CAMPUS WRITING PROGRAM

Annual Report
2013 - 2014

Campus Writing Program
2013-2014 Annual Report

Director's Introduction:

The Campus Writing Program at the University of Missouri will soon celebrate 30 years as one of the leading Writing Programs in the country and world. The following report attests to the strength of this program as a vital part of Mizzou's undergraduate student experience. The 2013-2014 Academic Year included continuing the year-long events that CWP is known for including Year 2 of our own program assessment project. The Writing Program and the MU Campus Writing Board addressed important topics during the year, including the concerns regarding support for multilingual writers, revision to the WI guidelines, and review and revision of the Large Enrollment Guidelines. At the request of the CWB, a Fact Sheet is now developed to share with department chairs and others so that key CWP information can quickly be shared. This was the second year of Faculty Development Awards, which will be highlighted in this report. As a staff (Amy, Bonnie, Jonathan, and Jackie), we are excited with the work we accomplished and with what the next year holds.

The CWP staff includes Jonathan Cisco, Coordinator overseeing the Education and Social Sciences sector and Bonnie Selting, Coordinator, working with the Natural and Applied Sciences as well as Humanities and Arts sectors. Naomi Clark, a doctoral student in English, completed her second year as a Graduate Research Assistant. Jackie Thomas provides the organization to keep the program running and serves a vital role connecting CWP with the Registrar's Office, Writing Intensive faculty, and other key stakeholders.

A common theme of the work this year was communication. As we talked with faculty and advisors across campus, we discovered some myths and misconceptions about the WI policies and guidelines. We have taken immediate steps to provide more information, such as meeting with the Advisors and creating a CWP Fact Sheet. We also are embarking on more videos and new website resources to help show and teach aspects of CWP work.

What continues to make each day so enriching is the opportunity to work with the faculty at MU. What I wrote in our previous reports still holds true: "One of the most important and highly rewarding aspects of this position is joining faculty at the Conley House conference table to discuss course proposals, syllabi, assignments, writing instruction, assessment, and all of this for the goal of student learning."

Amy Lannin
July 2014

CWP Mission Statement:

Our mission is to support faculty as *the* primary agents of Writing Across the Curriculum (WAC) theories and practices in educating students through principles of "writing-to-learn" and "learning-to-write." We believe that teaching by these principles will enhance students' critical thinking abilities and better engage them in complex problem solving while they learn to communicate with clear, effective language in discipline-specific ways. CWP has been conceived, developed, and governed by faculty as a rallying point for collaboration and sharing of writing-to-learn and learning-to-write theories and practices.

CWP Program Objectives:

Faculty Objectives*:* CWP is devoted to designing, instituting, and maintaining the following objectives:

- Programs and instruction that promote critical thinking and meaningful learning.
- Writing as a process that includes revision.
- Collaborative opportunities for faculty to share their work and their questions.

Student Learning Goals: Through Writing Intensive (WI) courses, students will think more critically as they use writing as a tool for learning and learn about writing in a particular discipline.

Student Learning Objectives:
Students successfully completing the WI course will be able to [fill in as is appropriate for particular course objectives]:

- Pose worthwhile questions by…
- Evaluate and know types of arguments by…
- Give feedback and know how to use feedback on pieces of writing through…
- Distinguish among fact, inference and opinion by…
- Articulate complex ideas clearly by…
- Deal with problems that have no simple solutions by…
- Consider purpose and audience by…
- Understand ways of communicating effectively in the given discipline as shown through…

Program Methodologies to Attain Objectives:

- Offering Faculty Writing Seminars featuring assignment and syllabi design, responding to student papers, utilizing revision techniques

- Understanding issues of plagiarism and other issues of WAC theory and practice
- Supporting faculty with Writing Intensive course offerings
- Making available the publishing support needed by both students and faculty

A Year in the Life of University of Missouri's Campus Writing Program

Research through the years has shown that writing is an unsurpassed tool for helping students learn to think more critically and grow intellectually. The University of Missouri (MU) houses a nationally known, well respected Campus Writing Program (CWP) that has worked continually with faculty since its inception in 1987 to offer students opportunities for enhance their learning through writing.

Campus Writing Board

The Campus Writing Board, Chaired by Dr. Bob Bauer, Geological Sciences, addressed numerous topics, in addition to reviewing WI Course proposals and FDA project proposals. The following topics were key agenda items:

- Revision of WI Guidelines
- Revision of Large Enrollment Guidelines
- Development of CWP Fact Sheet
- Revision of Faculty Development Award proposal process

CWP Initiatives

Faculty Development Awards

During the 2013-2014 year, and with the continued support of the Provost and Vice Provost for Undergraduate Studies, the Campus Writing Program (CWP) refined and increased awareness of Faculty Development Awards (FDA). Writing Intensive instructors at all ranks can be awarded up to $10,000 for projects that align with our mission to support faculty as the primary agents in educating students to reason critically, solve complex problems, and communicate with clear, effective language in discipline-specific ways.

We believe this kind of funding is ground-breaking for advancing faculty creativity, expertise, and productivity when teaching according to Writing Across the Curriculum (WAC) principles. Because of CWP's innovative project planning, faculty have continued to submit proposals and been granted funds for *remarkably resourceful and constructive projects* that keep to the criteria set forth in the "Call for Proposals." It is support like this that keeps the University of Missouri's Campus Writing Program at the top of the list of writing programs in the country. The most recently funded projects are listed below:

Dr. Ann Bettencourt (Department of Psychological Sciences): "The Science of Mindfulness." Given the burgeoning interest in mindfulness practices, Dr. Bettencourt's project is to develop a new writing intensive (WI) course on the psychological science behind such methods. The course will be designed to allow students to gain a comprehensive understanding of the theory and research on mindfulness practices.

> Goals: to provide an additional WI offering as well as an additional offering for the soon-to-be-proposed *certificate of study in contemplative practices*. Also, because the proposed course will be focused on scientific research, it will complement other offerings on campus, such as the Mindfulness-Based Stress Reduction course and the Mindfulness of Writing course.

Louise Miller PhD, RN, MU (Sinclair School of Nursing), Tim Safranski PhD, (MU Extension), and Robert Bauer PhD, MU (Department of Geology): "Grassroots Mentoring: Helping New Faculty Adopt WI into Their Teaching Portfolios." This award supports an important project for maintaining the quality Writing Across the Curriculum practices for which the University of Missouri is known around the world. Drs. Miller, Safranski, and Bauer along with the Campus Writing Program will design and initiate a pilot project for establishing a Mentorship Program in which experienced Writing Intensive (WI) faculty will advise and guide those instructors who are new to, or needing review in, WI concepts and principles.

> Goals: to give experienced WI Faculty opportunities to help more inexperienced faculty provide a robust WI student experience in the classroom. Then, when drawing on these opportunities, mentors and mentees can foster best practices in the University of Missouri's WI courses and enrich student learning through writing. More specifically, through creating a collegial Writing Intensive community, mentors and mentees will work toward a better understanding of using writing-to-learn concepts: writing is the responsibility of the entire academic community; writing must be integrated across departmental boundaries; writing promotes learning.

Dr. Clark Peters (Department of Social Work): "Giving Voice Through Writing: Capturing The Stories Of The Disadvantaged."

> Main Goal: to design and institute a new WI course that promotes better awareness of and critical thinking about, the cultural ramifications of the disadvantaged in our society.

Dr. Martha Townsend (Department of English): "The Letter As Genre." Award granted for designing and initiating a new, timely, and needed WI course open to all students, campus wide.

> Main Goal: to help students acquire an awareness and understanding of the importance of letters and letter writing in our culture and over time.

Dr. Sheila Baker (Department of Chemical Engineering): Award granted to plan, design, and initiate a much needed set of writing workshops for science majors.

> Main Goal: to develop scientific workshops aimed at priming undergraduate students in the art of scientific writing in an effort to increase their success within a science or engineering writing intensive (WI) course.

