WRC/Lecturer Staff Meeting Agenda

Friday, February 12, 2010
Guilford 323
12:30-1:45

12:30 Pedagogy discussion of Toulmin and Craft of Research (led by Megan & Erika)

12:50 Announcements (Megan)
- WC Online Updates/Issues (issues with notification text and Single Sign-On updates)
- Online tutoring up and running—announce to your students
- Writing Prizes and Awards Ceremony Information
- WRC Award Procedures Introduced
- Peer Evaluation Reminder
- Celebration of Student Writing Contest
- Ashley on SAGES Portfolios and Guidelines (handout)

1:05 Breakout Sessions:

Graduate Students (Guilford 223 with Megan)
- English 180
- Writing Week
- Peer Evaluations

Lecturers (Guilford 323 with Erika)
- Fall 2009 Teaching Evaluations
- Instructional Portfolio Update (deadline and process)
- Discussion of Rubric for Portfolio Assessment
- 3rd Year Reapplications
20-Minute Toulmin Discussion

Focus Questions
- How useful is this model (identifying claims, reasons, and warrants) for teaching argument writing?
- What are some of the ways in which you have done (or may do) so?

Toulmin Overview
Stephen Toulmin’s model advocates an audience-based courtroom-centered practice characterized by vigilant awareness of opposition (opposing counsel). It is useful for warning writers against constructing an argument that appeals to audiences who already agree with them. Terms to know: enthymeme (an incomplete logical structure); warrant (unstated assumption that completes the logical structure)

Example 1
Initial Enthymeme - Women should be allowed to join combat units because the image of women in combat will help to eliminate gender stereotypes.
Claim - Women should be allowed to join combat units.
Stated Reason - because the image of women in combat would help eliminate gender stereotypes
Warrant - Gender stereotypes are harmful and should be eliminated.

Example 2
Initial Enthymeme - Cocaine and heroin should be legalized because legalization would eliminate the black market in drugs.
Claim – Cocaine and heroin should be legalized.
Stated Reason – because legalization would eliminate the black market in drugs
Warrant – An action that eliminates the black market in drugs is good.

Group Exercise 1
Initial Enthymeme You should not shop at Wal-mart because it does not provide health benefits for most workers.
Claim
Stated Reason
Warrant

Group Exercise 2
Initial Enthymeme Joe should not be elected as committee chair because he is a bossy know-it-all.
Claim
Stated Reason
Warrant
Writing Program Awards Reception
Tuesday, April 27, 2010
3:00 p.m. – 5:00 p.m.
Guilford House, 1st Floor

Please join us in celebrating the many writing accomplishments of the members of the Case Western Reserve University community. Light refreshments will be served.

Instructional awards will be presented at 4:00 p.m.

The Jessica Melton Perry Award for Distinguished Teaching in Disciplinary & Professional Writing
This award is given annually to recognize teaching that has contributed to the development of student writing within academic and professional fields across the university. Nominees may be tenure-track or non-tenure track faculty currently employed in any school or college of CWRU.

CWRU Excellence in SAGES Writing Instruction Award*
This award is given annually to an instructor in the SAGES program who has demonstrated outstanding commitment to and success in teaching academic writing to CWRU undergraduates. Nominees may be at any rank, from graduate student writing instructor through tenured full professor, but they must have provided substantial writing instruction as part of one or more SAGES seminars during AY 2009-2010.

Writing Resource Center Excellence in Consulting Award
This award is given annually to one Writing Resource Center (WRC) consultant currently working in the WRC in recognition of providing outstanding writing instruction to students of the University and service to the WRC during the academic year.

* This year, the CWRU Excellence in SAGES Writing Instruction Award has been generously funded by Jackson McHenry (ADL ’52).
ENGLISH & SAGES GRADUATE STUDENT INSTRUCTOR AWARD
RECOMMENDATIONS (2009-2010)

The English department and the SAGES program are now accepting recommendations for the
Graduate Dean's Instructional Excellence Award. This award is given annually to one or more
graduate student instructors “in recognition of providing outstanding instruction to students of
the University.” The Graduate School describes eligibility as follows:

*Eligibility for this Award includes teaching assistants who assist with a course, a lab, or a
recitation, or who assist with grading or tutoring. Furthermore, candidates for nomination must
have completed, or be currently enrolled in, the non-credit course UNIV 400, which is a course
required of graduate students who provide instruction for undergraduate courses.*

At this stage of the process, student-, self-, peer-, and faculty-nominations are all appropriate.
There is a 2-step nomination process:

1. Send the nominee’s name to writing@case.edu by/before 12:00 p.m. (noon) on Friday,
   February 12, 2010. (Please see the list below of English/SAGES graduate students
   serving in instructional roles for AY 2009-2010.)

