Campus Writing Program
2010-2011 Annual Report

Prepared by:
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Catherine Chmidling
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Director's Introduction

This annual report demonstrates MU's Campus Writing Program outreach to faculty and students. As an instructor of Writing Intensive courses over the years, I have been impressed with the knowledge and experience of the Campus Writing Program staff and directors. I join faculty across campus in being thankful for the foundation they have created for writing to learn and learning to write in the disciplines.

Taking on the role of CWP Director will allow me to continue building on this foundation and connecting with the work I have already been pursuing in Writing Across the Curriculum. For over 20 years I have worked with sites of the National Writing Project, including the Missouri Writing Project (MWP). MWP is a federally-funded university partnership to support educators at all levels in writing instruction and assessment. This experience with a national program to support writing instruction and involvement with the Missouri Writing Projects Network (a state network of five NWP sites located at universities) is already providing outreach opportunities for MU's Campus Writing Program.

With the hiring of a new director, there is a time of transition: Maintaining some decisions based on precedent while at the same time accumulating a list of ideas, questions, and future directions. The year ahead will include policy decisions related to the funding formula for courses as well as enhanced faculty outreach programs. Since June 2011, CWP Staff has been meeting weekly to plan and share our mission and goals for the future.

Our summer 2011 work has included work sessions with faculty, revision of the CWP Mission Statement and a renovated website. To continue building our program and our work as a team, the CWP Coordinators (Catherine Chmidling and Bonnie Selting) and I will attend the July 2011 Workshop and Conference for Writing Program Administrators.

It has been my goal to see students experience writing as a tool for thinking, learning, and communicating and to apply that to their other coursework and life beyond MU. This goal now extends to students across campus and curriculum areas. I look forward to the work we have ahead of us.

Amy Lannin
June, 2011

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.

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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.

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 as part of writing.
- Collaborative opportunities for faculty to share their work and their questions.

Student Learning Objectives**:**

Writing Intensive Courses (WI) provide opportunities for students to think more critically and foster the ability to:

- Pose worthwhile questions
- Evaluate arguments
- Give and receive criticism
- Distinguish among fact, inference and opinion
- Articulate complex ideas clearly
- Deal with problems what have no simple solutions
- Consider purpose and audience
- Understand how given disciplines define themselves and their ways of communicating effectively
- Become informed, independent thinkers.

Program Methodologies to Attain Objectives:

- Offering Faculty Writing Seminars featuring assignment and syllabi design, responding to student papers, revision techniques, understanding issues of plagiarism, and other issues of writing across the curriculum theory and practice
- Supporting faculty with Writing Intensive course offerings
- Making available the publishing support needed by both students and faculty

Academic Year 2010 – 2011 Overview

During Academic Year 2010-2011, the Campus Writing Program continued to experience overall growth in course offerings and student capacity. In addition, the CWP expanded its faculty development programming by initiating campus wide calls for proposals for seminar presentations. Stipends were provided for both presenters ($250) and participants ($50) of proposed seminars. In these and other seminars, issues such as *Near-Authentic Learning Experiences in Scientific Writing and Scientific Peer Review*, *Storytelling in Medical Science*, *Using Short Answer/Essay Exams in Large Classes*, *Plagiarism*, and *Encouraging Critical Thinking and Problem Solving Through Writing* were shared and discussed in a collegial, productive environment. These activities provided MU faculty with additional resources regarding student mentoring and instruction using writing. The CWP continues to fulfill its mission of supporting faculty across the curriculum as the primary agents who guide students in critical thinking and effective discipline-specific communication.

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. CWP has also begun collaborating with the School of Medicine's Department of Anatomy and Physiology to assist with a Communications in Death Investigation course planned for Fall 2011. Collaborative activities help CWP expand its work as a faculty support resource to encourage sound pedagogies which stress critical thinking and discipline-appropriate communication.

During Academic Year 2010-2011, CWP established a Twitter feed (@mizzouCWP), while continuing to maintain our 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 continued the revision (started in Spring 2010) of the online forms used to create WI Proposals, Renewals, and Updates. Questions from the Proposal form were added to the Update form (such as those on critical thinking and estimates of assignment lengths), and explanatory text was added in order to clarify the manner in which course writing is tallied. The user-interface page was also updated to provide read-only views of faculty members' previous WI course information (only available via login). More recently, CWP staff have begun revising the CWP website (cwp.missouri.edu) to a format compatible with all major web browsers and to improve organization and access to frequently consulted pages.

