

Writing Program Annual Report 2012-2013

Writing Program Courses: By the Numbers

Course	Fall 2012		Spring 2013	
	Sections	Students	Sections	Students
English 148: Intro to Composition	1	12	1	4
English 148: Intro to Composition (<i>non-undergrads</i> ; <i>WRC</i>)	--	--	--	--
English 150: Expository Writing	2	36	2	20
English 180: Writing Tutorial	1	21	1	20
English 181: Reading Tutorial (<i>ESS</i>)	1	7	1	16
English 203: Introduction to Creative Writing	1	15	2	30
English 217B: Writing for the Health Professions	--	--	1	8
English 257A: The Novel	--	--	--	--
English 398: Professional Communication for Engineers	7	140	11	208
First Seminar (<i>w/ Writing Instructor</i>)	52	~884	--	--
First Seminar (<i>solo</i>)	9	~153	1	5
ESL First Seminar	10	97	--	--
ESL First Seminar Continuation Seminar	--	--	7	69
Writing Foundations First Seminar	3	37	n/a	n/a
SAGES Transfer Supplement	2	28	1	12
University Seminar (<i>w/Writing Instructor</i>)	18	~306	43	~731
University Seminar (<i>solo</i>)	--	--	13	~221
TOTAL:	107	~1736	84	~1344
AY 2012-2013 Courses Offered:	191			
AY 2012-2013 Students Taught:	~3080			

Writing Program Overview – AY 2012-2013

Over the course of the year, 58 writing instructors served over 3,000 students. Our Writing Faculty included 30 English and other Graduate Teaching Assistants, 22 full-time English Lecturers, and 6 part-time SAGES Lecturers.

In AY 2012-2013, the Celebration of Student Writing, a university-wide showcase of student writing projects, occurred in both fall and spring semesters. In December 2012, 12 courses participated, including 13 faculty members and 139 students; in April 2013, 12 courses participated, including 15 faculty members and 133 students. In addition to courses, the Writing Program and SAGES distributed the Karl Lemmerman Essays, a booklet of the best first-year writing from 2012-2013; and *The Athenian* participated in the Celebration in April, with its editorial staff of 6 students.

Writing Program Awards & Honors

In a Writing Program Awards Ceremony in May 2013, the following writing faculty were recognized:

Prof. Eileen Anderson-Fye (Assistant Professor, Department of Anthropology) received the Jessica Melton Perry Award for Distinguished Teaching in Disciplinary and Professional Writing; **Dr. Rachel Kapelle** (Lecturer in English) received the SAGES Excellence in Writing Instruction Award; and, **Dr. Sean Moiles** (Lecturer in English) received the WRC Excellence in Writing Consultation Award.

In addition, the Writing Program congratulated the graduate student writing faculty who received the Graduate Dean's Instructional Excellence Award in a separate ceremony: **Cara Byrne** (English/ESS), **Jason Carney** (English/SAGES), **Nicole Emmelhainz** (English), **Kristin Kondrlik** (English).

The Writing Program and SAGES recognized the three first-year writers of the Karl Lemmerman Essays (2012-2013) at the Celebration of Student Writing in April 2013: **Abigail Walker**, "Genre Studies: The Intersections between Society and the Genre of Cold Medication Labels" (FSSY 146: Doc Talk – Medicine & Language, Prof. Kimberly Emmons); **Mac Workman**, "Man, Nature, and the Philosophy of Walking" (FSCC 100: The Life of the Green Mind, Dr. Christopher Strathman); **Colin Laursen**, "A Capitalist Utopia" (ENGL 150: Expository Writing, Mr. Michael Parker). Winning essays were published in a booklet (available online: <http://www.case.edu/writing>).

Writing Resource Center

Staffed by SAGES and English lecturers and English graduate students working in four locations and offering tutoring online, the WRC supports undergraduate and graduate writing from all schools of the university through one-on-one writing support, ENGL 180, and workshops offered across campus. The number of unique students served in AY 2012-2013 increased by 21% from AY 2011-2012, and the number of total visits increased by 17%.

The WRC also provided disciplinary writing workshops for the ENGL Dept., Department of Genetics, the Frances Payne Bolton School of Nursing, the Mandel School of Social Sciences and, in Summer 2012, collaborated with the Weatherhead School of Business, Doctor of Management program in assessing student proposals. In addition, the WRC conducted seven (7) General Campus Workshops geared toward writing in SAGES First and University Seminars. Eight (8) ENGL lecturers co-led these workshops. Fall attendance at the General Campus Workshops totaled 60 students. Spring workshop attendance totaled 56 students.