2. Submit a letter of recommendation and/or the nomination form (see attached) describing
   the nominee’s instructional strengths by 12:00 p.m. (noon) on Friday, February 26, 2010
to writing@case.edu.

Graduate students who are nominated will be informed on February 12, 2010, and asked to
submit a brief teaching portfolio for evaluation. English/SAGES finalists will be chosen from
those who submit portfolios, and their names will be forwarded to the Dean of Graduate Studies.
Final award decisions are made by the Graduate School, and will be announced April 20, 2010.

Nominations (names only) Due:       Friday, February 12, 2010 (12:00 p.m., noon)
Recommendations Due:                 Friday, February 26, 2010 (12:00 p.m., noon)
Teaching Portfolios Due:             Friday, February 26, 2010 (12:00 p.m., noon)

Questions, Nominations, Recommendation Forms/Letters, & Portfolios to: writing@case.edu.

Graduate Students (English/SAGES) Serving in Instructional Roles, AY 2009-2010

Addington, Wells
Anderson, Daniel
Assad, Mary
Carney, Jason
Emmelhainz, Nicole
Freidman, Joanne
Freudenrich, Cassandra
Goldman, Miriam
Hane-Devoire, Tasia
Hanson, Cara

Hinote, Dale
Kondrlik, Kristin
Laughlin, Patrick
McDaniel, Jamie
Mitchell, Marcus
Moss, Michael
Mucri, Christine
Nielsen, Danielle
Parker, Michael
Petzak, Nicholas

Rankin, Hannah
Rubin, Sarah
Ryan, Anne
Schartman, Samantha
Schillace, Brandy
Volokhov, Rachael
Weedon, Scott
Wolverton, Erin
ENGLISH & SAGES GRADUATE STUDENT INSTRUCTOR AWARD
RECOMMENDATION (AY 2009-10)
(Due: Friday, February 26, 2010 @ 12:00 p.m. [noon])

NAME OF NOMINEE: ________________________________

COURSE(S) TAUGHT
(ENGL/SAGES/WCTR): ________________________________

NAME & POSITION OF NOMINATOR: ________________________________

Please answer the following questions and/or attach a letter of recommendation to this form.

1. How long and in what capacity have you known the nominee? Please include information about the number of times you have observed him/her in an instructional role.

2. What is the most noteworthy aspect of this individual’s contribution that classifies him/her as an outstanding teaching assistant?

3. What evidence is there from formal or informal evaluations of the outstanding quality of his/her instructional activity?

4. What evidence is there of his/her concern for and motivation of undergraduate students both in and outside the instructional setting?

Please rate the performance of the nominee in his/her instructional role, using the following scale:
1 = Outstanding 2 = Very Good 3 = Good U = Unobserved

___ Is well-prepared for class instruction and/or instructional support activities
___ Demonstrates a mastery of the subject matter
___ Communicates clearly and effectively with students
___ Demonstrates enthusiasm and ability to motivate students
___ Uses a variety of effective instructional techniques
___ Encourages students’ involvement in classroom and/or instructional support activities
___ Uses instructional time effectively and efficiently
___ Stimulates students to think creatively and critically
___ Provides students with constructive and timely feedback
___ Provides individualized academic assistance as needed outside instructional setting
___ Communicates ethics & standards of excellence required in scholarly/professional work in the field
___ Seeks opportunities to improve instructional abilities
___ Other (specify) ________________________________
**Call for Nominations**

The Center for the Study of Writing (CSW) is now accepting nominations for the CWRU Excellence in SAGES Writing Instruction Award. This award will be given annually to an instructor in the SAGES program who has demonstrated outstanding commitment to and success in teaching academic writing to CWRU undergraduates. Nominees may be at any rank, from graduate student writing instructor through tenured full professor, but they must have provided substantial writing instruction as part of one or more SAGES seminars during AY 2009-2010.

