

Writing Program Staff Meeting (SAGES/WRC)  
**Friday, March 19, 2010**  
Agenda

**Oral Communication as Part of the Writing Process**

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1. SAGES “official” recommendations for oral communication in SAGES seminars
  - a. The prominent role of oral communication in SAGES comes from the GER goals. University Seminars must address at least three—and preferably four—of the five GER goals. They may do this by offering students:
    - i. broad knowledge of—and increased appreciation of the importance of diversity in—their cultural past, social world, and natural environment;
    - ii. instruction and repeated practice in critical reading and thinking, in writing and oral presentation, and the use of information;**
    - iii. experience in quantitative reasoning and communication about quantitative concepts;
    - iv. experience in the process of ethical decision making across a variety of perspectives and fields;
    - v. exposure to experimental and theoretical approaches to understanding human culture and behavior, scientific knowledge, and methods of research.
  - b. When seminar leaders develop course proposals we also ask them to answer the question: How will this course support the seminar format? University Seminars should revolve around discussion and writing; they can include experiential learning, collaborative work, projects, and oral presentations.
2. Copies of *Speak: How to Talk to Classmates and Others, A Primer on Oral Presentation* by William Doll (additional copies available through SAGES office)
3. ESS Student Workshops on “Powerful Presentations” – for more information, contact Van Bray [van.bray@case.edu](mailto:van.bray@case.edu) or visit: <https://ess.case.edu/education/resources/presentation.html>.
4. English 398 (Professional Communication for Engineers) is a SAGES Departmental Seminar and integrates oral presentations into two of its three major assignment units:
  - a. In the first unit, students research a Case Engineering Professor’s work and argue for its increased/continued funding. For this unit, students work as groups. Written assignments include an annotated bibliography on the research, an interview with the professor, and a recommendation report memo. Then, as groups, they present their argument for funding to a general audience. The presentation is twenty minutes in length and includes a question answer period.
  - b. In the second unit, students prepare formal independent research/product proposals. These are individual projects in which they select their audience and ask that audience (usually a professor or a company) for some sort of support (funding, mentoring, etc.). Written assignments include a proposal topic memo, a literature review, a status report, and the formal proposal. They then present their proposal contents orally in a seven minute presentation that includes a question answer period. This presentation is also for a general audience of their peers, whereas the proposal may be more technical in its approach since the audience may be an expert in the field.
  - c. For more information, contact Eve McPherson and/or any of the English 398 instructors.

**Pedagogy Discussion – Speaking & Writing in SAGES Courses**

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1. How are oral communication & presentation skills being taught in SAGES seminars?
2. What connections are (or can be) made between oral communication skills and other writing/reading assignments in SAGES seminars (and other courses)?

## Writing Program Announcements

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1. Reminder that “CoW” (Committee on Writing) members are valuable resources for you and your SAGES faculty collaborators – we’re all willing to help brainstorm/strategize/troubleshoot, specifically:
  - a. Jessica Gerard ([jeg84@case.edu](mailto:jeg84@case.edu)) –English as a Second Language Writing
  - b. Sean Thomas Dougherty ([std12@case.edu](mailto:std12@case.edu)) – Writing Foundations (basic/developmental/under-prepared academic writers)
  - c. Eve McPherson ([eam64@case.edu](mailto:eam64@case.edu)) – Professional/Technical Communication (for Engineers)
  - d. Erika Olbricht ([exo37@case.edu](mailto:exo37@case.edu)) – SAGES Instructional Coordinator
  - e. Megan Swihart Jewell ([msj18@case.edu](mailto:msj18@case.edu)) – Writing Resource Center Director
  - f. Kim Emmons ([kke1@case.edu](mailto:kke1@case.edu)) – Director of Composition
  - g. Danny Anderson ([dpa4@case.edu](mailto:dpa4@case.edu)) – Assistant to the Writing Programs
  - h. If in doubt, just email [writing@case.edu](mailto:writing@case.edu)
2. Writing Resource Center Announcements
  - a. Last call for the IWCA Conference
  - b. WRC Excellence in Consulting Award Nomination/Evaluations
  - c. Writing Idol Contest Judges, Volunteers, & Audience Members Needed (see Megan)
  - d. Peer Evaluation Progress Report
3. ESL Announcements
  - a. Successful first edition of the Teaching ESL Writing Certificate Workshop
  - b. ENGL 202 Academic Writing (ESL) Course for students (May 10-27, M-F 9:30-12:00)
4. Teaching Ethnographic Writing Workshop Announcement
  - a. Thursday, March 25, 11:30-1:00, Guilford 223
  - b. Contact Sean Thomas Dougherty for more information
5. SAGES Lecturers – Portfolio Meetings Update
6. Scheduling Forms & Process for next academic year (note these forms are not part of the reappointment or hiring process, but are informational) – when/if your schedule needs change, please notify Danny/Erika/Kim as soon as possible!

