

Writing Program Annual Report 2013-2014

Writing Program Courses: By the Numbers

Course	Fall 2013		Spring 2014	
	Sections	Students	Sections	Students
English 146: English Grammar for Writers	NA	NA	1	9
English 148: Intro to Composition	1	10	1	8
English 150: Expository Writing	2	29	1	16
English 180: Writing Tutorial	1	21	1	22
English 181: Reading Tutorial (ESS)	1	15	1	20
English 183: Academic Writing Studio	NA	NA	1	7
English 186: Writing Workshop for Researchers	1	5	1	5
English 203: Introduction to Creative Writing	1	12	1	15
English 217A: Business & Professional Writing	1	9	NA	NA
English 217B: Writing for the Health Professions	NA	NA	1	6
English 257A: The Novel	1	7	NA	NA
English 257B: Poetry	NA	NA	1	9
English 398: Professional Communication for Engineers	9	147	10	181
First & University Seminar (w/ Writing Instructor)	68	~1156	46	~782
First & University Seminar (solo)	9	~153	19	~323
ESL First Seminar	4	44	NA	NA
ESL First Seminar Continuation Seminar	8	96	9	105
Writing Foundations First Seminar	2	24	0	0
SAGES Transfer Supplement	2	32	1	6
TOTAL:	111	~1760	95	~1514
AY 2013-2014 Courses Offered:	206			
AY 2013-2014 Students Taught:		~3274		

Writing Program Awards & Honors

In a Writing Program Awards Ceremony in April 2014, the following writing faculty were recognized: **Prof. Helen Saltz** (Professor of Genetics and Genome Sciences) received the Jessica Melton Perry Award for Distinguished Teaching in Disciplinary and Professional Writing; **Prof. Georgia Cowart** (Professor, Department of Music) received the SAGES Excellence in Writing Instruction Award; and, **Camila Sray** (MA Candidate 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: **Eric Earnhardt** (English), **Catherine Forsa** (English), **Michael Parker** (English/SAGES), **Jessica Slentz** (English/SAGES).

The Writing Program and SAGES recognized six undergraduate writers for their outstanding work (2013-2014).

FSEM Essay Prize:

- Chesta Dhingra for her essay “Understanding Instinct: Darwin’s Greatest Intellectual Challenge” written for FSNA 149 (“Brain, Evolution, Darwin”) led by James Zull and Paul Jaussen.
- Benjamin S. Fletcher for his essay “The Adaptation of Reason” written for FSSY 149 (“Arts of Adaptation”) led by Christopher Flint.

FSEM Essay Prize Honorable Mention:

- Alexander Grabanski for his essay “A Modern *Fairy Tale*: Mirwa Yanagi and Recasting of Young and Old” written for FSSY 152 (“Identity and Activism in Chinese & Japanese Contemporary Art”) led by Noelle Giuffrida and Christopher Strathman.
- Jonathan Kim for his essay “The Diverse Musical Repertoire of the Cleveland Orchestra” for FSSY 119 (“Art, Music & the Museum”) led by Georgia Cowart and Joshua Ware.

USEM Essay Prize:

- Justin Bronstein for his essay “The Trouble with Deep Time and How to Solve It” written for USNA 2232 (“Time”) led by Peter J. Kernan and Christopher Strathman.
- Reuben Sass for his essay “*American Graffiti* and the Limits of Subcultural Defiance” written for USSO 288M (“Rock and Roll Cinema”) led by John Vourlis and Denna Iammarino.

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

Writing Resource Center

Staffed by SAGES and English lecturers and English graduate students working in six campus 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 2013-2014 increased by 18% from AY 2011-2012, and the number of total visits increased by 21%.

WRC In-House Tutoring Totals for 2013-2014 (includes Nursing, Online, and Summer 2013 Hours):
1,203 Students; 4180 Visits.

The WRC also provided disciplinary writing workshops for the Department of Genetics, the Frances Payne Bolton School of Nursing, the Department of Psychology, the Office of Graduate Studies, and the Graduate Student Senate’s Professional Development Conference. In addition, the WRC conducted six (6) General Campus Workshops geared toward writing in SAGES First and University Seminars. Ten (10) ENGL lecturers co-led these workshops. Fall attendance at the General Campus Workshops totaled 50 students. Spring workshop attendance totaled 40 students.

The WRC continues to emphasize research and scholarship among its consultants. This year, the director and four consultants had papers accepted and/or attended the regional ECWCA (East Central Writing Center Association) conference in Miami, Ohio, and two plan to attend the Fall 2014 IWCA (International Writing Center Association) conference in Orlando, Florida.

ESL Writing

One major goal of the ESL Writing Program in AY 2013-2014 was to keep high academic standards; we changed the passing percentage for ESL stretch courses from 60% to 70%, and this change has motivated students to work harder in their first semester of Stretch. As part of our efforts to keep high academic standards, we continue to test students' ability to read, summarize, paraphrase and quote before they exit First Seminar (10% of their grade). ESL lecturers use the exam as a way to understand students' challenges in their writing process and as an indicator to see how well they are prepared for a University Seminar (USEM).

The ESL Program expanded its support beyond First Seminars and offered two new courses for ESL writers: English 146 (English Grammar for Writers) and English 183 (Academic Writing Studio). In English 146, students learn grammar as an important toolkit to use in writing rather than as a rule. This course allows students to focus more on sentence and text-level writing, ultimately helping them to become better English writers. English 183 is designed to provide support for students who are taking a USEM, and students are encouraged to take a USEM and English 183 concurrently. In English 183, students learn various academic reading and writing skills that are transferrable to their USEM.

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. Two SAGES First Seminars in Fall 2013 offered writing instruction designed to enhance students' control over academic discourse and the writing process.

In Spring 2014, the Director of Foundational Writing Instruction participated in an assessment that reviewed data from Fall 2009 (when the Foundations seminars began) to Fall 2012 (the most recent semester for which data was available). The data provided evidence that (1) the Foundations sections of First Seminar (FSEM) are succeeding in teaching foundational writing skills, (2) students who complete Foundations sections of FSEM are very well prepared to succeed in their first University Seminar (USEM), (3) students who take a Foundations FSEM earn higher grades in their FSEM and, to a lesser extent, in their first USEM than those earned by Foundations candidates who are instead placed in a conventional FSEM, and (4) students who complete Foundations sections of FSEM are more satisfied overall—and particularly more satisfied with their progress in writing—than students who complete conventional sections of FSEM. (For detailed data, see the assessment report that Kim Emmons will submit this summer.)

2013-2014 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

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

**Director of Technical and Professional
Communication**

Kimberly Miller, ABD, Lecturer in English