**The Nomination Process:**

Nomination for the CWRU Excellence in SAGES Writing Instruction Award involves two steps:

**Step 1. Nomination Letter:**
A one-page nomination letter must be sent to the selection committee (see address below). Any current faculty member, student, instructor, or lecturer in any one of the colleges, schools, or departments of Case Western Reserve University may submit this nomination letter. Self-nominations are also welcome. The letter, which will become a major part of the nominee’s evaluation packet, should clearly outline the specific qualities and activities that make this particular nominee an excellent candidate for the award.

These one-page letters do not require additional signatures, but other indications of support (e.g., from department chairs or other colleagues) are welcome, as appropriate.

**Deadline for Nominating Letters:** Friday, March 5, 2010. (See address below)

**Step 2: Teaching Materials:**
All nominees will be contacted by email on Monday, March 8, 2010, and asked to submit a selection of supporting materials (a single PDF file or one hard copy, printed on only one side). These materials should consist of teaching- or mentoring-related documents that bear witness to the nominee’s commitment to writing instruction in the SAGES program.

For example, the nominee may send course syllabi, class handouts, writing assignments, URLs to active course or mentorship websites, letters from students or colleagues, and/or other self-generated resources that demonstrate the nominee’s commitment to improving student writing. *The collection of materials is limited to 20 pages total.*

In addition to these materials, a cover letter (2 page maximum) should be included to contextualize the material and provide a statement of the nominee’s philosophy of writing instruction.

**Deadline for Teaching Materials:** Monday, March 22, 2010. (See address below)

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*For 2009-2010, this award has been generously funded by Mr. Jackson McHenry (ADL ‘52).*
The Selection and Announcement Process:

A committee convened by the Center for the Study of Writing will review all nomination materials at the beginning of April. The award recipient will be honored officially at an awards ceremony on Tuesday, April 27, 2010, beginning at 3:00 p.m. in the Guilford Parlor/Dining Room (First Floor).

Send all nomination materials and address all questions to: writing@case.edu

Mailing Address:
Writing Program
c/o Kimberly Emmons
Associate Professor & Director of Composition
Department of English
Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-7117
CASE WESTERN RESERVE UNIVERSITY, CENTER FOR THE STUDY OF WRITING
WRITING RESOURCE CENTER EXCELLENCE IN CONSULTING AWARD (2009-2010)

Call for Nominations

The Center for the Study of Writing (CSW) is now accepting nominations for the Writing Resource Center (WRC) Excellence in Consulting Award. This award will be given annually to one WRC consultant from the WRC in recognition of providing outstanding writing instruction to students of the University and service to the WRC during the 2009-2010 academic year. All WRC consultants are eligible for this award regardless of rank or position within the Case Writing Program.

Committee
The CSW WRC Award committee is comprised of Writing Program faculty and administration, including the WRC Director as a non-voting member. The WRC Director will gather and compile nominations and other materials. Students from the general campus population will be asked to vote and/or provide other comments via a filer survey distributed through the WC Online scheduling system.

Process
Stage One: Monday, March 8, 2010
Nomination form (see below) completed by self, peer consultants, and/or other faculty is due.

Stage Two: Monday, March 22, 2010
Student voting closes and WRC Director submits materials to committee.

Stage Three: April 1, 2010
Committee members review all nominations.

The award recipient will be honored officially at an awards ceremony on Tuesday, April 27, 2010, beginning at 3:00 p.m.

Nominations should be submitted to Dr. Megan Swihart Jewell, Department of English, 220 Guilford House, <Megan.Jewell@case.edu>. 216-368-3799.
# Writing Resource Center Excellence in Consulting Award (2009-2010)

## Nomination Form

*(Due: Monday, March 8, 2010)*

<table>
<thead>
<tr>
<th>NAME OF WRC CONSULTANT NOMINEE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME &amp; POSITION OF NOMINATOR:</td>
</tr>
</tbody>
</table>

1. Please include information about the number of times you have observed the nominee in an instructional role in the WRC.

2. What evidence is there of the outstanding quality of his/her instructional activity while working one-on-one with students?