Dr. Vicki Carstens and Dr. Michael R. Marlo (Department of English): "Scientific Writing and Fieldwork Methodology in Linguistics." Funds granted for a quarter-time graduate teaching assistant for a successful WI course, *Field Methods in Linguistics*, the capstone course for Linguistic Majors.

> Main Goals: to maintain the success of this course by allowing students to work with the graduate student TA outside of class throughout the term and assist the instructor in providing feedback to students on their written work. Also, to give students additional research opportunities what will improve the quality of their writing and lead to professional publications and opportunities to be hired in their chosen field.

Dr. Joan Hermsen (Sociology and Women's Studies): Funds granted to support a Research Assistant and to assist in course evaluation and redesign**.** This course is an introduction to social science methods, including secondary data analysis, ethnography, and interviewing. The course also deals with the social construction of knowledge and multiple ways of "knowing" the social world. Funding will help design research projects that put additional emphasis on evaluating social research and communicating social research to lay audiences.

> Main Goals: to be able to redesign the course and increase the rigor of its research activities. Keeping with the principles of "writing" to learn, a main emphasis will be put on helping students learn how to present data in a meaningful way.

Second Annual Win Horner Awardee

Last year (2012-2013) The Campus Writing Program instituted a Win Horner Award for Innovative Writing Intensive Teaching with its first recipient Dr. Louise Miller from the Sinclair School of Nursing. This $1,000 award recognizes faculty who are starting a new WI course or taking a new direction with an existing WI course.

This year, the award went to Dr. James Noble, Department of Industrial and Manufacturing Systems Engineering (IMSE). Dr. Noble has demonstrated the type of teaching excellence called for in the criteria designated for the Win Horner Award as he taught IMSE 4970 and 4980.

> Evidence of innovative WI course and assignment design:
> - Utilizes assignments that promote critical thinking, multiple interpretations, and meaningful learning.
> - Succeeds at delivering what it sets out to (student success within the writing requirements of the course).
> - Demonstrates clear understanding of "writing to learn" and "learning to write" theories and practices.
> - Supports the principles of "writing as a process" through the course and assignment design.

Both Dr. Noble's students and colleagues wrote glowing letters in support of his nomination, and the Awards Committee found his writing assignments highly innovative and creative. As one student writes:

> *IMSE 4980 extensively helped me as a writer in a company setting as an industrial engineer. For this course we were assigned a project with a local company. Every week we had to provide a progress report to illustrate the problem, the progress we have had thus far, and what steps that needed to be taken in the future.*

And as Dr. Noble, himself, writes:

> *Over the past 15 years that I have taught these WI courses I have seen students develop into better thinkers, communicators, and engineers as a result of learning through writing. I have greatly enjoyed being a small part in helping them learn to communicate more effectively through the written word.*

We believe that this award went to a most deserving educator who truly fulfills the vision of the University of Missouri's Campus Writing Program

Ongoing Work of the Program

Throughout 2013-2014, the Campus Writing Program has sustained its campus wide work to initiate and improve our methods for teaching faculty and graduate students "writing-to-learn" and "learning-to-write" strategies, theories, and philosophies. We believe that this kind of information is so important to maintain our efforts toward promoting meaningful learning experiences for students across disciplines. We have held innovative workshops, seminars, and writing retreats, and, as usual, find our WI faculty engaged, supportive, and willing to participate.

Special New Projects

Grassroots Mentoring: Helping New Faculty Adopt WI into Their Teaching Portfolios: This year, three WI faculty collaborated on a Faculty Development Grant (See "**New Initiatives Continued: *Faculty Development Awards***) to obtain funds for a Mentoring Project in which experienced WI faculty would mentor those WI faculty who are new to, or needing review in, WI concepts and principles. As part of the plan, the Mentors, themselves, help design and develop this pilot mentorship.

We believe that by drawing on these opportunities for collaborative learning, mentors and mentees can foster best practices in the University of Missouri's WI courses and enrich student learning through writing. More specifically, through creating a collegial Writing Intensive community, mentors and mentees will work toward a better understanding of using writing-to-learn concepts. They will learn
- that writing is the responsibility of the entire academic community
- that writing must be integrated across departmental boundaries
- that writing promotes learning.

This pilot project is intended to be a forerunner to a possible future Mentorship program that will be instituted each semester. Thus, this one-year pilot will be the initial step toward creating a dynamic community of WI instructors interested in ongoing, regular sharing of WI teaching experiences. So far, we do not believe any other institution with a large WAC Program has undertaken this type of project and feel it enhance the University of Missouri's already prestigious reputation in Writing Across the Curriculum settings.

Invitational Seminars for Experienced WI Faculty: During the 2012 Spring and Fall Semesters, CWP held seminars to which selected, experienced WI faculty were invited. The main point of these seminars was to make a space for our experienced WI faculty

who often do not have other WI colleagues with which to spend time and share ideas. At each meeting, new ideas and strategies, were introduced and discussed which participants could apply to their own teaching, such as innovative designs for writing assignments, manners of responding to student writing, or using peer review, among other issues of particular interest to the group.

Invited faculty received a stipend for their participation, and among other responsibilities such as writing experiential reports and presenting at professional conferences, they brainstormed an activity for presenting their ideas more broadly. They decided on producing a WEB site dedicated to this seminar and the work that it produced.

This year, through the help of a Faculty Development Award, CWP has hired a graduate assistant whose work will be to get the seminar faculty together once again and plan, design, produce this WEB site. Thus, the work of these WI faculty will be available on the internet for a multitude of WAC academics around the world who will benefit from such experience and knowledge.

Workshops & Seminars: **(Please see Appendices at end of Report for Evaluations of CWP Workshops)**

Two-Day Workshops: The Program has continued to offer the important two-day Writing Workshops at the start of each semester. These workshops are attended by both new and experienced Writing Intensive (WI) instructors and cover such topics as Responding to Writing, Assignment Design, Assessment, Writing Instruction in an Online Course, Working with Multilingual Writers, and using writing as a learning tool in large WI courses.

Ongoing Workshops: CWP designed workshops with specialized topics, purposes, and/or goals in mind as detailed below:
- Mentoring Teaching Assistants in WI Courses
- Faculty Writing Toward Publication
- Reading Across the Curriculum
- Faculty Innovations
- Grant Writing
- Collaborating with MU Librarians
- Literature Reviews
- Plagiarism
- Online Applications for Writing
- Review of online writing handbooks

Specialized Workshops
- *Nursing School Workshops*: The CWP has continued to build upon its relationship with the School of Nursing's RN-to-BSN program by teaching sessions on basic writing issues, writing style, and audience awareness at on-campus days for the program's distance RN-to-BSN students.

Writing Retreats
CWP holds Writing Retreats for all faculty who would like to come "write" for a day in Conley House. The atmosphere is conducive to writing, quiet and respectful from writer to writer. This project has been so successful that CWP now has a waiting list of people who would like to take advantage of the opportunity to concentrate on their own work while having consultants (CWP staff) at hand for feedback, suggestions, and encouragement.

As a part of these Writing Retreats, CWP offers a two day event at the Frederick Hotel in Boonville, MO. This retreat is also well attended with participants usually staying overnight at the hotel and sharing a productive writing environment.

Establishing and Maintaining An Online Presence
During the year, CWP continued maintaining its Twitter feed (@mizzouCWP), and Facebook presence ("University of Missouri Campus Writing Program"), publish the program newsletter *e-WAC*, and manage the undergraduate writing journal *Artifacts*.   With programming support from ET@MO staff, CWP also continued the revision of the online forms used to create WI Proposals, Renewals, and Updates.