Academic Year 2011 – 2012 Preview

Highlights of Plans for 2011-2012:

- MU's Campus Writing Program Director and Coordinators to attend Writing Program Administrators Workshop and Conference, Baton Rouge, Summer 2011
- Faculty Workshops with monthly follow-up seminars
- Writing Intensive Seminars for Experienced WI faculty
- Monthly workshops for Writing Intensive Tutors (WITS)
- Continued publication of *E-WAC*
- Continued publication of student writing in *Artifacts*
- Enhanced campus visibility, including website re-design, new brochure, collaborations with groups on campus, and faculty awards program
- Faculty partnerships to explore areas of writing in specific disciplines

WI COURSE REVIEWS

During Academic Year 2010-2011, beginning with the Campus Writing Board's first meeting in September 2010 through the Board Advisory Group's final vote in late May 2011, the Campus Writing Board reviewed and voted on 341courses held over 6 semesters (see Table 1 below).

The Campus Writing Board is comprised of 18 voting faculty members divided into three subcommittees: Education and Social Science (ESS), Humanities and Arts (HA), and Natural and Applied Sciences (NAS). The Writing Board meets three times each semester, plus 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 Director, 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 different 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, and 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).

[Approval figures as of June 1, 2011]

Semester of Course	Approved	Tabled / Returned	Rejected	Withdrawn / Canceled	* 1-student courses
Summer 2010	3	0	0	0	2
Fall 2010	25	0	0	0	6
Spring 2011	152	0	0	5	10
Summer 2011	23	0	0	0	1
Fall 2011	133	0	0	0	3
Spring 2012	5	0	0	0	0
Total	**341**	**0****	**0**	**5 (including 1 1-student course)**	**22 (-1 w/d) 21 final total**

* 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.

Table 1: Table of courses reviewed and voted on by the Campus Writing Board or Campus Writing Board Advisory Group during Academic Year 2010-2011.

WI COURSES, ENROLLMENT, AND SUPPORT

For Academic Year 2010-2011, including Summer 2010, the Campus Writing Program offered 369 Writing Intensive courses taken by 12,612 students, and disbursed $730,510 in OTS funding to 163 of those courses (see Table 2 below).

WRITING INTENSIVE COURSES & SUPPORT BY SCHOOL / COLLEGE								
	Summer 2010			**Fall 2010**			**Spring 2011**		
College / School	Support Amount ($)	Courses Held (#)	Students Enrolled (#)	Support Amount ($)	Courses Held (#)	Students Enrolled (#)	Support Amount ($)	Courses Held (#)	Students Enrolled (#)
Agriculture, Food, and Natural Resources	$0	0	0	$36,960	11	543	$55,110	15	776
Arts and Sciences	$110	16	256	$141,680	64	2,288	$149,710	84	2,660
Business	$0	2	2	$32,670	3	427	$33,440	6	439
Education	$0	1	1	$5,610	8	181	$220	5	81
Engineering	$0	0	0	$20,020	14	438	$15,620	16	413
Health Professions	$0	2	14	$14,630	10	283	$14,080	11	306
Human Environ. Sciences	$0	0	0	$65,560	8	743	$96,030	13	1,097
Journalism	$0	4	55	$2,090	25	395	$17,160	31	638
Music	$0	0	0	$0	2	9	$0	0	0
Natural Resources	$0	0	0	$2,310	6	113	$0	0	0
Nursing	$5,390	2	89	$3,630	1	53	$5,940	2	94
Provost Division (Honors College & Interdiv.)	$0	0	0	$4,950	4	103	$7,700	3	115
TOTAL	**$5,500**	**27**	**417**	**$330,110**	**156**	**5,576**	**$395,010**	**186**	**6,619**
Total 1-student courses		5			6			11	
Total vacant seats (capacity less enrollment)			156			985			579

Totals for AY 10-11:				
Total OTS	**Total Courses**	**Total Enrollment**	**Total 1-student courses**	**Total vacant seats**
$730,620	**369**	**12,612**	**22**	**1,720**
Average course size including 1-student courses: 35.03				
Average course size excluding 1-student courses: 37.25				

*Note: Calculation of vacant seats = course capacity minus course enrollment. This calculation does not take into account courses limited to majors / grade-levels or with prerequisites.

Table 2: Summary of WI courses, WI enrollments, and WI course support across MU Schools and Colleges for the 2010-2011 fiscal year.

WI DEMOGRAPHICS

The rank distribution for faculty teaching WI courses during Academic Year 2010-2011 is more evenly proportioned than the rank distributions of the overall MU faculty population. We compared the distribution of WI faculty with the aggregate full-time and part-time, and full-time only rank proportions of MU faculty reported by University Institutional Research for 2010 (Figure 1, below). The population of WI faculty for academic year 2010-2011 contained higher percentages of full and Associate Professors, and lower percentages of Assistant Professors and Non-Tenure Line faculty than the percentages of those ranks in either the MU full-time and part-time or full-time only faculty populations. CWP's data-reporting category of Non-Tenure Line, created for comparison with the MU Office of Institutional Research category of Unranked Teaching/Research Faculty, is defined as all ranks labeled as 'Visiting,' 'Adjunct,' 'Instructor,' or Graduate Instructor.' For the purposes of CWP's annual report Clinical, Teaching, and Professional Practice ranked WI faculty are included in the counts for Assistant/Associate/[Full] Professor WI faculty.

