

## **Writing Program Annual Report Academic Year 2019-2020**

### **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 is committed to creating inclusive classrooms where students and faculty are challenged to encounter differences (of background, of experience, of perspective, of intellectual commitments) and to respond by engaging respectfully and thoroughly. We aim to create “brave” spaces, where complex topics and concepts are explored using critical and creative thinking and where people are respected.

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).

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## Writing Resource Center

### Writing Resource Center (WRC)

Staffed by SAGES and English lecturers, English graduate students, and undergraduate Peer Writing Fellows (PWFs) tutoring in four 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 tutorial course, English 180, and workshops across campus. WRC consultants also engage in several outreach activities on campus including offering programming such as the Faculty Development Office’s National Science Foundation Career Grant program, and classroom visits in the College of Arts and Sciences and in most of the professional schools.

### Individual Consultations

These numbers include general tutoring in all locations in the Fall 2019 and Spring 2020 terms. In the academic year 2019-2020, WRC consultants worked with **1,338** individual writers making **3,762** appointments, including **741 online appointments** *across both the Spring and Fall terms*. In past years, the number of appointments normally declined from Fall to Spring by about 20-30%. This year, with the significant modification of moving all consultants to the online mode in March, appointments in the Spring 2020 declined by about 60% from those made in Fall 2019.

### Appointments by Term

Academic Term	Number of Total Appointments	Number of Individual Clients	Number of Online Appointments
Fall 2019	2,458	972	164
Spring 2020	1,304	587	577

**WRC Courses**

Course	Fall 2019		Spring 2020	
	Sections	Students	Sections	Students
<b>English 180: Writing Tutorial</b>	1	5	1	14
<b>English 392: Classroom Teaching</b>	0	0	1	3
<b>TOTAL:</b>	1	5	2	17

**Workshops, Events, and Writing Groups, AY 2019-2020**

- The WRC offered disciplinary writing workshops for classrooms in the Departments of English, Physics, Genetics, Nursing, the Weatherhead School of Management, and the Mandel School of Applied Social Sciences.
- In Summer 2019, the WRC conducted its second annual Dissertation Bootcamp for dissertation writers on campus.
- The WRC conducted three (3) General Campus Workshops geared to support writing in SAGES First and University Seminars.
- The WRC presented at Fall orientation events for the School of Graduate Studies.
- The WRC Director presented to adult students in the Project Go (MSASS) program.

**WRC Looking Forward**

The change to remote instruction in March 2020 required the WRC to move to fully online consulting, using the WC Online System. Administrators and consultants actively participated in adjusting schedules, developing protocols for use of the online system, and exploring best practices for online consulting. In anticipation of remote instruction in the summer session and the upcoming academic year, the WRC will continue to enhance opportunities for remote consulting, including the development of effective methods for asynchronous remote consulting.

The WRC will offer remote summer consulting hours and ENGL 180 during the eight-week summer session, staffed by two English Department graduate students. The WRC will also work with the director of the (Summer Enrichment Opportunity (SEO) Program at the Medical School to develop curriculum for a writing workshop that will serve approximately forty (40) high school students enrolled in the research program remotely during June, July and August of 2020. The writing workshop will be staffed by two lecturers and two English graduate students. The goal will be to develop a sustainable writing workshop that will be an integral part of the research program moving forward.

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## ESL Writing Program

The number of students enrolled in SAGES First Seminars for Non-Native Speakers of English and related support courses in AY 2019-2020 has increased 26.87% compared to AY 2018-2019 (following a decrease of 8.70% in AY 2018-2019 as compared to AY 2017-2018). This represents an all-time high. Almost all the additional incoming first-year students were placed into FSAE 100, which confirms the decrease in the proficiency level of students over the past few years. In Spring 2020, the program also offered one FSCC 100 section for the new incoming spring matriculation first-year students.

The ESL Writing Program expanded its support of non-native speaker writers to graduate students, by offering ENGL 415: Academic Research and Writing in Spring 2020. Also, development started on a new course, ENGL 147: Writing Genres across Disciplines, that will provide additional scaffolding for undergraduates who are non-native speakers of English and who wish additional practice in traditional genres of academic writing (annotated bibliography; literary analysis; and lab report). The course is planned to be offered in AY 2020-2021.