## Writing Week Events (April 7 – April 27)

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1. Draft Schedule of Events (see also: [case.edu/narrative](http://case.edu/narrative) for ISSN Conference information)
2. Need a volunteer (or volunteers) to write up an article for the Alumni Newsletter – this text will also be published on the WW website, but we’re not doing individual event reviews this year! (See Kim)
3. Need a volunteer to be official WW photographer and coordinate getting photos of all major events (CSW has a digital camera for this purpose). (See Kim)
4. Celebration of Student Writing (Friday, April 16) – send final registration forms to Mark Bassett by/before **Monday, March 22, 5:00 p.m.!!** (Email Mark Bassett [mxb208@case.edu](mailto:mxb208@case.edu) for more details!)
5. Don’t forget the Writing Program Awards Reception (April 27, 3-5 p.m., Guilford Dining Room & Parlor, 1<sup>st</sup> Floor) – Food! Fun! Awards!

### *Note from Pedagogy Discussion*

Successful development of students' oral communication skills depends on how well those skills are integrated with the rest of the course and, especially, with the writing assignments. SAGES writing instructors<sup>1</sup> have had successes with the following:

- Requiring a formal written component for every oral presentation (1 page, including an abstract and a script or other formal written summary of the material to be presented) – *Susan Dominguez*
- Format presentations like an academic conference (with q&a expected) and use the students' research papers as the source for presentations – *MaryBeth Wetli*
- Early-in-the-semester “Personal Memoir” presentations (7 minutes each) make a good way to foster community in FSEMs – *Kristine Kelly*
- In a group presentation where each group member is responsible for a single article, the group produces a single abstract and presents it orally to the class – *Tracey Hallman*
- Foster a sense of audience, e.g., pitch a community program to your local congressman to support inner-city children – *Tracey Hallman*
- Each day, have a single student give a short (5 minute) presentation to start off the discussion (as opposed to long blocks of presentations) – *Chris Strathman*
- If students are responsible for presenting oral summaries of material for discussion each day, have them additionally: connect the assigned material to something outside of class, and include a class activity (e.g., freewriting, survey, etc.) – *Katherine Clark*

### Additional Advice for talking with Seminar Leaders about Oral Communication Projects:

- Consider the goals of the assignment first – then determine whether the format of the oral presentation is the best way to meet those goals
- Provide multiple opportunities to students for developing the skills of oral communication
- Consider the many different genres of oral communication – classroom discussion starter (as distinct from discussion moderator/facilitator), formal presentation (with or without visuals/PPT), question-and-answer sessions, “pitches” versus “reports”...

### *Additional Announcement*

Judith Olson-Fallon & Jessica Gerard shared with us that in Fall 2010, ESS and the ESL Writing Program are planning to pilot a group of peer conversation tutors (parallel to the SAGES Peer Writing Crew) to facilitate conversation groups and individual tutoring in speaking for ESL students. Stay tuned for more on this exciting development!

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<sup>1</sup> My apologies to those whose comments and/or names don't appear in these hasty notes – this is the best of what I can decipher from what I wrote down as we talked. Thanks to all for a lively and productive discussion!

educational services for students academic resources

- individual consultation
- academic inventory
- external learning resources
- faculty tips
- success strategies
- success sessions
- tutoring programs
- plain dealer electronic learning center
- just incase: study tips
- sages writing guide
- supplemental instruction (si)

## Powerful Presentation Skills

### Presentation Workshop Series

Educational Services for Students introduces a presentation workshop series to enhance your skills as a presenter. Learn ways to organize your work, understand your audience, use appropriate visual aids, and speak with confidence.

Workshop 1 – Getting Started. Developing objectives, analyzing your audience, organizing your information and structuring your presentation will be covered in this one hour workshop.

- Register for [Tuesday, 1/26](#) or [Tuesday, 3/18](#)

Workshop 2 – Presentation Speaking Skills Overview. This one hour workshop will explore and address the public speaking challenges you will experience as a presenter. The workshop will focus on verbal and body language as well as addressing common fears of public speaking.