Each year the WRC offers several professional development opportunities to consultants. In Fall 2012, the WRC was the featured regional writing center in the *ECWCA* newsletter. The director, two graduate student consultants, and one lecturer contributed short essays to that publication. Also in the Fall, the director and two lecturers attended the Northeast Ohio Writing Center conference in Youngstown to discuss tutoring in centralized spaces on campus. In the Spring, the director and two lecturers attended the ECWCA conference in Clarion, PA to lead a roundtable session on gender, language, and tutoring. The WRC also assisted the university's Information and Technology Services Office by providing content for audio files designed to train their staff in professional writing.

WRC In-House Tutoring Totals:

<i>Course</i>	<i>Summer 2012</i>		<i>Fall 2012</i>		<i>Spring 2013</i>	
	<i>Students</i>	<i>Visits</i>	<i>Students</i>	<i>Visits</i>	<i>Students</i>	<i>Visits</i>
General WRC Tutoring	28	47	641	1,653	544	1,571
Online Consultation			24	29	14	31
School of Nursing Consultant			18	73	16	71
TOTAL:	28	47	683	1,755	545	1,632
AY 2012-2013 Students Served:	1,305					
AY 2012-2013 WRC Visits:	3,475					

SAGES Writing Instruction

This year, SAGES writing instruction continued to be offered via three models of support for SAGES faculty – collaborative, consulting, and workshop. Additional curricular support was developed for faculty and writing instructors working in SAGES. In May 2012, two workshops addressing seminar design and the integration of writing into the course syllabus were offered for faculty teaching in SAGES. Additional workshops are under development based on feedback from writing instructors, seminar faculty, and students.

In summer 2012, a committee of Case Western Reserve faculty reviewed the SAGES Writing Portfolios submitted over AY 2011-2012. A full report is available online: <http://www.case.edu/writing>. This June, another committee will review the SAGES Writing Portfolios submitted since summer 2012.

Over the course of the year, 22 full-time and 6 part-time English/SAGES Lecturers collaborated in SAGES seminars, offered student and faculty consultations, taught their own SAGES seminars, and contributed their expertise to the Writing Program and the university. In addition, a partial list of their scholarly accomplishments this academic year includes 34 articles, creative works, reviews, and other publications; 21 conference presentations; and a wide range of participation in national scholarly and community activities.

ESL Writing

The ESL program continued to follow its three-part curriculum: fostering academic skills (with increased attention to issues of academic integrity and citation), encouraging positive literacy behaviors, and facilitating increased participation in campus life. Students in the ESL sections of First Seminar were exposed to a wide range of proactive advising activities that fostered increased integration into the larger campus community. Many ESL students participated in the Spoken language Partner tutoring program (a collaboration between ESS and the ESL program). Students from ESL courses were active in the Celebration of Student Writing: 51 students from 6 sections participated this academic year.

In AY 2012-2013, the ESL program produced a guide for students, the *Multilingual Writer's Handbook*, which will be used with all sections of ESL First Seminar. An in-class written exam was added to the ESL

First Seminar curriculum to help students and instructors gauge students' readiness to move into University Seminars. Additional curricular support, including an English grammar course for multilingual writers and directed tutoring opportunities, has been planned for initial offerings in AY 2013-2014.

Writing Foundations

The SAGES Writing Foundations seminar continued to support students whose backgrounds and writing samples suggested that they might need additional assistance and time to develop successful strategies for writing in SAGES classrooms. Three SAGES First Seminars in Fall 2012 offered writing instruction designed to enhance students' control over academic discourse and the writing process.

In Summer 2012, the Emerging Scholars Program offered English 148, "Introduction to Composition" to 13 students who were selected from the incoming first-year class as likely to benefit from an intensive 6-week academic orientation to campus.

Professional & Technical Communication

In AY 2012-13, high demand caused ENGL 398 to offer three additional sections in Spring 2013. Current School of Engineering trends indicate that more sections will need to be offered for the next few years to assure enough seats are available to accommodate the junior class. A new full time lecturer has been approved to provide coverage for additional class sections.

Instructors continue to evaluate and collect data on four learning outcomes mandated by ABET. A new textbook was adopted and common teaching materials have been developed to assure uniform coverage of course objectives.

2012-2013 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 Writing Foundations

Paul Jude Beauvais, Ph.D., Lecturer in English

Director of Technical and Professional Communication

Kimberly Miller, ABD, Lecturer in English