One third of the WI faculty (33.5%) taught more than one section or course as WI during the academic year. 227 faculty taught 369 WI sections or courses in AY10-11, with 76 of those faculty teaching more than one WI course over the academic year. To account for WI faculty who teach multiple WIs, Figure 1 displays both the percentages of WI courses taught by instructors at each rank (Figure 1, second dataset), as well as the percentages of individual WI faculty at each rank with duplicates for multiple sections/courses removed (Figure 1, third dataset). 47% of WI faculty ranked as Professor taught multiple WI courses/sections; 27% of faculty at the rank of Associate Professor taught multiple WI courses/sections; 29% of WI faculty at the rank of Assistant Professor taught multiple WI courses/sections; and 33% of Non-Tenure Line faculty taught multiple WI courses/sections.
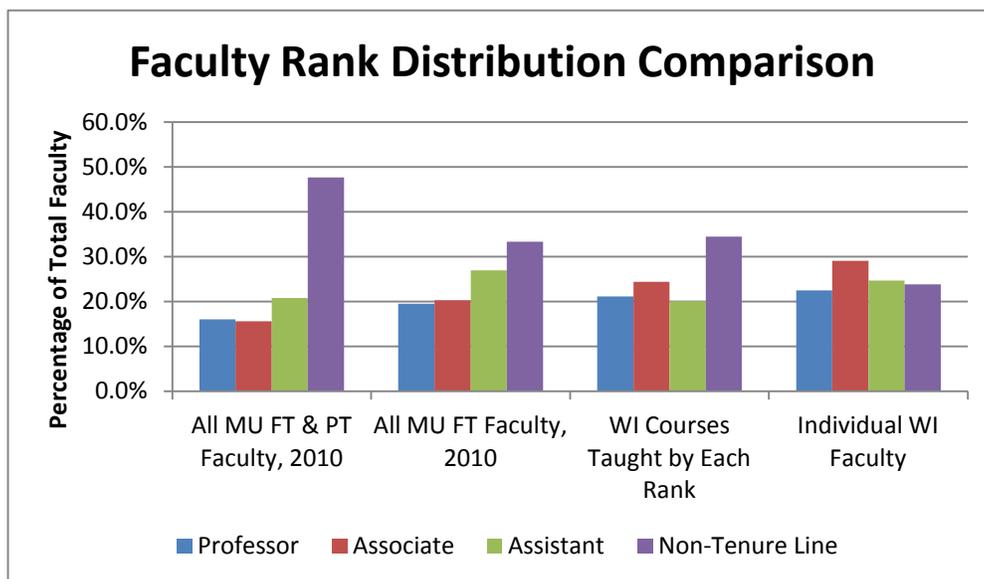

Figure 1: Academic Year 2010-2011 faculty rank comparisons between MU faculty and WI faculty populations.

The population of WI faculty for AY2010-2011 contains higher percentages of Full (3% higher) and Associate Professors (9% higher), and lower percentages of Assistant Professors (2% lower) and unranked/Non-Tenure track faculty (10% lower) than the University's full-time faculty population. The highest differences are at the Associate Professor and unranked/Non-Tenure track ranks (see Table 3 below).

Comparison of Faculty Rank Percentages				
Rank	All MU FT & PT Faculty, 2010	All MU FT Faculty, 2010	Individual WI Faculty	WI faculty relative to MU-FT faculty
Professor	16.0%	19.5%	22.5%	+3.0%
Associate	15.6%	20.3%	29.1%	+8.8%
Assistant	20.7%	26.9%	24.7%	-2.3%
Non-Tenure Line	47.7%	33.3%	23.8%	-9.6%

Table 3: Comparison of percentages of faculty rank among all MU full-time and part-time faculty, MU full-time faculty, and CWP WI faculty.

