

Writing Program Annual Report Academic Year 2016-2017

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.

Individual Consultations

In the AY 2016-2017, WRC consultants worked with **1,234** unique writers making **4557** visits. These numbers include general tutoring in Bellflower Hall or in a satellite location, Nursing, Online, and Summer 2016 Hours. These numbers represent a six-percent (12%) increase in the number of unique writers, and a 30% increase in total appointments from AY 2015-16. (This increase may be attributed to the addition of undergraduate Peer Writing Fellows to the WRC. As a group, the PWFs contributed nearly 50 hours/week of consulting.)

Workshops, Events, and Writing Groups, AY 2016-2017

- The WRC offered disciplinary writing workshops for classrooms in the Departments of English, Physics, Genetics, Nursing, Management, and the Mandel School of Social and Applied Sciences.
- In Summer 2016, the WRC conducted its first annual Dissertation Bootcamp for dissertation writers on campus.
- In Summer 2016, the WRC again collaborated with the Weatherhead School of Business' Doctor of Executive Management program in assessing student research proposals.
- 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 and offered two "elevator speech" workshops on the effective presentation of research.
- 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 Graduate Studies Professional Development Conference.
- The WRC director participated on a university-wide National Science Foundation grant-writing panel and served as one of the coordinators of the NSF CAREER grant faculty workshop program in the Spring of 2017.
- With Martha Schaffer, Associate Director of Composition, the WRC conducted a seminar with UCITE on responding effectively to student writing.
- The WRC provided space for an Interdisciplinary Faculty Writing Group organized by faculty in the Department of Modern Languages and Literatures (DMLL).

WRC/Writers House Collaborations

In AY 2016-17, 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. During AY 2016-2017, three 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 Modern Languages, the Women's and Gender Studies Program, and the Baker-Nord Center for the Humanities; three ENGL department colloquium events; the Sadar Lecture on Writing in the Disciplines; an interdisciplinary faculty writing group; and numerous other graduate studies and Writing Program meetings, such as the beginning of the year orientation, pedagogy seminars, and staff and English department meetings. 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.

WRC Courses By The Numbers

Course	Fall 2016		Spring 2017	
	Sections	Students	Sections	Students
English 180: Writing Tutorial	1	16	1	20
English 392: Classroom Teaching	0	0	1	1

WRC Looking Forward

The WRC will continue to manage and improve the physical plant (particularly in Bellflower and Nord Halls), including signage, furnishings, and instructional equipment and technology. With respect to staff development, the Director will refine and update a reference document for WRC consultant policies for professional conduct, explore innovative options for evaluation processes for tutors, and expand training for undergraduate consultants. The Director will also explore options to make the WRC Assistant Director a more permanent position. The WRC will continue to grow a robust in-house bank of pedagogical materials for consultants.

With respect to resources, the WRC develop materials to promote consulting best practices (e.g., consultant handbook, annual program reporting), digitize various workshops and other instructional materials, and continue to consider additional design possibilities for WRC webpages. With respect to programming, the WRC will expand the number of writing groups it offers and develop more in-house and outreach events for undergraduates.

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 2016-2017, 179 students were enrolled in four high sections and ten stretch sections. **First Seminar Academic English (FSAE 100)** was offered to first-year students for the first time in Fall 2016. This new curriculum focused on the four primary academic English language skills: reading, writing, listening and speaking. The majority of students enrolled in FSAE 100 sections were Chinese and the student population was more diverse in high sections. In addition to FSEM courses, English 146 (English Grammar for Writers) and English 183 (Academic Writing Studio) were offered.

ESL Courses By The Numbers

Course	Fall 2016		Spring 2017	
	Sections	Students	Sections	Students
ESL First Seminar (FSCC 100)	4	53	10	124
ESL First Seminar Academic English (FSAE100)	10	126	--	--
English 146: English Grammar for Writers	--	--	1	18
English 183: Academic Writing Studio	--	--	1	10

After five years of directing the ESL Writing Program in SAGES, **Hee-Seung Kang** stepped down from her position. During a time of rapid increase in the number of international and multilingual students at CWRU, Kang was tireless in her curriculum development efforts to support them, and she recruited a dedicated and expert team of faculty to lead the ESL seminars. In addition, she served as a mentor to faculty at all ranks, who often approached her for advice on how to support multilingual

writers in their classrooms. She was a source of knowledge and a vital advocate for multilingual students both in and out of the classroom. Kang was an award-winning teacher—last year’s recipient of The SAGES Excellence in Writing Instruction Award, and she transformed the ways we think and talk about writing instruction at CWRU.