WI Course Reviews and Campus Writing Board
During Academic Year 2013-2014, the Campus Writing Board reviewed and voted on 411 courses.
- The Campus Writing Board is comprised of 18 voting faculty members divided into three subcommittees:
  - Education and Social Science (ESS)
  - Humanities and Arts (HA)
  - Natural and Applied Sciences (NAS)

The Writing Board meets three times each semester, plus holds subcommittee meetings in advance of each full Board meeting, for a total of six meetings per semester. The Writing Board Advisory Group, comprised of the Board Chair, three subcommittee chairs, and Program Chair meets as necessary during Winter and Summer breaks – typically once over Winter break and one to two meetings over the Summer. Board members review proposals in which faculty have applied for WI designation. These proposals come in three formats:
- New Proposals of courses which have not previously been offered as WI by the proposing faculty member
- Third-Year Renewals of previously offered WI courses which have been taught more than three years since first being proposed
- Semester Updates of previously offered WI courses which have been Proposed or Renewed within the previous three years.

The Writing Program Coordinators work with faculty in advance of the Board's reviews to bring courses into accord with the WI Guidelines (available on the CWP website).

Writing Intensive (WI) Requirements for University of Missouri Undergraduates

The following items constitute the Writing Intensive requirements for completion of undergraduate General Education and Graduation at MU:
- One WI course in any discipline and at any level
- One WI upper division course in the major (a department may ask a student to take a 3000- or 4000-level WI course in another department but still in an area closely related to the major)
- A grade of C- or better to count as WI
- Minimum of 6 WI credits*

It is recommended that English 1000 be completed <u>before</u> taking a WI course, and that WI courses be taken in separate semesters.

*Most WI courses are 3 credits, but some courses are sequenced and students may receive less than 3 designated WI credits as part of these multi-course sequences. Individual departments may apply to the Campus Writing Board to modify the requirement of 6 credits under these circumstances.

 Table 1: Table of courses reviewed and voted on by the Campus Writing Board or Campus Writing Board Advisory Group during Academic Year 2013-2014.

Semester of Course	Approved	Rejected	Revised	Withdrawn / Canceled	** 1-student courses
Spring 2013	2	0	0	0	0
Summer 2013	3	0	1	0	0
Fall 2013	68	0	18	0	1
Spring 2014	170	0	32	3	0
Summer 2014	19	0	9	0	0
Fall 2014	108	0	20	0	1
Spring 2015	9	0	2	0	0
Total	**379**	**0***	**82******	**3**	**2**

* Several courses requested WI designation for several sections, which may slightly alter total WI course count.
** Single-student courses include departmental theses & honors theses, and individual General Studies readings/capstone courses.
***All concerns on courses were resolved within each review-cycle; no courses were tabled for votes at a subsequent review-cycle.
**** On average, the Campus Writing Board requested revisions for approximately 21% of proposed writing-intensive courses.

WI Courses, Enrollment, and Support

For Academic Year 2013, including Summer 2013, Fall 2013, and Spring 2014, the Campus Writing Program offered approximately 392 Writing Intensive courses taken by 13,700 students, and disbursed $861,410 in OTS funding support. The WI courses had an academic-year total of 2,641 open seats, as calculated based on course capacity and each semester's Census Day enrollment figures. The open seats calculation does not include Mizzou Online self-paced courses, as the number of "open seats" would skew the results. Furthermore, the open seats calculation includes courses with prerequisites or otherwise-restricted access (such as instructor's permission); thus the total of open seats would not necessarily be a valid number to determine capacity.

Campus Writing Program Data Report

Writing Intensive Demographics

WI faculty rank distribution. The current rank distribution of faculty teaching writing-intensive courses during Academic Year 2013 indicates that the task of teaching writing-intensive (WI) courses is not deferred to lower-level or non-tenured-track faculty (See Figure 1). Over 60% of WI courses are taught by tenured or tenure-track faculty. Tenured full professors teach over a quarter of WI courses on campus (26.7%); tenured associate professors and tenure-track assistant professors teach 19.1% and 14.3% respectively. Less than a quarter of WI courses (17.7%) are taught by full teaching professors (1.9%), associate teaching professors (5%), and assistant teaching professors (10.8%). Adjunct faculty (15.9%) and graduate instructors (5.4%) teach the remainder of WI courses.

Several conclusions can be made when reviewing the distribution of WI faculty. For instance, even though WI courses are thought to be especially rigorous, we are seeing strong support for the principles of writing to learn from all academic ranks. Tenured instructors teach nearly half of all WI courses, which likely indicates broad support for the WI program and/or writing across the curriculum principles. We can also assume from these statistics that assistant tenure-track professors teach a slightly lower percentage than tenured instructors because departments may refrain from assigning them WI courses during the tenure process.
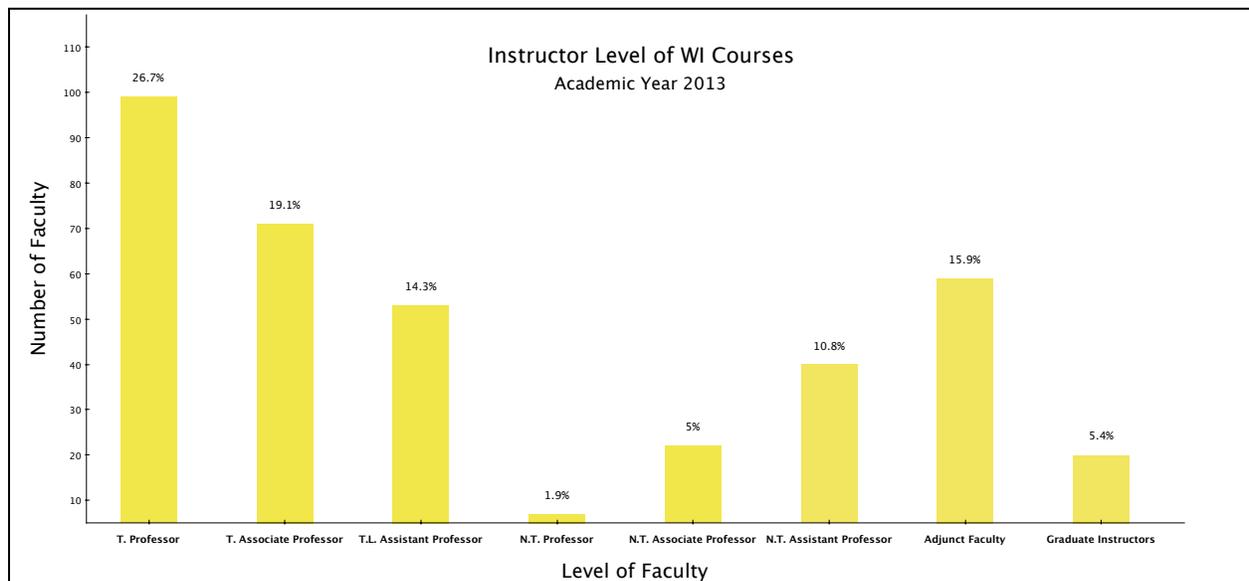
Figure 1. Instructor level of WI courses. This figure shows the distribution of faculty teaching WI courses in academic year 2013.