CWP's WI course support funding (OTS = Other Teaching Staff) can also be examined by distribution of faculty ranks (Figure 2, below). Full professors teach 23% of WI courses, 21% WI students, and receive 21% of OTS support. The average course size taught by Professors is 34 students per course. Associate Professors teach slightly more WI courses students, and receive a slightly lower percentage of WI OTS funding, indicating that they frequently teach smaller enrollment WI courses, with average course sizes of 32 students per course. Assistant Professors teach more students in fewer courses, and with the resulting higher average course size of 41 students per course, receive a greater percentage of WI OTS funding (28%). Non-Tenure Line faculty teach the highest percentages of WI courses and students, and receive the highest percentage of WI OTS funding (30%), but have the lowest average course size (32 students per course), indicating that Non-Tenure Line WI faculty teach a broad range of course sizes (see Figure 2, below).
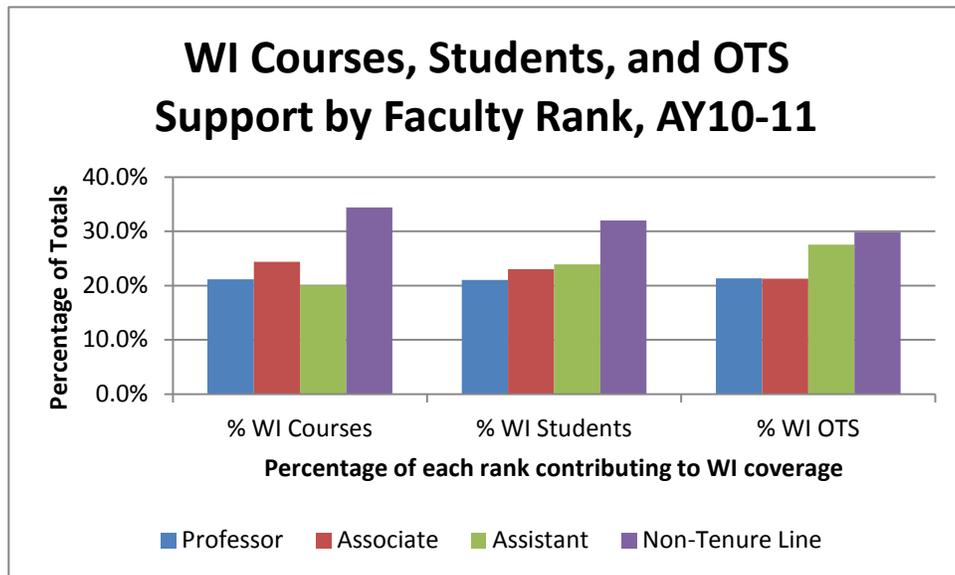

Figure 2: Academic Year 2010-2011 WI faculty rank percentages teaching WI courses, WI students, and receiving WI OTS funds.

Figure 3 (below) displays the percentages of WI courses, WI student enrollment, and OTS support relative to course size as determined by Census Day enrollment. 60% of WI courses, serving 36% of WI students, had enrollments in the 11-20 student and 21-40 student categories, with an additional 20% of courses and 17% of students included when summing courses sized 2 to 60 students. WI Courses of 101 students or more represent 7% of WI courses offered, 35% of WI students, and 56% of WI course funding.
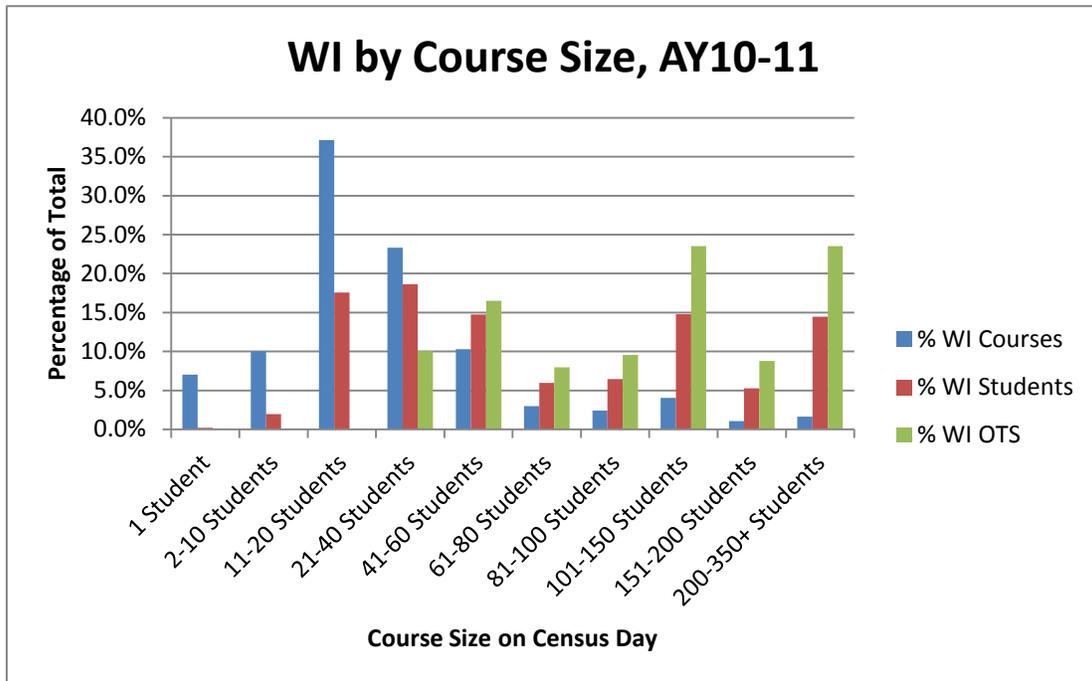
WI by Course Size, AY10-11