- Register for [Tuesday, 2/2](#) or [Tuesday, 3/23](#)

Workshop 3 – Using PowerPoint. This one hour workshop will help you quickly layout and add text and images necessary to make effective presentations.

- Register for [Tuesday, 2/9](#) or [Tuesday, 3/30](#)

Workshop 4 – How To Avoid Clutter and Confusion. Learn to clearly present large amounts of data while not distracting the audience from your message. This one hour workshop will focus on clearly presenting quantitative data and graphics in your presentation.

- Register for [Tuesday, 2/16](#) or [Tuesday, 4/6](#)

Workshop 5 – Putting it All Together. You have slides, handouts and note cards. Now you need to pull it all together. In this one hour workshop you will develop a checklist to be certain that you have prepared everything needed for a successful presentation. There will also be a discussion on the timing of distributing handouts and supplemental materials during your presentation.

- Register for [Tuesday, 2/23](#) or [Tuesday, 4/13](#)

Review and Feedback - Practicing Your Presentation. Bring your presentation on a USB flash drive for an opportunity to practice in front of an audience and receive feedback. The option to have your presentation videotaped to take with you will be available.

- Register for [Tuesday, 3/2](#) or [Tuesday, 4/20](#)

Please send any questions to [present@case.edu](mailto:present@case.edu).



Educational Services for Students, 470 Geiss Building, [essinfo@case.edu](mailto:essinfo@case.edu), 216.368.6230

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# ENGLISH 202:

## Expository (Academic) Writing

Gerard

*This course is targeted to international students/ESL students.*

### Three Week Intensive Summer Course!

*May 10-May 27*

*Mo/Tu/We/Th/Fr*

*9:30AM - 12:00PM*

This workshop-style course offers practice and training in various styles of academic writing.

ESL grammar foundations for academic writing will be covered.

Prerequisites: First Seminar (FSCC 100)

Contact Dr. Gerard for more information

jeg84@case.edu

To: English Graduate Student Teaching Assistants  
 Date: March 15, 2010  
 RE: Teaching Assignments – Fall 2011

Please fill out this form for teaching assignment preferences for Fall 2011. While every attempt will be made to accommodate your requests, teaching assignments are made based on a variety of factors, including program needs, pedagogical expertise and development, and your preferences.

**Please return this 2-page form to Danny Anderson by March 22, 2010**

Your Name:		
Email:		
Phone:		
Year in Program (as of Fall 2010):	MA	
	Ph.D. pre-candidacy (up to & including the year in which you take exams)	
	Ph.D. post-candidacy (writing your prospectus/dissertation)	

Please indicate the training (including at other institutions) that you have had or intend to complete, for teaching the following courses:

ESL Writing (ENGL 148, SAGES ESL, ENGL 183/184)	
Prof/Technical Communication (ENGL 398)	
Writing for the Health Professions (ENGL 217B)	
Creative Writing (ENGL 203)	

Please rank the following teaching opportunities in order of your preference (1= highest):

ENGL 150 (Expository Writing)	
ENGL 148 (Introduction to Composition)	
ENGL 148-Grad (Composition/Speaking for non-undergraduates)	
ENGL 183 (Academic Writing Studio)	
ENGL 184 (Research Writing Studio)	
ENGL 217B (Writing for the Health Professions)	
ENGL 398 (Prof. Communication for Engineers)	

*NOTE: Additional 200-level English & solo SAGES teaching assignments are made in consultation with the Undergraduate Committee, after a proposal process that takes place early each Spring semester.*

Please rank the following teaching models (for the SAGES program) in order of your preference (1=highest).

Collaborative Writing Instruction (10 hrs/week)	
Consultation Model (5 hours/week)	
Workshop Model (2 hours/week)	
WRC Consulting (usually 5-10 hours/week)	

In the space below, please indicate any time restrictions (including coursework, 200-level/Solo-SAGES teaching assignments made by the Undergrad Committee, and any other commitments) or other considerations that we should take into account when making your teaching assignment for Fall 2010. ***If this information changes, please contact Danny Anderson as soon as possible.*** Unless we hear otherwise, we understand your availability to remain as you have listed it here.

Attach to this form a 1-page CV and return both to  
Danny Anderson ([dpa4@case.edu](mailto:dpa4@case.edu)) by Monday, March 22, 2010.