WI courses across academic sectors. Given the general acceptance of writing in the humanities, one might expect a vast majority of support for writing across the curriculum pedagogy to reside only in the humanities and arts sector. The data indicate, however, that the three sectors across campus—Humanities and Arts, Natural and Applied Sciences, and Education and Social Science—are nearly equivalent in their writing-intensive course offerings (See Figure 2). Humanities and Arts comprise 33.3% of WI courses on campus, with Natural and Applied Sciences and Education and Social Sciences at 29.2% and 37.4% respectively. The data also suggest that the Campus Writing Program's proactive approach toward implementing writing across the curriculum pedagogy in the physical and social sciences has thus far been successful.
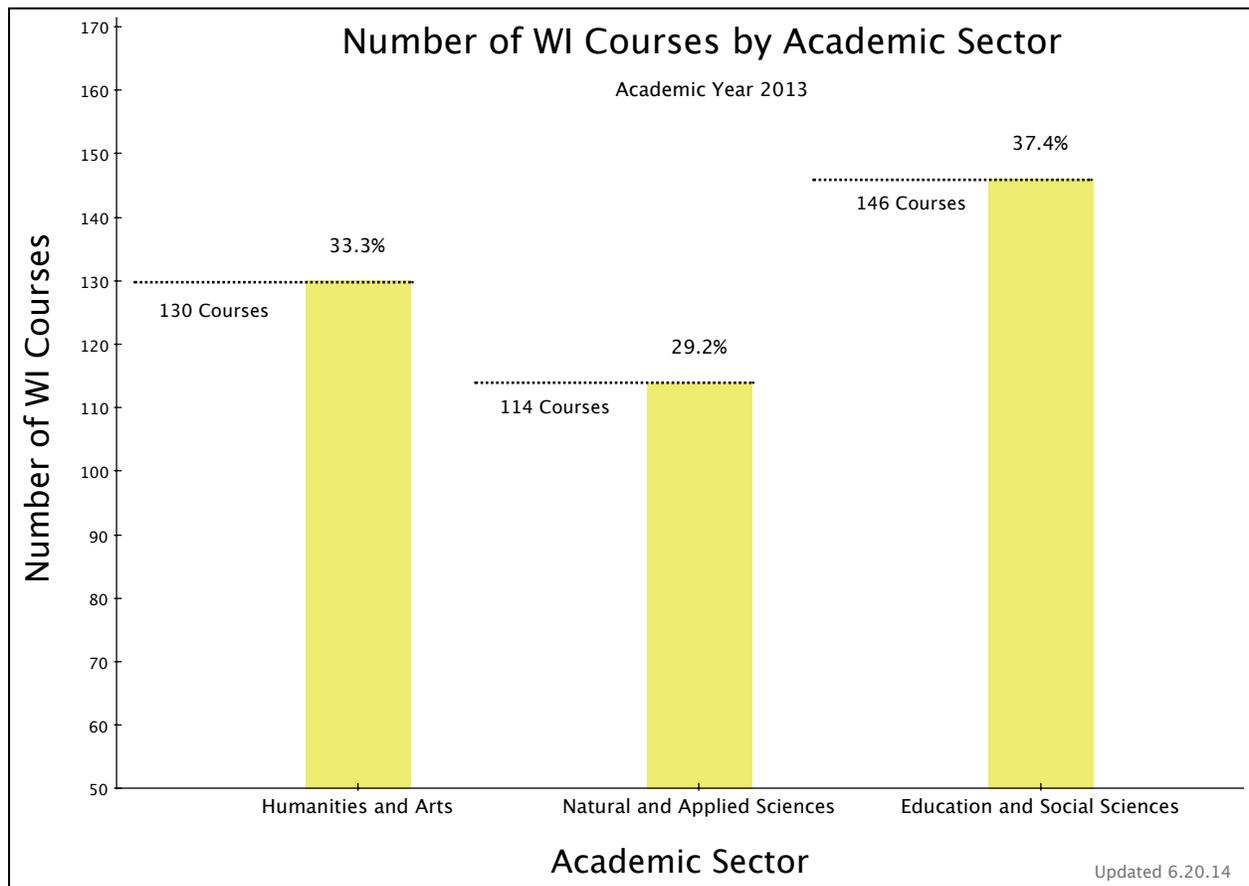

Number of WI Courses by Academic Sector

Academic Year 2013

Figure 2. Number of WI courses by academic sector. This figure shows the number of WI courses relative to academic sector.

WI Course Level Distribution

The distribution of WI courses by course level is shown in Figure 3. MU students are required to take at least two WI courses. For AY 2013, 3.1% of WI courses are offered at the 1000 course level. Sophomore (2000) and Junior (3000) level courses represent 14.4% and 27.5% of WI courses, respectively. The vast majority of WI courses are at the 4000 level, comprising 52.6% of all WI courses. Capstone courses at the 4000 level with an expected enrollment of one student (2.6%) have been removed from the overall 4000 level calculation.

CWP makes a concentrated effort to increase the percentage of 1000 and 2000 level WI courses, particularly through the use of Faculty Development Awards. WI courses at the 1000 level have risen from 1.6% in AY2012 to 3.1% in AY2013, while 2000 level have risen slightly from 14% in AY2012 to 14.4% in AY2013. We expect these percentages to continue to increase as the Faculty Development Awards, which include a category for WI conversion of lower level courses, become more prevalent across campus.
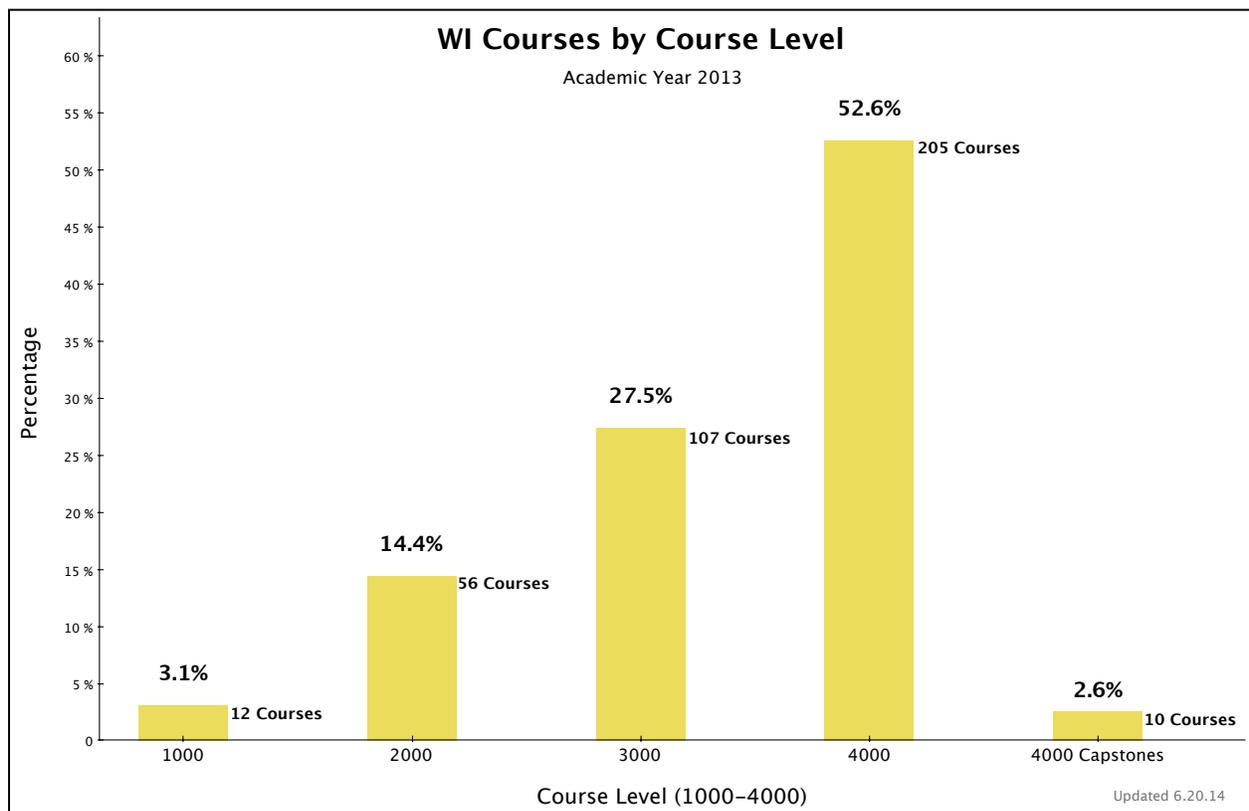

Figure 3. WI courses by course level. This figure shows the number and percentage of WI courses relative to course level.