Figure 3. Academic year 2010-2011 percentages of WI courses, WI students, and OTS support grouped by course size as determined by Census Day enrollment.

The distribution of WI courses, WI student enrollment, and OTS support across the 1000 to 4000 course levels (Figure 4, below) reveals that over 57% of WI courses are offered at the 4000 level. They serve 37% of WI students, and receive 24% of OTS funds. WI course offerings and enrollment are quite similar across the 2000- and 3000-levels, at approximately 20-21% of WI courses and 29-34% of student enrollment each. WI courses at the 1000-level represent only 2% of WI courses and 8% of WI student enrollment. Much academic and popular culture attention (such as Gladwell 2008, *Outliers*) has focused in recent years on the importance of frequent and extended time devoted to skill mastery with feedback on performance. Clustering over half the available WI courses at the 4000-level may be less beneficial to students' development of critical thinking and clear communication skills for use and improvement *during* their undergraduate education, than if more WI courses were available and encouraged at lower levels earlier in individual curricula.
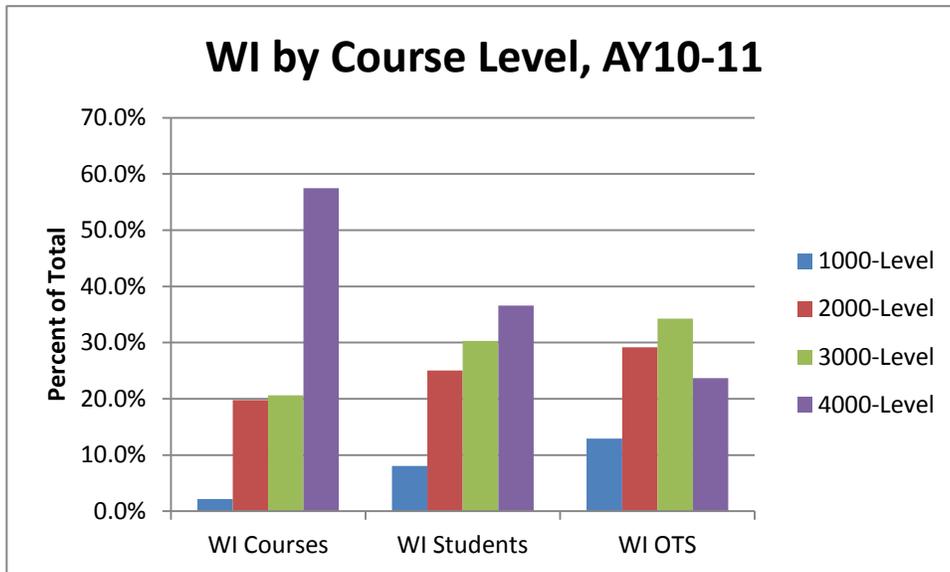
WI by Course Level, AY10-11

Figure 4: Academic year 2009-2010 percentages of WI courses, WI students, and OTS support grouped by course level (1000- through 4000-level).