ESL Looking Forward

Gusztav Demeter (Lecturer in English) has agreed to step in as Interim Coordinator of ESL Writing for AY 2017-2018. In this capacity, he oversees placement of international students in their first-year SAGES courses, coordinates staff in the ESL program, as well as assesses and develops curriculum for ESL courses.

The ESL Program will continue to assess and develop the new curriculum (class assignments and teaching materials) for FSAE 100, and will offer ENGL 146 and ENGL 183 during AY 2016-2017. A Post-Baccalaureate Certificate in English for Academic Purposes is being developed in the CAS, with input from English and Psychological Sciences. The ESL Program will staff and coordinate these courses, with hopes of offering the first of these courses as early as January. The program will also seek to hire two ESL lecturers to meet the demands of serving an increasing population of multilingual students in the SAGES program.

Foundational Writing Program

Foundational Writing is an evolving 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 writing habits, routines, and processes. The signature course, FSCC 110: Foundations of College Writing was taught for the second time in Fall 2016 as a First Seminar. SAGES offers 8 sections of the course, taught by five lecturers and instructors. These instructors met regularly to continue to evaluate and implement curricular changes based on assessment of student performance and classroom experience.

Foundational Writing also expanded its territory to include ENGL 148/ENGL 149/ENGL 150, a series of courses designed to provide writing instruction to first-year students beyond the SAGES Program. Through an enhanced partnership with CIM, new curricula and policies were developed for **ENGL 148: Introduction to Composition** and **ENGL 150: Expository Writing**, instructional support was provided to graduate teaching assistants leading the courses, and materials were gathered for a program-level assessment, to be conducted in the coming academic year. A new course in the sequence, **ENGL 149: Emerging Writers Studio**, was developed (and approved by CEP) as a six-week intensive pre-college summer workshop for the Emerging Scholars Program, but also to serve any other incoming student populations who may need foundational writing support before entering the SAGES Program or other writing-intensive classes.

For the third year, incoming domestic students selected their First Seminar experiences through **online directed self-placement**. Using the New Student checklist, students completed reading, writing, and self-assessment tasks and then selected from among three First Seminar experiences:

- **Foundations** for students who need or want support while developing strong writing habits and acclimating to college-level writing;
- **ESL** for students who need or want support acclimating to academic writing in English

- **Topical** for students who need or want to apply their writing to explore scholarly areas of interest.

The Foundational Writing provided support and advice to students throughout the self-placement process from May to August. In 2016, 996 students (out of 1077 domestic students) or 92% of the incoming class completed the online directed self-placement process.

Foundational Writing continued with the second year of a **three-year research study** designed to evaluate online DSP and the Foundations of College Writing curriculum. This ongoing research study includes surveys of First Seminar students and faculty, review of Foundations First Seminar student writing, classroom observations, instructor assessments, review of student midterm and end-of-term feedback, and collection and analysis of letter grades awarded in First Seminars. The data from this research continues to inform materials and practices for online DSP and Foundational Writing courses.

Foundational Writing Courses Numbers

Course	Summer 2016	Fall 2016		Spring 2017	
	Students	Sections	Students	Sections	Students
FSCC 110: Foundations of College Writing	--	7	83	--	--
ENGL 148: Introduction to Composition	--	2	15	--	--
ENGL 149: Emerging Writers Studio	12	--	--	--	--
ENGL 150: Expository Writing	--	2	32	2	20

Foundational Writing Looking Forward

The Foundational Writing Program will continue to work to develop curriculum for FSCC 110 that challenges students and supports their development as new college student writers. This work involves the active participation of the lecturers and instructors teaching FSCC 110, many of whom have now taught the course more than once. Data gathering for the online DSP/Foundations of College Writing research project will be completed in Spring 2018, with data analysis and a formal report to the university to follow. The partnership with CIM, for whom Foundational Writing provides first-year writing courses will continue to develop, with assessment of a new online placement system and new curriculum. Martha Schaffer will continue to work with the CIM Registrar, Hallie Moore, and Brian Sweigart, the Interim Senior Associate Dean, to promote best teaching practices and to assist CIM in evaluating its general education goals. The Foundational Writing Program will reach out to other programs and departments on campus to continue to promote excellent writing pedagogy, including SAGES, the Emerging Scholars Program, and the Cleveland Humanities Collaborative.