WI Capacity and Actual Enrollment

In addition to the number of WI courses by level, the Campus Writing Program also tracks the percentage of open seats in WI courses, looking at the relationship between capacity and actual enrollment. Figure 4 shows 69.7% open WI seats in 4000 level courses, while 3000 level courses show 14.8% open WI seats. The 2000 level courses show 8.6% open WI seats, and the 1000 level courses show 6.9% open WI seats. These percentages are comparable to last year's open seat percentages of 59.7% (4000 level), 15.4% (3000 level), 21.2% (2000 level) and 3.8% (1000 level) in AY 2012. These numbers ignore enrollment in online self-paced courses.
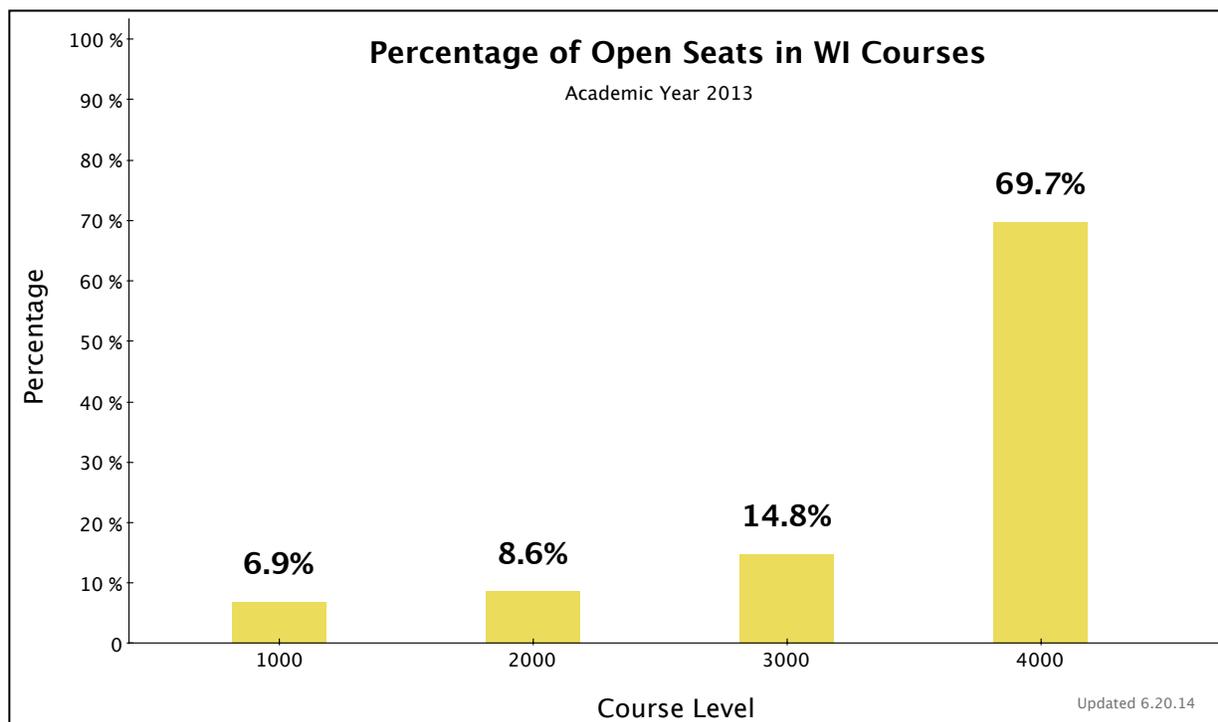

Figure 4. Percentage of open seats in WI courses. This figure shows the percentage of open seats in WI courses relative to course level.

Campus Writing Program Growth

New courses versus updated/revised courses. According to Townsend, Patton, and Vogt's (2012) assessment of the Campus Writing Program and similar university writing programs, the nature of revised/updated courses and newly developed courses indicates a writing program's overall health. For example, a sustained revised/updated course number without new courses may portend a lack of confidence in the writing program across that university's campus. Alternatively, programs that show an increase in new WI courses paired with a static updated/revised course number can be considered healthy writing programs.

Given this finding, the Campus Writing Program continues to assess the ratio of revised/updated and new writing-intensive courses on campus. Figure 5 shows the semester counts for updated/revised and new writing-intensive courses on campus. Updated and renewed courses held steady for Fall 2013 and Spring 2014 at 124 and 126, respectively. Furthermore, Fall 2013 and Spring 2014 saw 48 and 62 new courses, respectively. Thus, in accordance with writing across the curriculum literature, the data indicate that the University of Missouri's Campus Writing Program is currently in healthy standing across campus, showing a balanced ratio of updated/revised and new writing-intensive courses across campus.
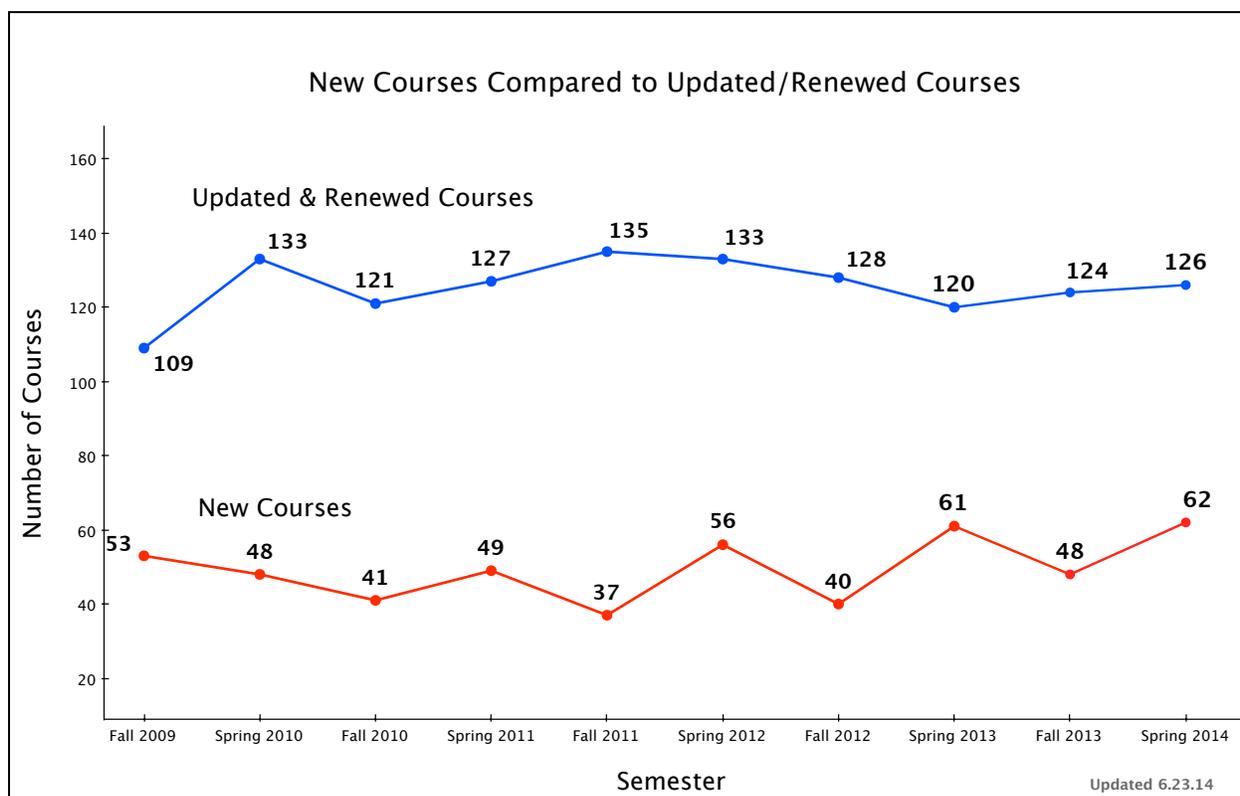

Figure 5. New courses compared to updated/revised courses. This figure shows the count of updated and revised WI courses paired with the count of newly developed WI courses.

Total WI Students and Students Eligible for Other Teaching Staff (OTS) Funding. Beginning in Academic Year 2006-2007, the University has seen a consistent increase in the number of students enrolled in WI courses, with the total number of courses eligible for OTS funding paralleling that increase. As seen in Figure 6, the increase for both indicators slowed in AY 2011 and has continued to level out in AY 2013.