3. Do you have any additional comments about the nominee’s contribution?

Please rate the performance of the nominee in his/her instructional role:

1 = *Outstanding*  2 = *Very Good*  3 = *Good*  U = *Unobserved*

<table>
<thead>
<tr>
<th>Communications clearly and effectively with students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates enthusiasm in working with students</td>
</tr>
<tr>
<td>Handles challenging tutoring situations effectively</td>
</tr>
<tr>
<td>Uses a variety of effective instructional techniques in tutoring sessions</td>
</tr>
<tr>
<td>Uses tutoring time effectively and efficiently</td>
</tr>
<tr>
<td>Provides students with constructive feedback</td>
</tr>
<tr>
<td>Helps students take ownership of their work</td>
</tr>
<tr>
<td>Seeks opportunities to improve one-on-one instructional abilities</td>
</tr>
<tr>
<td>Contributes to building WRC resources and developing/delivering workshops</td>
</tr>
<tr>
<td>Other (please specify) ______________________________</td>
</tr>
</tbody>
</table>

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Please note that the text is extracted without any formatting or special symbols, which means tables, italics, and bolding are represented in a straightforward manner.
SAGES Writing Portfolio Assignment
UPDATED 9/10/09
For students completing the series of First and University Seminars
in academic year 2009-2010

After the completion of your last University Seminar, you will compile a final writing portfolio and submit it to the SAGES office (110 Crawford Hall). Your portfolio is due the semester following your final University Seminar; it must be submitted to the SAGES office by or before the Registrar's deadline for the removal of the previous term's "I" (incomplete) grades. (For specific dates each semester, please see www.case.edu/provost/registrar/calendars/5year.html.)

The writing portfolio documents your progress as a writer over your first three SAGES seminars and provides the University with programmatic feedback that will be used to enhance future seminars. You should select your best work from each of your SAGES seminars to submit in your final portfolio. You are welcome to consult your writing instructor, faculty seminar leaders, the Writing Resource Center, or the SAGES Peer Writing Crew in developing your writing portfolio. (To make an appointment with the Writing Resource Center, please visit www.casewconline.com; to make an appointment with the SAGES Peer Writing Crew, please visit http://tutoring.case.edu.)

NB: Students alone are responsible for providing copies of their work in their final portfolios. Individual seminar instructors and/or the Writing Resource Center can discuss strategies for archiving written work and for building the portfolio, but they do not retain copies of essays for students.

PORTFOLIO REQUIREMENTS
The writing portfolio must contain the following material in order:

1) A 2- to 3-page reflective essay (see guidelines below)
2) One essay from your First Seminar
3) One essay from a University Seminar
4) A research essay from the other University Seminar (10-12 pages in length) that integrates primary and/or secondary source material and that includes a bibliography (see definition below)

All essays submitted in your writing portfolio should be your own work. Faculty reviewers do not encourage the inclusion of collaboratively written papers in the portfolio, but if you wish to include multi-authored work, you must justify its inclusion and explain your individual contribution to the final product in a reader's note (~1 page) attached to the front of the essay. No more than one such project may be included in the final portfolio.

REFLECTIVE ESSAY
The reflective essay provides a critical introduction to the work included in your portfolio. It is a new piece of writing, though you may wish to consult your First Seminar reflection paper (if you completed one) as you compose this essay. The portfolio reflective essay should explain the selections you have made in compiling the portfolio (i.e., why you chose the pieces that you did), and it should assess your current strengths and weaknesses as a writer. The essay must include quotations from your own work and may also include feedback from your seminar leaders and co-instructors. While you may choose the narrative mode for this essay, be sure to offer concrete examples and explanations of your strengths and weaknesses. In other words, simply stating that you are now "a better writer" than you were when you matriculated is not enough. Instead, demonstrate your strengths by offering examples from your work that showcase your ability to write thoughtful, analytical essays that display mastery of the SAGES writing outcomes.

In your reflective essay, consider answering some of the following questions: What do you think you achieved in the essays you selected? What did you learn in the process of writing and revising them for your SAGES seminars? How do the essays collected in the portfolio demonstrate your writing strengths?
What areas of your writing will you continue working to improve? What themes or questions emerge from your writing experience in SAGES?

RESEARCH ESSAY
Your portfolio must contain a research paper of 10-12 pages, ideally from one of your two University Seminars. By research paper, SAGES means a sustained engagement with an academic conversation—summarizing and critiquing what others have said on your topic—that includes your own novel claim or argument. This paper must do more than catalog the research you have done (i.e., an annotated bibliography is not sufficient); it should demonstrate your ability to synthesize academic research on a specific topic and to offer your own analysis or critical intervention. Such a paper will have a single controlling idea that represents your own thinking about the topic. A laboratory report, therefore, is not an appropriate substitute unless it goes well beyond reporting the procedure and results of the experiment.