**IMPORTANT NOTE:** On your CV, do not use the job description "Instructor" (or "Writing Instructor") to describe your teaching responsibilities. This is a rank at CWRU and using it on your CV will lead to your name being rejected by the Dean's office/Registrar when we submit it for listing as "Instructor of Record" in the SIS system. Use "Teaching Assistant [your rank] with full instructional responsibility [or similar description]" instead.

To: SAGES Writing Lecturers, Part-Time Writing Faculty, & Non-English Graduate Students  
 Date: 10 March 2010  
 RE: Teaching Assignments – Fall 2010

Please fill out this form for teaching assignment preferences for Fall 2010. While every attempt will be made to accommodate your requests, teaching assignments are made based on a variety of factors, including program needs, pedagogical expertise, and faculty & writing instructor preferences.

**Please return this form to Danny Anderson by Monday, March 22, 2010**

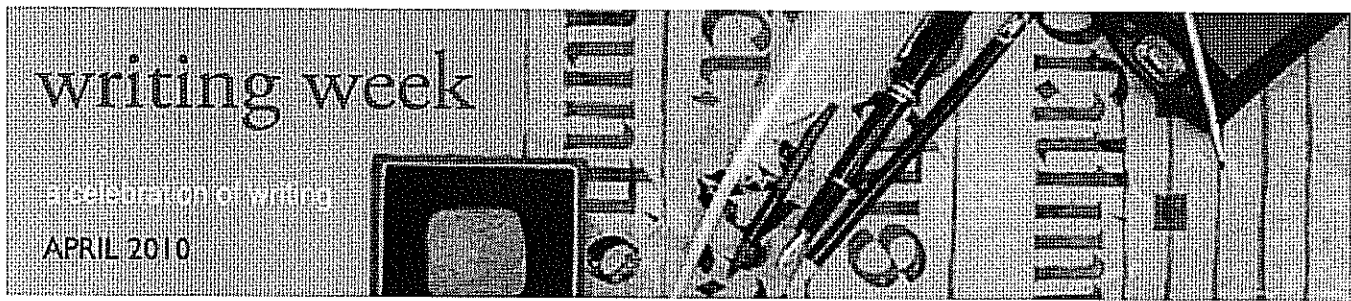
Your Name	
Email	
Phone	

Please indicate your preferences for teaching assignments. When/if this information changes, please contact Erika Olbricht and Kim Emmons immediately. Unless we hear otherwise, we understand your availability to remain as you have listed it here.

Please note: teaching units, model assignments, and pairings are assigned based on program need. 1 unit = approximately 10 hours/week. **Full-time Lecturers'** units are set by their appointments (3/semester in total); **all others** should indicate their preferred loads here:

TOTAL # of units requested (part-time Lecturers and non-English grad students only)	
# of WRC units preferred (.5 minimum for full-time Lecturers)	
Preferred Model Assignment (collaborative, consultation, workshop)	
Availability, both BEST times and IMPOSSIBLE times	
Academic Interests	
Special Pedagogical Training or Interest in ESL, Basic Writing, and/or Technical Writing (please specify your preparation and/or experience)	
Are there seminar leaders with whom you would particularly like to continue working? (understanding that pairing you with them might not be possible)	
Other considerations	

**Return this form to Danny Anderson ([dpa4@case.edu](mailto:dpa4@case.edu)) by Friday, March 22, 2010.**



## WRITING WEEK 2010 SCHEDULE OF EVENTS

CENTER FOR THE STUDY OF WRITING

For more information, please visit: <http://www.case.edu/writingweek>.

### WEDNESDAY, APRIL 7, 2010

#### WOMEN'S AND GENDER STUDIES WORKSHOP

6:30 p.m. – 8:30 p.m.  
Clark Hall, Room 206

“The Past, Present and Future of Women's and Gender Studies” by **Susan Stanford Friedman**, *Director of the Institute for Research in the Humanities, Virginia Woolf Professor of English and Women's Studies*, and **Sally Mead Hands Bascom**, *Professor of English at the University of Wisconsin-Madison*.

Support for this event provided by the Women's and Gender Studies Program (<http://www.case.edu/artsci/womnl>) and the Flora Stone Mather Center for Women (<http://www.case.edu/provost/centerforwomen/>).

#### JOURNALISM AND MEDIA LECTURE SERIES

7:00 p.m. – 9:00 p.m.  
The Garden Room, Cleveland Botanical Gardens

**Paul Steiger**, *former managing editor of The Wall Street Journal and founding editor of ProPublica, the path-breaking, non-profit website for investigative journalism*.

Support for this event provided by the Department of English (<http://www.case.edu/artsci/engl>).