In an effort to provide a consistent and unified SAGES First Seminar placement process to all incoming first-year students, a pilot was conducted to extend the Directed Self-Placement (DSP) to incoming Spring 2020 first-year international students. Based on the results of this pilot, the Writing Program worked on extending the pilot to the incoming Fall 2020 summer placement process. For this purpose, the ESL Writing Program has worked closely with the Writing Program, SAGES, Enrollment Operations, and First-Year Experience.

Finally, in March 2020, faculty teaching courses in the ESL Writing Program successfully transitioned to remote instruction by adapting to the unique challenges our students faced, such as significant (mostly 11-12-hour) time zone differences, learning from quarantine upon return to their home countries, or isolation and uncertainty for those who remained on campus.

### Courses for Non-Native Speakers of English by the Numbers

Course	Fall 2019		Spring 2020	
	Sections	Students	Sections	Students
FSCC 100: First Seminar	5	53	13	144
FSAE 100: Academic English	12	138	--	--
ENGL 146: English Grammar for Writers	--	--	1	20
ENGL 183: Academic Writing Studio	--	--	1	11

ENGL 415: Academic Research and Writing	--	--	1	7
<b>TOTAL:</b>	17	191	16	182

### ESL Writing Program Looking Forward

Over the summer, faculty in the ESL Writing Program will be preparing for dual-delivery by participating in workshops and a summer camp for faculty. In the next academic year, the program will work on assessing the DSP expansion pilot and continue the development of ENGL 147.

### Foundational Writing Program

Foundational Writing oversees first-year writing placement and provides coursework to support and foster writing development for CWRU's incoming and first-year students.

#### Online Directed Self-Placement (DSP)

DSP was transferred to the Slate system for Fall 2019 and a new module was developed in collaboration with personnel in the First-Year Experience Office. 1115 out of 1357 (82%) incoming first-year students completed DSP between May 2019 and August 2019. Eighty-four (84) students self-selected Foundations First Seminar during the process; for the first time, no redirection process was employed as there were sufficient seats available in the planned Foundations sections. Eighty-five (85) students were enrolled in Foundations First Seminars at the beginning of the Fall 2019 semester. Six faculty members taught seven sections of FSCC 110: Foundations of College Writing.

In all 2019, Foundational Writing and the ESL Program developed and piloted an **enhanced DSP module to accommodate international non-native speakers of English** into the process for the first time. Based on the pilot run for Spring 2020 matriculation, Foundational Writing and the ESP Program proposed an enhanced DSP module for Fall 2020 to include all incoming students in the DSP process. The plan was approved by the SAGES Writing Program Leadership Committee, and Foundational Writing and the ESL Program worked during the summer to implement the process and develop an assessment plan.

#### Foundations Faculty and Curriculum Development

In preparation for the 2019-2020 Academic Year, the Foundations Faculty met to discuss implementation of the **Foundations Writing Folder Review recommendations** from Spring 2019, to continue to explore the shape of Foundations, and to share plans for the upcoming semester. Faculty confirmed their commitments to teaching around a theme of "literacy" and committed to several unifying factors in Foundations that all six teachers value and emphasize: (1) collaborating and performing group work, (2) formulating and asking critical questions, (3) drafting over time and in the larger context of STEM education expectations, (4) learning how to build a variety of arguments, and

(5) understanding writing and thinking as self-directed choice-making.

In response to the recommendations of the Foundations Writing Folder Review Committee and to conversations around literacies, Foundations faculty continue to explore ways to coordinate and collaborate to improve the cohesiveness of the Foundations experience across sections, to model collaborative work for students, and to provide an opportunity for program assessment. After considering a variety of options, including a coordinated series of Fourth Hours and a shared presentation at the Celebration of Student Writing and Research, the faculty agreed to use **a common assignment across the seven sections of Foundations: a problem/cause/solution project** that shared several common features: critical analysis of a problem affecting students or their communities, evaluation of multiple causes or solutions for the problem, and application of critical thinking that involved producing a reasoned argument.