Annual student eligibility for OTS funding typically ranges from 53% eligibility (as seen in AY 2006) to 62% (as seen in AY 2003). For AY 2013, 56.7% of students enrolled in WI courses were eligible for OTS funding.

The number of variables acting on this set of statistics makes analyzing the reason for the slower increase difficult. Some of the results may be a function of a lessening surge in overall student enrollment. In addition, WI course restructuring—which can range from courses collapsing into

larger courses or courses breaking up into several sections—may also be affecting the data. OTS Funds paid since AY 2009 can be seen in Figure 7.
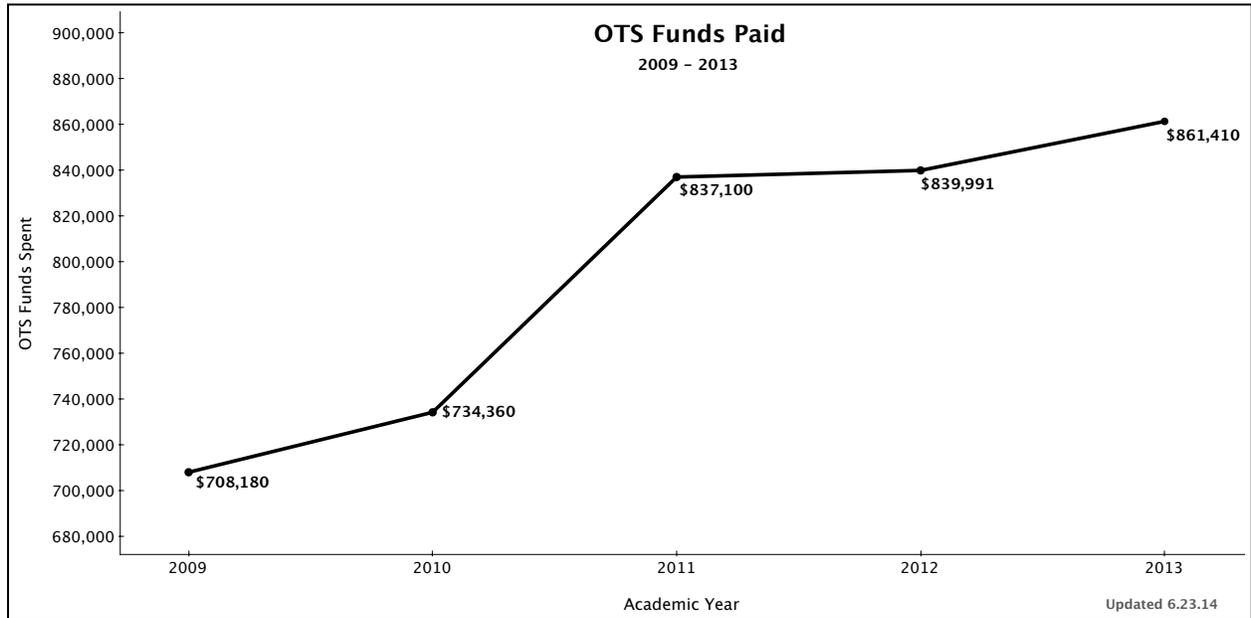

Figure 6. WI students and students eligible for OTS funding. This figure shows the leveling number of WI students and students eligible for OTS support. Part of the AY 2010 increase in OTS expenditures is due to CWP funding more consistently across departments, primarily with Journalism 2100 courses
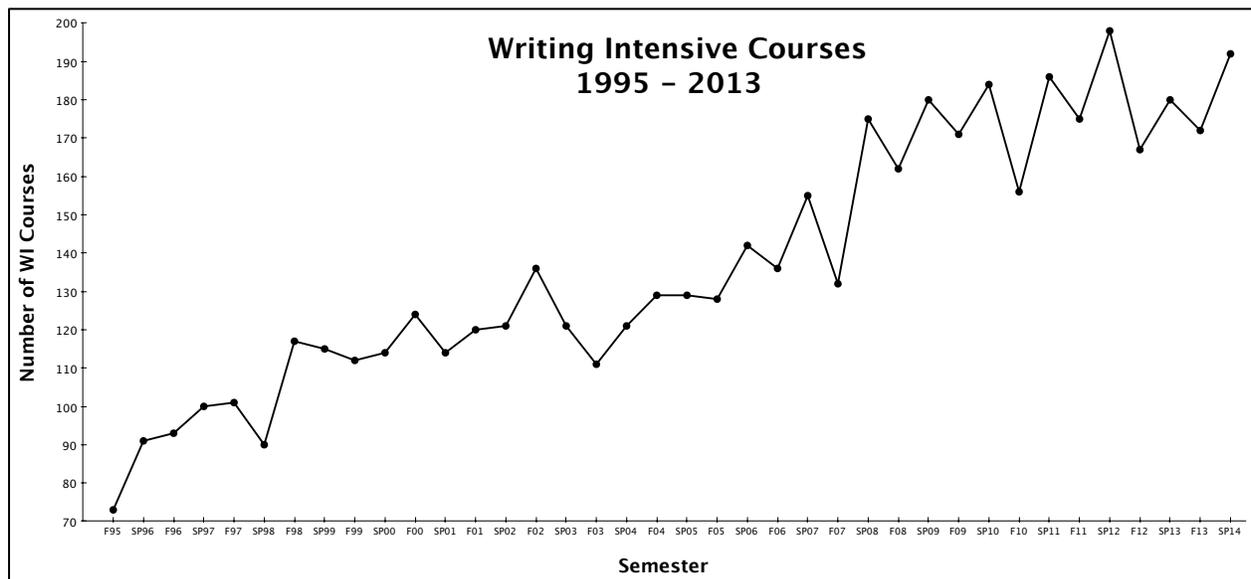

Figure 7. OTS funds paid. This figure shows total OTS expenditures from AY 2009 to AY 2013.

Longitudinal comparisons of growth. AY 2013 continued the general trend in the number of WI courses offered, the number of WI students enrolled, and OTS payments that have occurred over the program's last 17 years. Figure 8 shows the growth in WI student enrollment, Figure 9 shows the growth in WI courses by semester, and Figures 10 and 11 show the parallel growth in WI enrollment and courses with OTS support. Data for these variables became available in 1995.
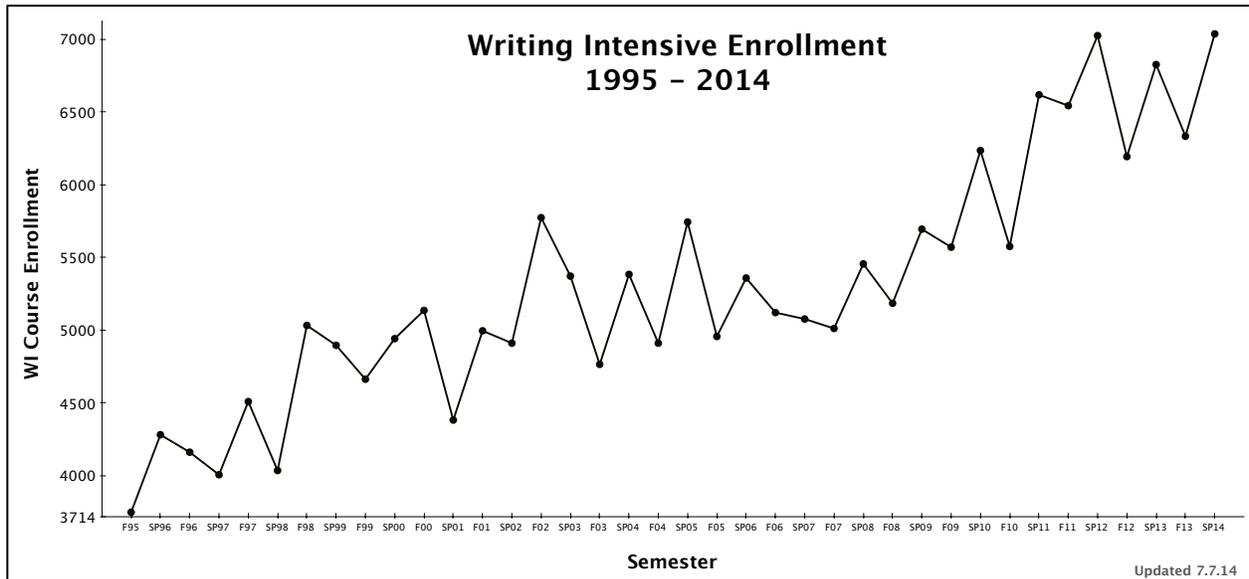