WI Growth

Academic year 2010-2011 continued the general growth trends in number of WI courses offered, the number of WI students enrolled, and OTS payments which have occurred over the program's last 16 years. Figures 5 (below) shows the growth in WI courses and WI student enrollment, while Figures 6 and 7 (below) show the parallel growth in WI courses and corresponding OTS support, and WI student enrollment and OTS support paid. Increases in WI student enrollment follow overall increases in University enrollments (see Figure 8, below).
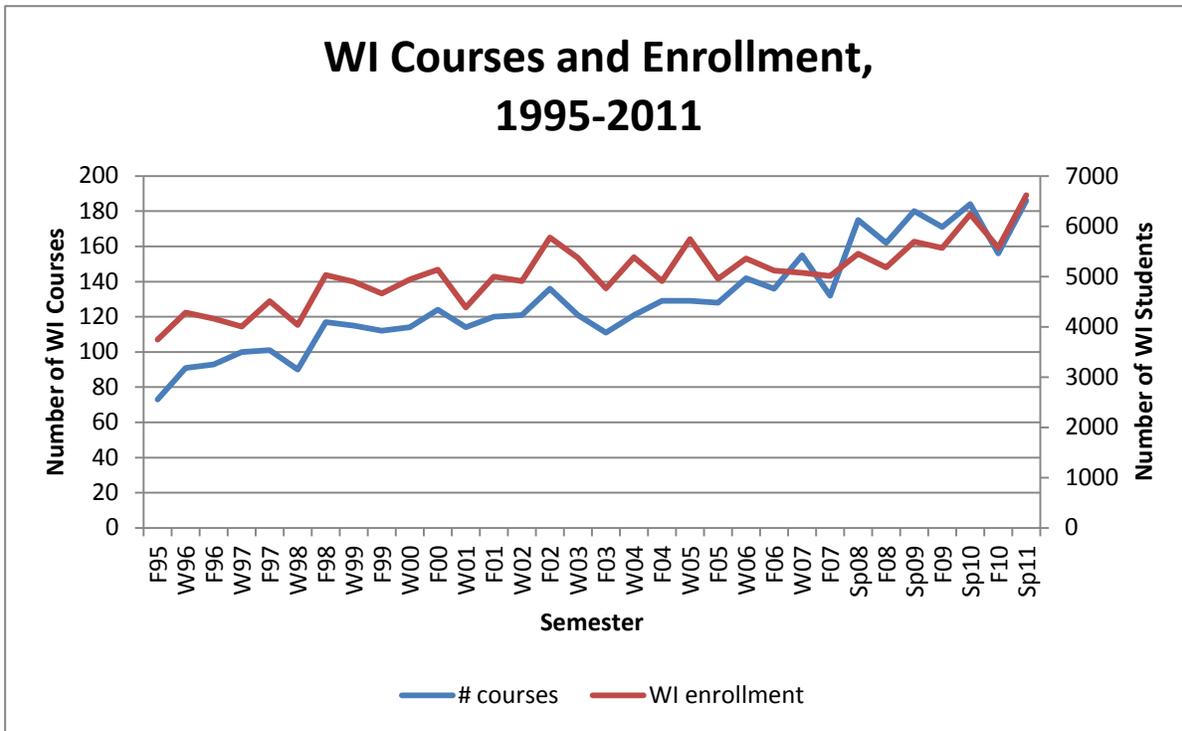
Figure 5: Number of WI courses and WI student enrollment for Fall 1995 through Spring 2011. Summer courses and enrollments are not shown.
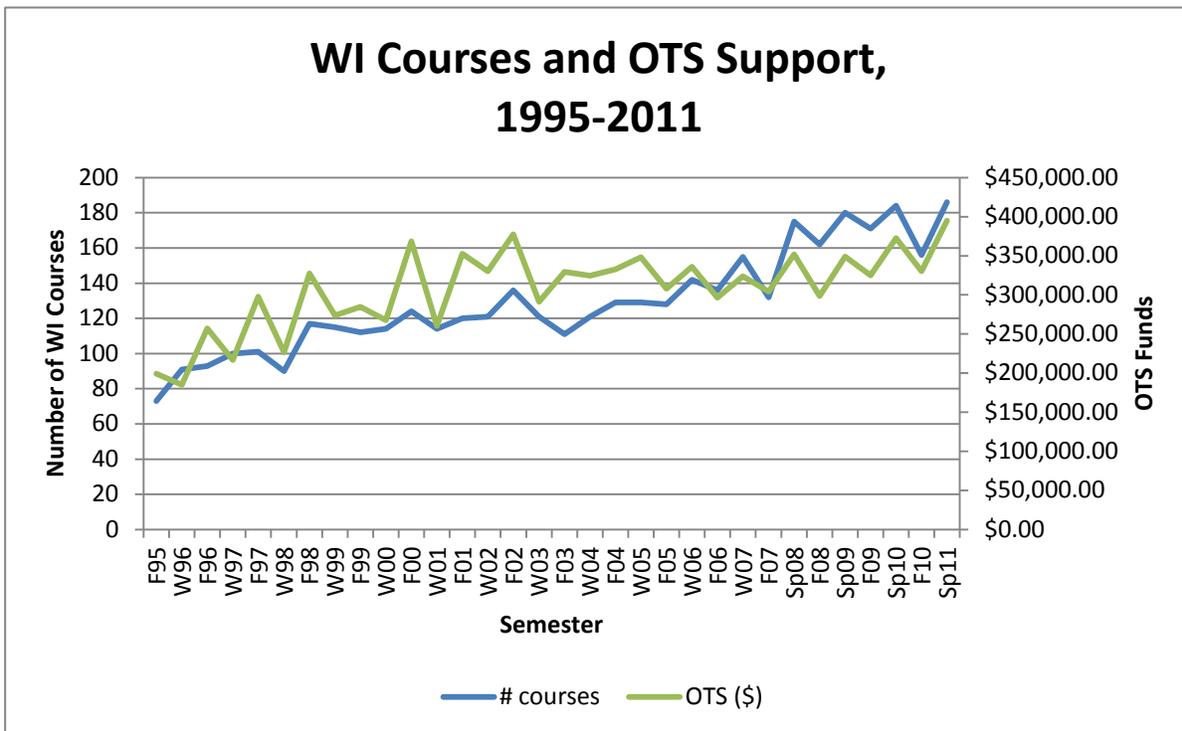