### **Foundational Writing Beyond SAGES (ENGL 148, ENGL 149, ENGL 150)**

Foundational Writing also oversaw curriculum development and teaching for ENGL 148/ENGL 149/ENGL 150, a series of courses designed to provide writing instruction to first-year students beyond the SAGES Program, specifically first-year students at the Cleveland Institute for Music. During the summer, Foundations led **ENGL 149: Emerging Writers Studio**, a six-week intensive pre-college summer workshop for the Emerging Scholars Program designed to prepare students for SAGES First Seminars. Foundational Writing also developed and led introductory workshops for the Cleveland Humanities Collaborative (CHC) concurrently-enrolled students.

### **Foundational Writing Courses Numbers**

Course	Summer 2019	Fall 2019		Spring 2019	
	Students	Sections	Students	Sections	Students
<b>FSCC 110: Foundations of College Writing</b>	--	7	85	--	--
<b>ENGL 148: Introduction to Composition</b>	--	1	9	--	--
<b>ENGL 149: Emerging Writers Studio</b>	12	--	--	--	--
<b>ENGL 150: Expository Writing</b>	--	2	31	2	16
<b>TOTAL:</b>	12	10	125	2	16

### **First Seminar Assessment Commitment: Assignment Review**

The SAGES Writing Program Leadership Committee (SWLC) approved the creation of the First

Seminar (FSEM) Assessment Committee to begin a program-level evaluation of First Seminars in January 2020. The Committee developed a research study around two key questions: (1) What assignments produce successful writing in FSEMs? and (2) What teaching strategies work successfully toward the learning outcomes? The research study involved the voluntary submission of assignment prompts from the SAGES Teaching Fellows, and coding of various aspects of those prompts by the Committee members. Based on the data collected from more than 80 prompts, the Committee found that assignments varied widely in genre and design, and that analysis of assignment prompts outside of the context of other course materials provided limited information about teaching strategies. The assignment prompts in this study revealed various aspects of teaching in the SAGES Program: articulation of programmatic learning outcomes, definitions and explanations of writing concepts, and attention to genres of writing and their features that create a picture of a cohesive set of First Seminars that encourage students to view writing as argumentative or persuasive, conversational, bound to disciplines, and responsive to questions or problems posed within particular topical areas. Less cohesive were matters of articulation of evaluative criteria, methods of providing feedback, rhetorical considerations of audience and purpose, and use of sources. Some FSEM assignments required lengths and levels of independent research that exceed First Seminar expectations, suggesting a lack of clarity on those expectations with regard to source use and information literacy learning outcomes. Overall, the committee recommended program-level discussion and direction regarding best practices for assignment prompt design and clarification of First Seminar expectations for source-based writing genres, as well as additional study of FSEM writing assignments and classroom pedagogies.

### **Foundations Looking Forward**

Foundations will continue to collaborate with the ESL Writing Program to develop an enhanced DSP process that accommodates and includes international non-native speakers of English, and to evaluate the role that FSCC 110: Foundations of College Writing might play in adapting to the changes created by the expansion of DSP, making Foundations available to more non-native English speaking students.

Foundations will continue to participate with campus partners around first-year matriculation and the first-year experience, as well as around writing support programs for the Cleveland Humanities Collaborative and the Emerging Scholars Program. Foundational Writing will also continue to provide support to first-year writing instructors including English Department graduate students, SAGES Teaching Fellows, and university faculty who teach First Seminars, by offering resources and professional development opportunities for learning and encouraging best practices for teaching writing in remote environments, including the use and critical examination of technology as a writing tool and medium.

To the extent that it can serve as a model for first-year writing at CWRU in SAGES or a writing across-the-curriculum program, Foundations continues to evaluate its curriculum for its relevance and productivity across disciplines and across varying levels of training in writing instruction. The variations on themes of literacy engage students in considerations of how they read and interpret the communities they join and how they participate in the conversations and making of knowledge that occurs in those communities. A **writing-about-writing approach to First Seminar** might further this endeavor by

providing students with academic and scholarly material that they can use to understand how reading and composing are learned and performed through social interaction, how expectations for readers and writers vary across contexts, and how critical reflection on routines and processes of production can enhance one's ability to make meaningful change through communication. Consequently, Foundations will seek to pilot two sections of a writing about-writing curriculum in Fall 2021 to determine if this approach would be productive for CWRU first-year students and Writing Faculty.