Writing Intensive Enrollment
1995 – 2014

Figure 8. WI enrollment, 1995-2014. This figure WI student enrollment from Fall 1995 through Spring 2014. Summer courses and enrollments are not shown.
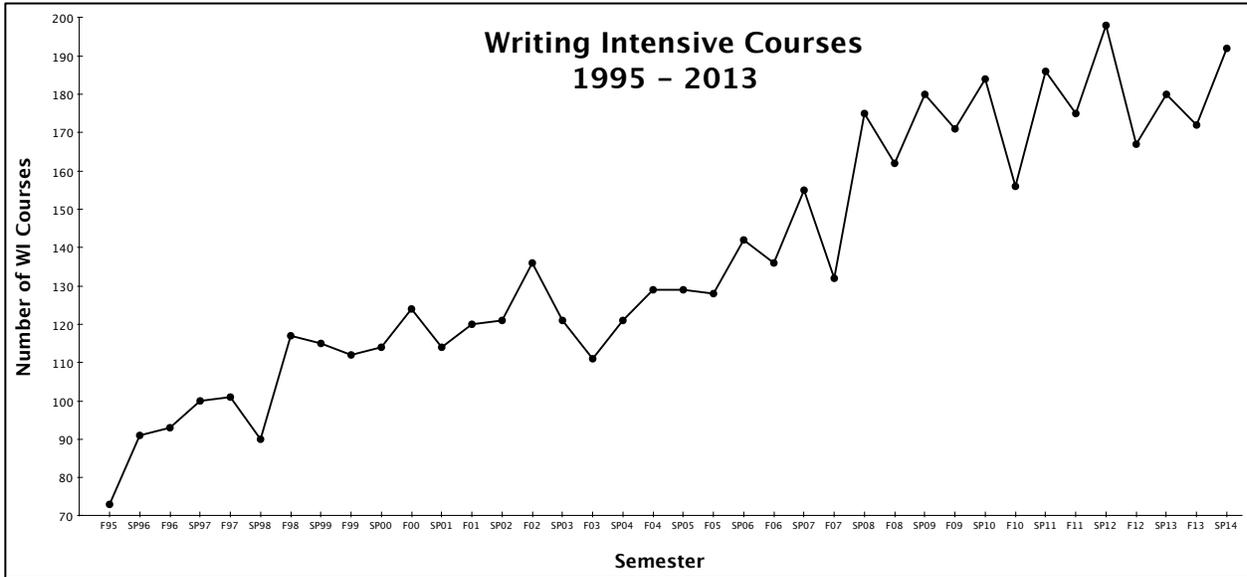
Figure 9. WI courses, 1995-2013. This figure WI student enrollment from Fall 1995 through Spring 2014. Summer courses and enrollments are not shown.
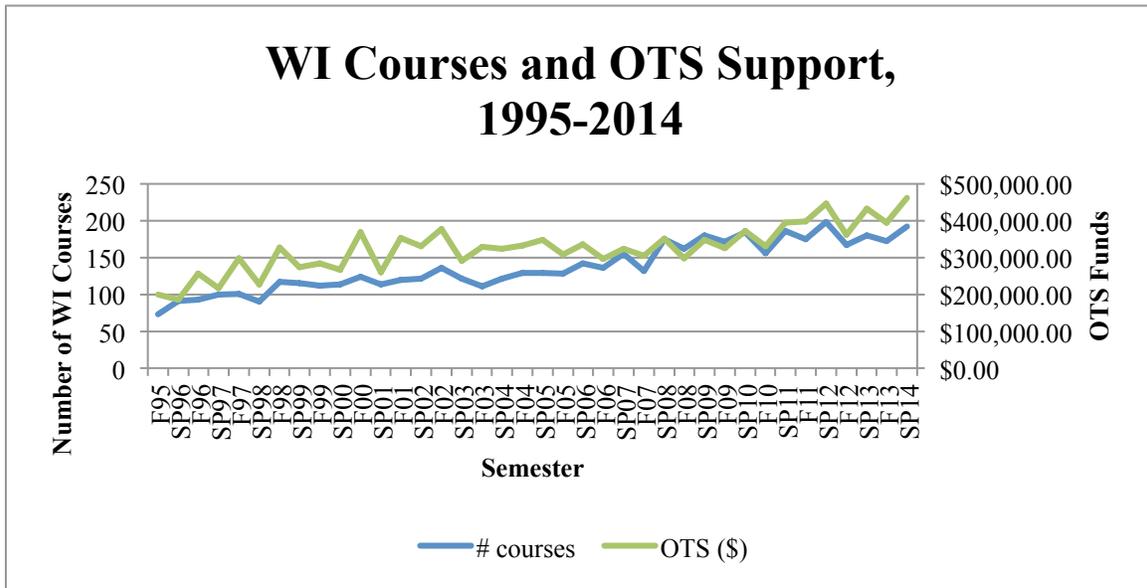

Figure 10. WI courses and OTS support, 1995-2013. This figure shows the number of WI courses relative to OTS payments for Fall 1995 through Spring 2013.
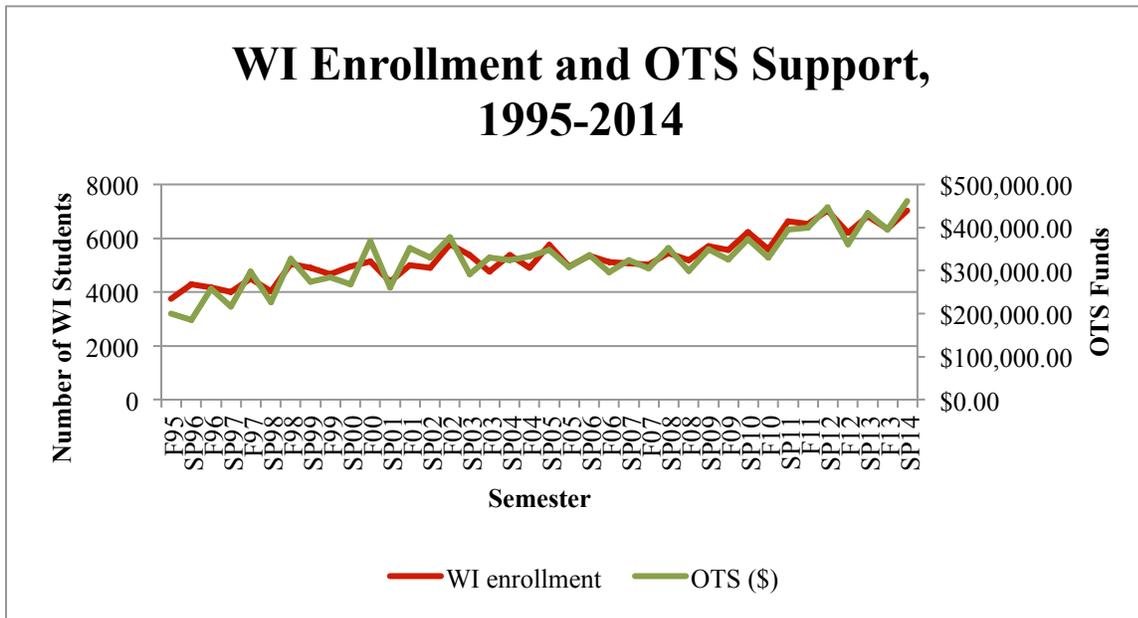
WI Enrollment and OTS Support, 1995-2014

Figure 11. WI Enrollment and OTS support, 1995-2014. This figure shows WI student enrollment relative to OTS payments for Fall 1995 through Spring 2014.

