

Writing Program Annual Report 2009-2010

Writing Program Courses: By the Numbers

Course	Fall		Spring	
	Sections	Students	Sections	Students
English 148: Intro to Composition	1	11	1	12
English 148: Intro to Composition (<i>non-undergrads; WRC</i>)	1	3	1	4
English 150: Expository Writing	2	34	2	38
English 180: Writing Tutorial	1	15	1	30
English 181: Reading Tutorial (<i>ESS</i>)	1	9	1	14
English 183: Academic Writing Studio	1	2	1	6
English 184: Research Writing Studio	n/a	n/a	1	3
English 217B: Writing for the Health Professions	1	5	1	11
English 398: Professional Communication for Engineers	7	136	10	194
First Seminar (<i>w/ Writing Instructor</i>)	46	~782	1	17
ESL First Seminar (1 semester only)	3	38	n/a	n/a
ESL First Seminar (1 st semester of 2-semester sequence)	5	60	n/a	n/a
ESL First Seminar Continuation Seminar	2	16	6	63
Writing Foundations First Seminar	2	25	n/a	n/a
University Seminar (<i>w/Writing Instructor</i>)	23	~391	65	~1,105
TOTAL:	96	~1,527	91	~1,497

Writing Program Overview – AY 2009-2010

Director of Composition, Kimberly Emmons, Ph.D., Associate Professor, English Department

Over the course of the year, 55 writing instructors served approximately 3,024 students. Our Writing Faculty included 24 English graduate TAs, 19 full-time English Lecturers, 4 non-English graduate TAs, and 8 part-time SAGES Lecturers.

In summer 2009, a committee of Case Western Reserve faculty reviewed the SAGES Writing Portfolios submitted over AY 2008-2009. A full report is available online: <http://www.case.edu/writing>. This June, another committee will review the SAGES Writing Portfolios submitted since summer 2009.

SAGES Writing Instruction

Coordinator, Erika Olbricht, Ph.D., Instructor, Department of English

This year, the SAGES writing instructional support models changed so that we could offer a wider range of support to SAGES faculty. The new models are: **collaborative** (team-teaching), **consulting** (similar to the old "liaison" model), and **workshop** (3 in-class workshops per semester). Lecturers report that the

new models have helped seminar leaders to better understand their writing instructor's role and responsibilities. Lecturers also completed Writing Instructional Portfolios this year, which served as the basis of a spring evaluation conducted by the SAGES Instructional Coordinator.

Writing Resource Center

Director, Megan Swihart Jewell, Ph.D., Instructor, English Department

Staffed by SAGES and English lecturers and English graduate students working in four locations, the WRC supports undergraduate and graduate writing from all schools of the university through one-on-one writing support, ENGL 180 and ENGL 148 (Non-Undergrads), and campus-wide workshops. This year, WRC student visits increased by 30 percent.

	<u>Students</u>	<u>Visits</u>
General WRC tutoring services		
Summer 2009	24	58
Fall	548	1,574
Spring	474	1,346
Online Consultation		
Fall	6	6
Spring	21	55
School of Nursing Consultant		
Fall	17	54
Spring	16	34
Additional visits associated with English 148 (non-undergrads) & 180		
Fall	18	210
Spring	29	378
Total WRC usage 2009-10	1,148	3,715

ESL Writing Program

Director, Jessica Gerard, Ph.D., Instructor, English Department

This year, the ESL writing program re-evaluated and updated its curriculum. In addition, several new academic support initiatives were developed/supported by the ESL Director and the ESL program, most notably the International Student Mentoring Program (in collaboration with International Student Services), a new International Student Summer Orientation (via Educational Enhancement Programs) and the Spoken English Tutoring program (in collaboration with Educational Services for Students). These latter programs seek to provide students with a range of academic support and mentoring resources beyond the SAGES ESL classroom.

Writing Foundations Seminar Program

Coordinator, Sean Thomas Dougherty, Lecturer, English Department

This year, the SAGES Writing Foundations seminar was inaugurated to support students whose backgrounds & writing samples suggested that they might struggle in the traditional First Seminar classroom. Two SAGES First Seminars in fall 2009 offered writing instruction designed to enhance students' control over academic discourse and the writing process (including prewriting, drafting, revising, and rewriting); the seminars were capped at 12 students each. Additional resources for this population of student writers will be developed and made available over the next academic year.

Professional & Technical Communication Program

Director, Eve McPherson, Ph.D., Lecturer, English Department

In AY 2009-10, ENGL 398 Instructors continued to teach the curriculum established the previous year. This curriculum was created in response to learning outcomes desired by SAGES, ABET (formerly the Accreditation Board for Engineering and Technology), the School of Engineering, and the Committee on Writing. The curriculum continues to satisfy these parties, particularly the School of Engineering for which ENGL 398 Program Instructors evaluate and collect data on four learning outcomes mandated by ABET. The most significant change affecting the program this AY was the increase in student enrollment of and demand for the course. Due to this increased demand, two sections of ENGL 398 were added in Spring 2010; Fall 2010 enrollment numbers are also high.