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 2016		Spring 2017	
	Sections	Students	Sections	Students
First & University Seminars (with writing support)	62	~1054	43	~731
First & University Seminars (stand-alone)	12	~204	20	~340
SAGES Transfer Supplement	2	24	0	0
TOTAL:	76	~1292	63	~1071

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

For the third year, Michael Householder and Erika Olbricht ran 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.

SAGES also conducted summer teaching orientations for fall SAGES faculty in 2016. The June session was held at the Western Reserve Historical Society, and the August session was hosted by the Museum of Contemporary Art. 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. Participants were treated to free admission to the collections in order to preview potential Fourth Hour activities.

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. The program will also pilot an assessment process for part-time writing instructors.

Professional Communication Courses

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 2016		Spring 2017	
	Sections	Students	Sections	Students
<u>English 398: Professional Communication for Engineers</u>	13	255	12	227

TOTAL:	13	255	12	227
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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 are 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 2016		Spring 2017	
	Sections	Students	Sections	Students
ENGL 200: Literature in English	1	13	--	--
ENGL 203: Introduction to Creative Writing	1	15	2	29
ENGL 257B: Poetry	--	--	1	8
TOTAL:	2	28	3	37

Writing Pedagogy

The Writing Program offers workshops and seminars that promote best practices for writing pedagogy and English language instruction. The Writing Faculty attend orientations at the beginning of each semester and at least one All-Staff Meeting at the mid-point of 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 2016		Spring 2017	
	Sections	Students	Sections	Students
New Graduate Student Pedagogy Seminar	1	6	--	--
TOTAL:	1	6	--	-

Writing Program Honors & Awards

In AY 2015-2016, the Writing Program and SAGES recognized a number of excellent writing instructors:

Vanessa Hildebrand (Assistant Professor of Anthropology) received the Jessica Melton Perry Award for Distinguished Teaching in Disciplinary and Professional Writing; **James Newlin** (Lecturer of English) received the SAGES Excellence in Writing Instruction Award; and **John Wiehl** (Lecturer in English) received the WRC Excellence in Writing Consultation Award. In addition, the Writing Program congratulated **Michelle Lyons-McFarland** and **Ray Horton** (PhD candidates in 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 Seminar and University Seminar students.

University Seminar Awards for 2015-2016:

- “Translation in *Paradise: The Intersection of Languages and their Impact in Gurnah’s East Africa*”: Katherine Steinberg, written for *USSY 285V: Castaways and Cannibals: Stories of Empire* (Kristine Kelly, Seminar Leader)
- “RBF and the Reluctance to Accept Women’s Anger”: Erin Camia, written for *USSY 289J: Beauty Myths Today* (Megan Jewell, Seminar Leader)
- “Re-fashioning the Field: On Gender and Computer Science”: Jessica Nash, written for *USNA 287P: Women and Science* (Barbara Burgess-Van Aken, Seminar Leader)
- “Conserving Culture: CBPR as a Framework for Group Research”: Ondrej Maxian, written for *USNA 287K: Human Research Ethics* (Michael Householder, Seminar Leader)

First Seminar Awards for 2017:

- “Myth Dismissed: A Case Study on College Students’ Perceptions of Sleep Deprivation”: Zhihan Wang, written for *FSCC 100: Social Meanings of Health* (Mary Assad, Seminar Leader)
- “Two Sides of a Coin – Analysis of *An Unquiet Mind*”: Yiyang Wang, written for *FSCC 100: Social Meanings of Health* (Mary Assad, Seminar Leader)
- “Unethical Behavior in the Wounded Warrior Project”: Claire Howard, written for *FSSO 119: Philanthropy in America* (Barbara Burgess-Van Aken, Seminar Leader)

Writing Program Administrators: 2016-2017

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

Director of ESL Writing in SAGES
Hee-Seung Kang, 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