### FRIDAY, APRIL 9, 2010

#### MUSIC & HUMANITIES WORKSHOP

4:00 p.m. – 5:00 p.m.  
Harkness Chapel Classroom

“A Conversation with Greil Marcus” featuring **Greil Marcus**, *Independent Scholar and author of Lipstick Traces: A Secret History of the Twentieth Century (1989, 2009); A New Literary History of America (editor, with Werner Sollors; 2009); & When That Rough God Goes Riding: Listening to Van Morrison (April 2010)*.

Support for this event provided by the Nat Howard Fund for Non-Fiction Writing, Department of English ([www.case.edu/artsci/engl](http://www.case.edu/artsci/engl)); and the Department of Music (<http://www.case.edu/music>).

#### THE EDWARD S. & MELINDA MELTON SADAR LECTURE IN WRITING IN THE DISCIPLINES

5:30 p.m. – 7:00 p.m.  
Ford Auditorium, 1<sup>st</sup> Floor  
Allen Memorial Medical Library

“The Novelization of the Body (Nests, Shells, and Scars), or How Medicine and Stories Need One Another” by **Rita Charon**, *Professor of Clinical Medicine and Director of the Program in Narrative Medicine, Columbia University College of Physicians and Surgeons*.

Immediately following the lecture, attendees are invited to a reception in the Powell Room of the Allen Memorial Medical Library (2<sup>nd</sup> Floor). In addition, the Dittrick Medical History Center Museum (3<sup>rd</sup> Floor) will be open for browsing from 7:00 until 8:30 p.m. The museum currently features “Virtue, Vice, and Contraband: A History of Contraception in America,” showcasing the Percy Skuy Collection of 200 years of American contraceptive history.

This event is offered in conjunction with the 25<sup>th</sup> Annual Conference of the International Society for the Study of Narrative (<http://www.case.edu/narrative>). Support for this event provided by the CWRU Research Working Group on Medicine, Gender & Sexuality; and the Baker-Nord Center for the Humanities (<http://www.case.edu/humanities>).

**TUESDAY, APRIL 13, 2010**

**STUDENT CREATIVE READINGS**

10:00 a.m. – 3:00 p.m.

Guilford House Parlor & Dining Room (1<sup>st</sup> Floor)

Featuring original work written and read by Case Western Reserve University students.

**WEDNESDAY, APRIL 14, 2010**

**JOURNALISM AND MEDIA LECTURE SERIES**

7:00 p.m. – 9:00 p.m.

The Garden Room, Cleveland Botanical Gardens

Harold Evans, *former editor of The Times of London and the Sunday Times, former president of Random House, author of the best-selling memoir My Paper Chase.*

*Support for this event provided by the Department of English (<http://www.case.edu/artsci/engl>).*

**FRIDAY, APRIL 16, 2010**

**CELEBRATION OF STUDENT WRITING**

11:00 a.m. – 3:00 p.m.

Adelbert Gymnasium

The Celebration encourages students to re-present and display their research and writing in formats other than word-processed letters and lines on the printed page.

*This event is offered in conjunction with the Intersections: SOURCE Undergraduate Symposium and Poster Session (<http://www.case.edu/provost/source/symposium>). Support for this event has been provided by the Seminar Approach to General Education and Scholarship (<http://www.case.edu/sages>).*

**WRITING RESOURCE CENTER: WRITING IDOL CONTEST**

12:15 p.m. – 1:45 p.m.

Adelbert Gymnasium

A light-hearted competition to celebrate the art and science of writing on campus.

*Support for this event provided by the Writing Resource Center (<http://www.case.edu/writing/wrc>).*

**MONDAY, APRIL 19, 2010**

**POETRY READING**

8:00 p.m. – 9:30 p.m.

Guilford House Parlor (1<sup>st</sup> Floor)

Featuring **Melissa Kwasny**, **Dick Miles**, and CWRU Assistant Professor of Poetry **Sarah Gridley**.

*Support for this event provided by the Helen Buchman Sharnoff Endowed Fund for Poetry at Case Western Reserve University.*

**TUESDAY, APRIL 27, 2010**

**WRITING PROGRAM AWARDS RECEPTION**

3:00 p.m. – 5:00 p.m.

Guilford House Parlor & Dining Room (1<sup>st</sup> Floor)

A celebration of the faculty, staff, and students of the Writing Program, featuring the presentation of the Jessica Melton Perry Award for Distinguished Teaching in Disciplinary & Professional Writing; the CWRU Excellence in SAGES Writing Instruction Award; and the WRC Excellence in Consulting Award.