NOTE: If you did not have the opportunity to write a 10- to 12-page research paper in either of your University Seminars (a fact you would document by submitting copies of the syllabi from those seminars), then you may use a research paper from another course taken at Case (minimum length of 10 pages) or, in consultation with the SAGES Director (peter.whiting@case.edu), you may design an alternate submission from other available papers.

PORTFOLIO ASSESSMENT
Your portfolio will be evaluated for completeness (i.e., all of the papers present, appropriate, and complete), and your reflective essay will be assessed based on the following criteria:

1. It offers a detailed self-assessment of your strengths and/or weaknesses as a writer at the point you completed your SAGES First and University Seminars;
2. It uses specific examples, quotations, and evidence from your SAGES coursework and the essays included in the portfolio to support your self-assessment; and
3. It is thoroughly proofread and edited for clarity and coherence.

NOTIFICATION
After review of your writing portfolio, you will be notified whether you have submitted a satisfactory portfolio and therefore fulfilled the University's Composition Requirement. Most complete portfolios are deemed satisfactory. If your portfolio is judged unsatisfactory, you will be advised how you might improve the portfolio for its next submission.
TO: English Lecturers  
FROM: Erika Olbright, Kim Emmons, and Peter Whiting  
CC: Mary Grimm, Megan Jewell  
DATE: 21 August 2009  
RE: Writing Instruction Portfolio (2009-10)

As the SAGES program has evolved, one of the emerging challenges has been finding mechanisms to allow English Lecturers to demonstrate their teaching effectiveness and excellence so that they may be recognized and rewarded. In AY 2009-2010, we have taken steps to address this challenge by creating the position of the SAGES Instructional Coordinator and, as the following document describes, instituting a Writing Instruction Portfolio that will standardize the collection of program and teaching information and allow the Writing Programs to provide more support for its instructors and to develop a better curriculum for its students.

This portfolio is required of all full and part-time English Lecturers. The goal of this portfolio is to demonstrate your ongoing instructional and professional growth as it relates to your role in the writing curriculum at Case. Portfolios will be reviewed by a committee in the spring in order to determine the coming year’s teaching assignments and as part of the re-hiring/review process.

For the 2009-2010 school year, completed portfolios will be due around midterm in the Spring—March 15, 2010—a more definitive date will be forthcoming. You may turn in either a pdf or print version. Portfolios should be focused on the current academic year and should not exceed 25 pages of material, not including any course evaluation forms. If applicable, course evaluations for seminars taught in Spring 2009 may be included as well. You will receive feedback on your portfolio after the committee meets.

Required Documents for the Portfolio:

- Current CV, including professional development workshops attended (such as UCITE, Baker-Nord workshops, or the post-doc colloquium)
- Self Assessments A and B (see prompts, attached)
- Peer Review of one of your WRC tutoring sessions
- A careful selection of the following types of documents, prefaced by a reflection on how this collection of materials demonstrates your instructional goals and outcomes:
  - Classroom and/or workshop materials (syllabi, prompts, rubrics, assignments, examples of student work resulting from the workshop)
  - E-mails (or other communications) from seminar leaders and/or students giving feedback about your instructional performance
  - Narrative & numeric course evaluations, if available
  - Feedback from seminar leaders about your writing instruction (in development)
  - Classroom observation memo*
  - Other documentation that provides evidence of instructional successes

*Classroom observation is voluntary. If you would like one of the Committee on Writing members to observe and provide feedback on your classroom work, please feel free to arrange such a visit (or contact Erika Olbright for help setting one up).
**Self-Assessment A**

This self-assessment should be completed at the beginning of the Fall term and should be no more than one single-spaced page. Factor in classroom instruction and WRC instruction along with the other ways that you engage in and contribute to the writing curriculum at Case.

Please send Erika Olbricht a copy of this self-assessment by October 1.

1. What are your instructional goals for the coming academic year?

2. What challenges do you anticipate facing in terms of instruction this year? How will you bring your past instructional successes to bear on those challenges?

3. What are your professional goals for the coming academic year?

**Self Assessment B**

This self assessment should be included in the final Writing Instruction Portfolio and should be no more than two single-spaced pages. Factor in classroom instruction and WRC instruction along with the other ways that you engage in and contribute to the writing curriculum at Case.

1. Reflect on your instructional experiences over the academic year, revisiting self-assessment A. Did you meet your goals?

2. How did your actual challenges differ from those anticipated? What particular successes would you note from the year?

3. Revisit your professional goals from self-assessment A. Were you able to accomplish them? What opportunities presented themselves in the course of the year?