### **SAGES First & University Seminars Taught by Writing Faculty**

More than fifty (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 2019		Spring 2020	
	Sections	Students	Sections	Students
<b>First &amp; University Seminars (with writing support)</b>	57	~969	39	~633
<b>First &amp; University Seminars (stand-alone)</b>	33	~561	44	~748
<b>SAGES Transfer Supplement</b>	3	32	1	11
<b>TOTAL:</b>	93	~1562	84	~1392

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

Michael Householder and Erika Olbricht continued to run weekly SAGES pedagogy sessions supplemented by guest presenters. The sessions averaged twelve to fifteen participants per week from all faculty ranks. Topics ranged from commenting on student papers to providing closure in a semester-long course. When the university shifted to remote learning after spring break, the pedagogy sessions followed suit: meetings were held on Zoom and addressed issues of particular concern in the shift, such as remotely delivered oral presentations. In order to best support teachers in the program, pedagogy sessions were



extended into the summer with four workshops that helped prepare faculty for remote courses in the summer and dual delivery courses in the fall.

SAGES also conducted summer teaching orientations for fall SAGES faculty in 2019. 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.

### **SAGES Looking Forward**

SAGES is developing additional resources and support for faculty teaching remotely over the summer and in anticipation of remote teaching in the 2020-2021 academic year. Erika Olbricht and Michale Householder will plan and lead a pedagogy workshop designed to support teaching remotely in SAGES specifically.

### **Professional Communication Courses**

The **ENGL 398 program, Professional Communication for Engineers**, continued to meet the changing enrollment needs of engineering students. These departmental seminars are led by four dedicated English Department lecturers and one English Department graduate student. Faculty met regularly to share resources and develop curriculum. In Fall 2019, the program reviewed engineering communication textbooks. In Spring 2020, the program adapted to remote instruction, developing new methods for teaching online mid-semester. The program also continued to participate in ABET data collection, including a pilot of new portfolio software, Portfolium.

**ENGL 217A: Business and Professional Writing** and **ENGL 217B: Writing for the Health Professions** were not held during the academic year 2019-2020 due to lack of enrollment. These writing courses are under review by the Writing Program to determine how these courses might be adapted to better meet the needs of our student population.

### **Professional & Technical Communication Courses By The Numbers**

Course	Fall 2019		Spring 2020	
	Sections	Students	Sections	Students
ENGL 398: Professional Communication for Engineers	13	243	12	237
ENGL 217A: Business and Professional Writing	--	--	--	--

ENGL 217B: Writing for the Health Professions	--	--	--	--
<b>TOTAL:</b>	13	243	12	237

### Professional and Technical Writing Looking Ahead

ENGL 398 continues to adapt and develop, particularly with regard to the challenges and opportunities presented by remote instruction. The program will offer three remote sections of ENGL 398S during the summer session to attend to increased interest from students who can take the course over the summer from afar. Faculty will continue to develop and share strategies for online teaching into the next academic year.

The Writing Program will evaluate and consider adjustments to curriculum and timing of offerings of its business and medical writing courses (ENGL 217A and 217B), by reaching out to other relevant programs and personnel who can provide insight into the needs of our business and pre-health students who might need courses such as these.

### Writing-Intensive English Courses Taught by Writing Faculty

These courses (**ENGL 200: Literature in English; English 257A: The Novel; English 257B: Poetry**) serve as arts/humanities electives for CWRU students. These courses are taught by English Department graduate students, who have pedagogical training and develop course proposals to be approved by the Undergraduate Committee. These courses provide important professional development opportunities for advanced English graduate students.

### Writing-Intensive English Courses By The Numbers

Course	Fall 2019		Spring 2020	
	Sections	Students	Sections	Students
ENGL 200: Literature in English	1	18	--	--
ENGL 203: Introduction to Creative Writing	1	16	1	16
ENGL 257A: The Novel	--	--	--	--
ENGL 257B: Poetry	--	--	--	--
<b>TOTAL:</b>	2	34	1	16

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## Writing Pedagogy

The Writing Program offers workshops and seminars that promote best practices for writing pedagogy and English language instruction. Writing Faculty attend orientations at the beginning of each semester and at least one All-Staff Meeting 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. The Writing Program also provides a semesterly pedagogy workshop for graduate students that addresses concerns that they have raised or interests that they have expressed in developing their teaching knowledge and skills. Finally, the Writing Program actively maintains a Canvas page that offers resources on the program, course offerings, and writing instruction.