*Writing Program Awards have been generously supported by Edward S. Sadar, M.D. (ADL '64, SOM '68), & Melinda Melton Sadar (FSM '66); Mr. Jackson McHenry (ADL '52); and the Seminar Approach to General Education and Scholarship (<http://www.case.edu/sages>).*

# THE 2<sup>ND</sup> ANNUAL CELEBRATION OF STUDENT WRITING

Friday 16 April 2010  
Adelbert Gym, 11 am to 3 pm

*A Writing Week Event  
in conjunction with the Intersections Symposium & Poster Session*

## Registration Form DEADLINE: March 1, 2010

Primary Contact Person \_\_\_\_\_  
First Last Email  
Course Number (if pertinent) \_\_\_\_\_  
Course Name (if pertinent) \_\_\_\_\_  
Organization or Publication (if pertinent) \_\_\_\_\_

### Presentation Needs

- » Are you planning to read a paper aloud to an audience? \_\_\_\_\_ (Yes/No) Only undergraduates may read.  
» If you are *not* reading aloud, please check the box(es) below to reserve what your class or group will need.

\_\_\_\_\_ 6-foot table \_\_\_\_\_ folding chair needed? (Specify 1, 2, 3, or 4)  
\_\_\_\_\_ electrical connection \_\_\_\_\_ floor-style easel needed?  
\_\_\_\_\_ 32" x 40" foam board \_\_\_\_\_ 40" x 60" foam board

OTHER: \_\_\_\_\_  
(For example, specify if you just need to have a 10' x 10' floor space; or if you have another display idea.)

### Time Preferences

- » SAGES classes: Plan to set up displays 15 minutes earlier. (Check all times you wish to participate.)  
» Students wishing to read aloud: Indicate your 1<sup>st</sup> choice of a time to read; and your 2<sup>nd</sup>. (See details below.)

\_\_\_\_\_ 11 am-12:00 pm \_\_\_\_\_ 12:15-1:45 pm (see Note below!) \_\_\_\_\_ 2:00-3:00 pm

Note: The Writing Idol Contest (organized by the Writing Resource Center) will take place 12:15 to 1:45 pm. The Intersections poster presentations will take place 12:00 to 2:45 pm only. Both will be in Adelbert Gym.

### Project Statement/Abstract

Please submit a description of the SAGES seminar (if pertinent)—and more importantly, a description of the display or presentation(s) you'll make. This statement will appear in print and/or on the web and is key to your registration. **Also include the names of *only* those students, faculty & staff members who have agreed to participate in your presentation on April 16<sup>th</sup>** (not the entire membership roster).

*Oral Presentations:* Those reading a research paper aloud must provide its title and an abstract, in addition to the course for which it was written and the primary instructor's name. Presentations will be scheduled in 20-minute time slots. Bring friends along to ensure a great audience!

Please email (1) this form, along with (2) the abstract, and (3) a list of participants as a Word document to [mark.bassett@case.edu](mailto:mark.bassett@case.edu) by March 1, 2010. Confirmation will be emailed to everyone by March 20<sup>th</sup>.

Co-Sponsored by **SOURCE** &  
HELD IN CONJUNCTION WITH  
**INTERSECTIONS**



## Celebration of Student Writing

Friday, April 16, 2010  
11 am – 3 pm  
Adelbert Gym

Celebrate undergraduate research, writing & creativity in SAGES and other courses!

Games, food, interactive displays, posters, blue ribbons, music, readings, graffiti, fun!

*Presenters: Why not invent new ways to excite and engage those who might visit Adelbert Gym?  
You never know who might be planning to stop by and celebrate with you!*



Some students will choose to read a paper. However, *most* University Seminars communicate their ideas via a different medium.

For ideas—or to register your class—please visit our website:  
[www.case.edu/writingweek](http://www.case.edu/writingweek)

In 2009, displays were also hosted by

- Sigma Tau Delta (the International English Honors Society),
- the *Observer*,
- the *Athenian*,
- *Case Review*,
- *Discussions*,
- the Common Book Reading Selection Committee,
- & other organizations.

If your group's members care about undergraduate-level writing, research, and creativity, please join us!



To discuss your ideas about adding a new feature to the 2010 Celebration, email [mark.bassett@case.edu](mailto:mark.bassett@case.edu)



Think spring!

**Refreshments will be served.**

Please join us...

and bring a friend!