Appendix 1

Writing Intensive (WI) Requirements for University of Missouri Undergraduates

The following items constitute the Writing Intensive requirements for completion of undergraduate General Education and Graduation at MU:

- One WI course in any discipline and at any level
- One WI upper division course in the major (a department may ask a student to take a 3000- or 4000-level WI course in another department but still in an area closely related to the major)
- A grade of C- or better to count as WI
- Minimum of 6 WI credits*

It is recommended that English 1000 be completed before taking a WI course, and that WI courses be taken in separate semesters.

*Most WI courses are 3 credits, but some courses are sequenced and students may receive less than 3 designated WI credits as part of these multi-course sequences. Individual departments may apply to the Campus Writing Board to modify the requirement of 6 credits under these circumstances.

Appendix 2

Fall 2013 Faculty WI Workshop, August 12-13, 2013
Spring 2014 Faculty WI Workshop, January 13-14, 2014

We offer here the questions asked at the end of all Faculty Workshops and examples of the comments from participants regarding the Spring, 2013, Faculty Workshop. *These workshops received some of the highest scores of approval we have seem, with Faculty Workshop for Spring 2014: **94.5%***

Questions Asked
3b. The handouts were worthwhile.
3c. Bean's *Engaging Ideas* chapters were worthwhile.
4. I would have preferred other methods of presentation.
5. The presenters did not synthesize, integrate, or summarize effectively.
6. Some things were not explained well.
7. The workshop encouraged development of new viewpoints and appreciations.
8. The workshop provided opportunities to apply learned experiences to demonstrate understanding.
9. My interest in this topic has been stimulated as a result of this workshop.
10. The information presented seemed timely and up to date.
11. The pace at which the presenters covered the material was just about right.
12. Presenters wasted time by dwelling on insignificant, irrelevant material.
13. The workshop raised challenging questions or problems for discussion.
14. During the workshop I felt free to ask questions or express my opinion.
15. The scope of the workshop was too limited; not enough material was covered.
16. I will be able to use some of the ideas from the workshop in teaching my course(s).
17. The workshop acknowledged the connections between writing, reading, and thinking.
18. The workshop offered practical advice about responding to student writing.
19. The workshop offered practical advice about grading student writing
20. I would advise colleagues to attend future workshops.

Examples of Comments Received

How do you think the workshop will affect your teaching?
- *I will provide more info to students about the WHY of writing. I understand better how to grade HOC vs LOC.*
- *Helped with syllabus preparation; ideas about handling plagiarism; ideas about grading.*
- *I'll be more kind in responding to bad writing.*
- *I am better aware of how writing can be used to stimulate thinking and student growth.*
- *I will be able to create grading rubrics for grading papers.*
- *I will try not to edit student papers, rather provide comments on larger issues.*
- *I have already incorporated some of the new ideas into my syllabus and writing assignments.*
- *I felt relieved to hear that we are not obligated to give feedback on all of the changes required for the student to receive an 'A'. It will also help with syllabus design and assignment clarity.*
- *Focus on the purposes of WI courses.*
- *It will enable me to add more tools to my teaching "toolbox" to help students learn material at a deeper level.*
- *I will be much more direct, clear, and upfront about my expectations for written work and why it's important.*

What might we have included that we didn't (or) what should we leave out next time around? (Such as more discussion of plagiarism, ESL issues, or other?)
- *Plagiarism talk initially good, but data of what is in Provost Office is misleading. Preventing plagiarism - info on How to handle would be more useful.*
- *The 1-hour presentations could be shortened, but were valuable anyway.*
- *Appreciated the time spent on grading, could use more*
- *Discuss a bit about norming sessions and how WI may be implemented in large courses.*
- *The Comp1000 discussion could include more specifics about what they do in that class.*
- *More time to work on a projects*

What should CWP do now to follow through with further assistance for you? (Such as consultations, norming sessions, departmental workshops, or other?)
- *Be available for consultations when I run into problems*

Any other comment you care to add?
- *Really liked sample course syllabus*
- *Extremely helpful. I will be more comfortable teaching WI after this workshop.*
- *Clear that presenters are partners & allies with students (which is great), & that you have an uphill road working with faculty who have a definite 'us vs them' mentality. My only constructive comment would be structuring group discussions to limit this dynamic.*

Appendix 3

Fall 2013 Faculty/TA WI Workshop, August 15, 2013
Spring 2014 Faculty/ TA WI Workshop, January 17, 2014

We offer here the questions asked for both Faculty/TA Workshops and some examples of the comments we received for Spring, 2013. *These workshops received some of the highest scores of approval we have seen, with Faculty/TA Workshop for Spring 2013: **94.2%***

Questions Asked
1. The workshop's objectives were clear.
2. It was easy to remain attentive.
3a. The workshop *content* was worthwhile.
3b. The workbook and handouts were worthwhile.
4. I would have preferred other methods of presentation.
5. The presenters did not synthesize, integrate, or summarize effectively.
6. Some things were not explained well.
7. The workshop encouraged development of new viewpoints and appreciations.
8. The workshop provided opportunities to apply learned experiences to demonstrate understanding.
9. My interest in this topic has been stimulated as a result of this workshop.
10. The information presented seemed timely and up to date.
11. The pace at which the presenters covered the material was just about right.
12. Presenters wasted time by dwelling on insignificant, irrelevant material.
13. The workshop raised challenging questions or problems for discussion.
14. During the workshop I felt free to ask questions or express my opinion.
15. The scope of the workshop was too limited; not enough material was covered.
16. I will be able to use some of the ideas from the workshop in teaching my course(s).
17. The workshop acknowledged the connections between writing, reading, and thinking.
18. The workshop offered practical advice about responding to student writing.
19. The workshop offered practical advice about grading student writing

Examples of Comments Received

What information was the most helpful for you?
- *Grading; TA scenarios*
- *Discussing the scenarios*
- *Possible scenarios we may encounter; how to comment on student papers most effectively*
- *The hints/tips to focus and prioritize writing issues will be very helpful.*
- *Difficult scenarios discussion.*
- *Connecting grading with the professor's grading rubric.*
- *I am new so the entire presentation was helpful.*
- *The scenario discussion & plagiarism info.*
- *Grading & commenting section.*
- *Scenarios; commenting on writing.*

What might we have included that we didn't (or) what could we improve next time around? (Such as more discussion of plagiarism, ESL issues, or other?)
- *ESL issues; how to deal with athletes who know in advance they'll be missing class time.*
- *I thought the day's presentations were clear and informative.*
- *Longer time to discuss scenarios.*
- *More discussion of ESL*
- *Other resources on campus to address difficult scenarios.*
- *Possibly ESL issues.*
- *Handout to give students with resources.*

How do you think the workshop will affect your teaching?
- *Get me into thinking as a TA instead of as an instructor - "I am not the boss!"*
- *I will be more aware of how I respond to students.*
- *I think it has helped my teaching skills*
- *The workshop will allow me to grade in a more economical manner.*
- *I will certainly continue to use the packet! It has great information.*
- *It will help because I am new.*
- *It will make me more prepared for grading papers!*
- *Significant improvement.*
- *More organized & effective.*
- *Positively, especially in comments.*

How can the Campus Writing Program follow through with further assistance for you?
- *Just be available!*
- *More workshops: follow-up.*
- *Send emails.*
- *Giving contact info for future programs.*
- *Be available to answer questions.*
- *CWP does a very good job of this as is.*

- *Just being there for us to contact if we need help later on.*
- *Email updates, events, resources.*
- *Other workshops throughout the semester regarding other WI-TA topics.*

Would you advise colleagues to attend future workshops? Yes/No Why?

Yes: 27

No: 0

Please write additional comments in the space below.
- *I enjoyed the workshop, however some materials were too basic*
- *Enjoyed interaction and liveliness of presenters.*