### Writing Pedagogy Courses & Seminars By The Numbers

Course	Fall 2019		Spring 2020	
	Sections	Students	Sections	Students
New Graduate Student Pedagogy Seminar	1	6	--	--
ENGL 400: Rhetoric and Teaching of Writing	1	10	--	--
ENGL 506: Professional Writing: Theory and Practice	--	--	--	--
<b>TOTAL:</b>	2	16	--	-

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## Writing Program Honors & Awards

The Writing Program Award Ceremony honors award-winning teachers and students at the end of each year. The celebration is a recognition of writing faculty at CWRU which includes full- and part-time lecturers, SAGES Fellows, English graduate student assistants, and other friends of writing at CWRU. The April 2020 awards ceremony was canceled due to the restrictions on in-person gatherings.

**The Jessica Melton Perry Award for Distinguished Teaching in Disciplinary & Professional Writing** was awarded to **Sharona Hoffman**, Edgar A. Hahn Professor of Jurisprudence in the CWRU School of Law. **Gabrielle Parkin**, Lecturer in English, SAGES Teaching Fellow, and the Assistant Director of the Writing Resource Center, received **The SAGES Excellence in Writing Instruction Award**, recognizing her outstanding commitment to and success in teaching academic writing to Case Western Reserve University undergraduates in SAGES. **Cara Byrne**, Lecturer in English and SAGES Teaching Fellow, and **Andrea Milne**, Lecturer in History and SAGES Teaching Fellow, both received **The WRC Excellence in Consulting Award**, which recognizes outstanding writing instruction for students of the University and exemplary service to the Writing Resource Center.

**The SAGES First and University Seminar Essay Prizes** recognize the best writing that students produce in their First and University Seminars. These essays are chosen from those nominated by SAGES seminar leaders each semester.

**The First Seminar Awards** are judged in January and recognized at the Celebration of Student Writing & Research in April each year. The winners for 2019 were

**Delphine Clatanoff**, for an essay titled, “Charlotte Smith's Suffocating Romanticism”  
Written for FSSY185Q: Death Mourning and Immortality (Seminar Leader: John Wiehl)

**Patrick Pariseau**, for an essay titled, “The Solar Cycle”  
Written for FSNA 165: Silicon and its Applications (Seminar Leader: Jim Stephens)

**Farha Watley**, for an essay titled, “Black Solidarity: Combatting Colorism in the Black Community”  
Written for FSCC 110: Foundations of College Writing (Seminar Leader: Martha Schaffer)

**The University Seminar Awards** are judged in September and recognized at the Celebration of Student Writing & Research in December of each year. The winners for academic year 2018-2019 were

**Shmuel Berman**, for an essay titled, “Religious Coffee Drinkers: Historical Reactions to Coffee by Organized Religions and Their Implications”  
Written for USSO 288T: Coffee and Civilization (Seminar Leader: Annie Pecastaings)

**Rebecca Kizner**, for an essay titled, “The Function of a Name”  
Written for USSY 293T: Spaces of the Dead (Seminar Leader: Thomas Mira y Lopez)

**Marika Meijer**, for an essay titled, “Paris by Artificial Light: How Lighting Systems Ultimately Influenced Parisian Sensibilities”  
Written for USSY 287X: Paris in the Arts (Seminar Leader: Annie Pecastaings)

All of these outstanding essays and information about the Essay Prizes and are available online at [Writing@CWRU](mailto:Writing@CWRU).

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**Writing Program Administrators: 2019-2020**

Director of Composition

Kimberly Emmons, Ph.D., Associate Professor of English

Director of the Writing Resource Center

Megan Swihart Jewell, Ph.D., Instructor in English

Coordinator of ESL Writing in SAGES

Gusztav Demeter, 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