Figure 6: WI courses and OTS payments for Fall 1995 through Spring 2011.
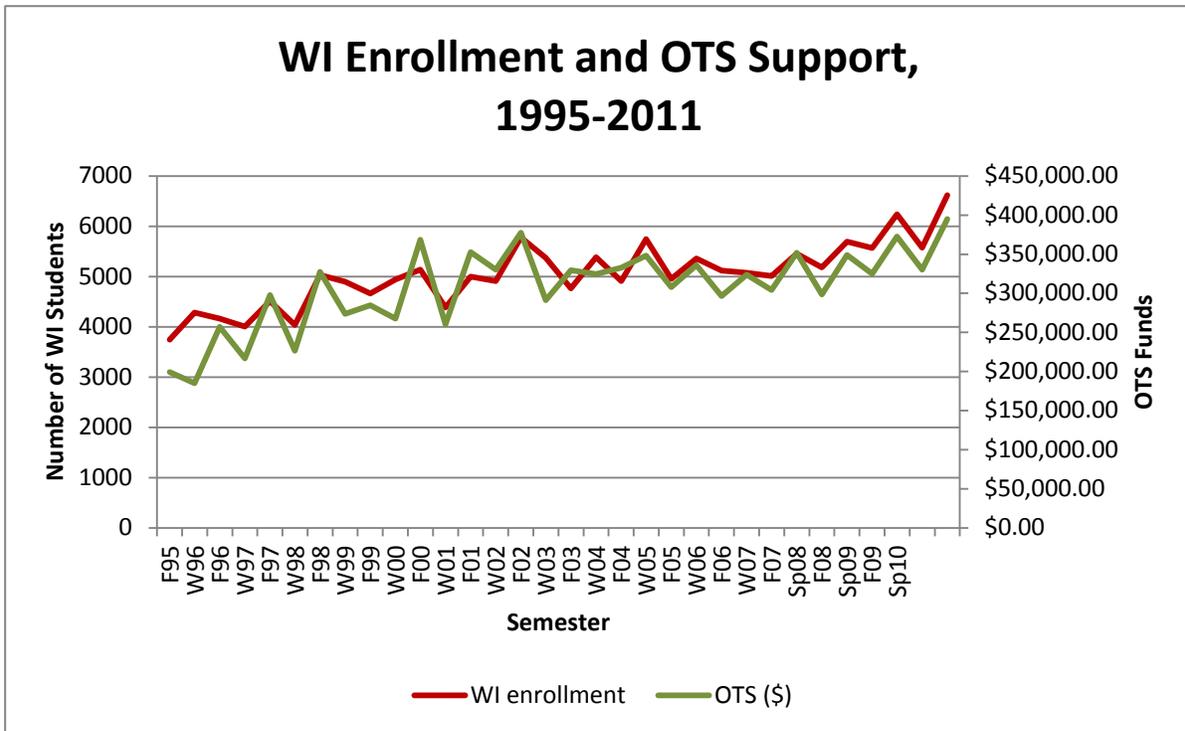
WI Enrollment and OTS Support, 1995-2011

Figure 7: WI student enrollment and OTS payments for Fall 1995 through Spring 2011.

