18	1	5
English 150: Expository Writing	2	25	1	21
TOTAL:	4	42	2	26

Writing-Intensive English Courses Taught by Writing Faculty

These courses 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.

Writing-Intensive English Courses By The Numbers:

Course	Fall 2014		Spring 2015	
	Sections	Students	Sections	Students
English 203: Introduction to Creative Writing	1	15	1	15
English 200: Introduction to English	1	8	--	--
English 257A: The Novel	1	4	--	--
TOTAL:	3	27	1	15

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 2014		Spring 2015	
	Sections	Students	Sections	Students
English 379/479: How English Works	--	--	1	7
English 506: Prof Communication – Theory & Practice	1	12	--	--

Writing Program Awards & Honors

In AY 2014-2015, the Writing Program & SAGES recognized a number of excellent writing instructors: **Ricardo Apostol** (Assistant Professor of Classics) received the Jessica Melton Perry Award for Distinguished Teaching in Disciplinary and Professional Writing; **Amy Absher** (SAGES Fellow) received the SAGES Excellence in Writing Instruction Award; and, **Wells Addington** (Lecturer in English) received the WRC Excellence in Writing Consultation Award.

In addition, the Writing Program congratulated **Thom Dawkins** (English), who received the Graduate Dean's Instructional Excellence Award.

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

FSEM Essay Prize:

- Gwen Hildebrandt for her essay "Politically Handcrafted" written for FSSO 161 ("The Craft of Cloth") led by Erika Olbricht.
- Christine Scherer for her essay "Asymptomatic Quarantine in America" written for FSSO 166 ("Does History Matter") led by Peter Bennett and Joseph Cheatle.
- Ann Wang for her essay " 'It's Complicated': Jane Austen's Affair with Romanticism" written for FSSO 168 ("The Work of Making Art") led by Wells Addington.

USEM Essay Prize:

- Emma Bardwell for her essay "#Jan25: Social Media as a Tool for Revolution" written for USNA 286X ("The Future of News") led by William Doll and Arielle Zibrak.

- Spencer Burton for his essay “*Invisible Wounds of the Lioness: Mental Trauma of Modern War for Female Combatants*” written for USSY 290G (“Women & Warfare: Reality & Representation”) led by Ravenel Richardson and Wells Addington.
- Katy Hennen for her essay “Hiroshima Revisited” written for USNA 262, “How I learned to Love the Bomb” led by Amy Absher.

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

2014-2015 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