Figure 8 (below) shows a comparison of growth in WI enrollments and WI OTS funding relative to total MU freshman class size and total MU undergraduate class size. While WI enrollments have largely kept pace with overall undergraduate growth, suggesting adequate WI course availability, the WI OTS budget (displayed in units of $100 in order to use the same vertical axis as WI and Freshman enrollment) has remained relatively flat since the funding model was changed from a per teaching assistant FTE to a per student calculation in Fall 2003. CWP's calculated expenses for WI course support have exceeded the budget for the past two years, and continued overall growth of the MU undergraduate population suggests that short of restricting WI course offerings (and therefore WI availability) a new WI funding model needs to be developed in the near future.
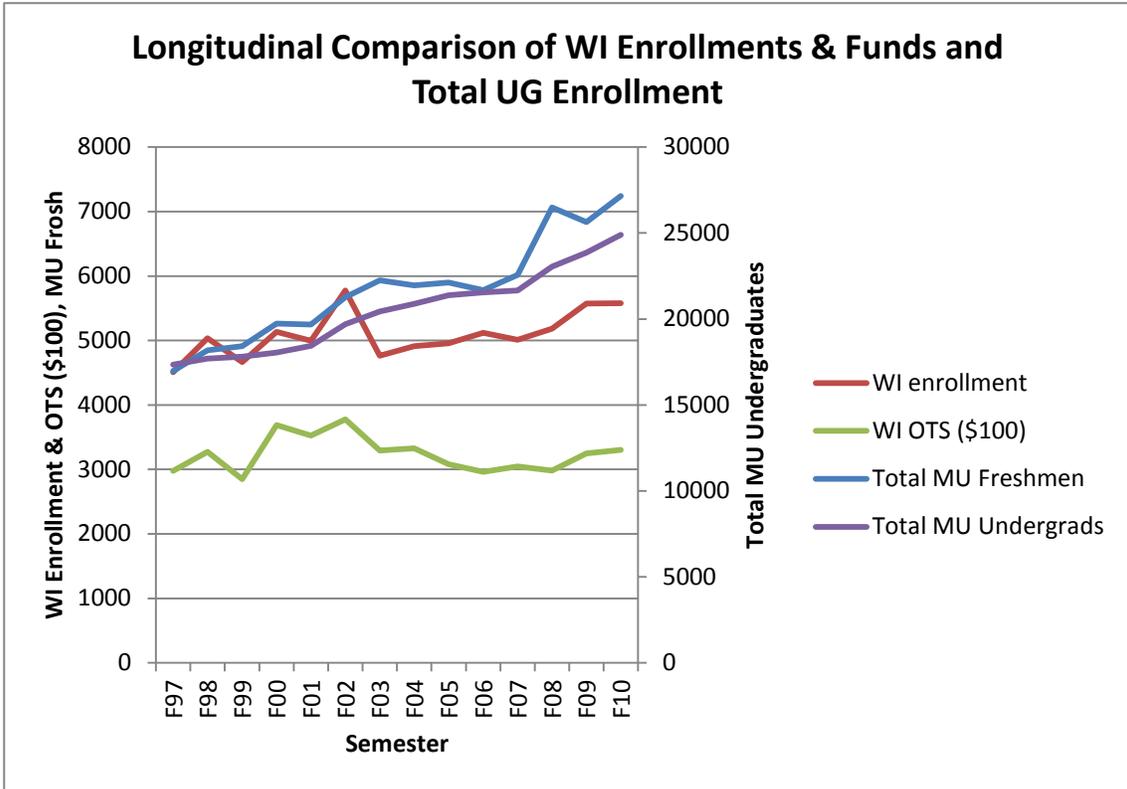
Figure 8: Longitudinal comparison of WI Enrollments and WI OTS funds relative to total MU freshman class and total MU undergraduate class for Fall 1997 through Fall 2010.

SUMMARY OF CAMPUS WRITING BOARD ACTIVITIES

Third-Year Renewals & Webform Changes

CWP maintains all records related to approvals of WI courses. Faculty request the WI flag on a specific semester of a course via webforms available on the CWP website. In the past a detailed New Course Proposal was followed in subsequent semesters by an Update which might contain only minimal information. Due to concerns over WI Updates with little information on changes from one semester to the next, the Writing Board voted in April 2010 to require that all WI proposals submitted for approval to be "renewed" after three years of Updates, to be termed 'Third Year Renewals.' Beginning in August 2010, faculty must now submit a New Course Proposal for the initial WI approval, fully descriptive Updates for three years, and then a Third-Year Renewal (followed by another three years of Updates before another Renewal is required). Also in response to the Board's concern over sufficient course information, CWP revised the WI Update webform to increase the quantity and quality of course information.

Although the faculty Writing Board reported in May 2011 that they had no concerns regarding the new policy, but CWP staff have received comments from some WI faculty of confusion regarding this new submission format. The Third-Year Renewal policy and implementation remain under consideration while CWP receives feedback from WI faculty and the Writing Board.

OTS Course Funding Formula

Throughout the 2010-2011 Academic Year, a task force chaired by Mary Beth Marrs met to discuss CWP's current funding formula for the WI courses. The main purpose of this task force is to modify the current funding in such a way that CWP can continue to provide supplemental funds and development activities to WI courses, faculty, and Graduate Teaching Assistants. The CWP Funding Formula Advisory Task Force finished the academic year without voting on specific funding reformulation recommendations, and plans to resume discussions in the Fall 2011 semester.

For Academic Year 2010-2011 the WI courses exceeded CWP's budget for course support by $33,000. The ever-increasing demands on CWP's course support budget are due to continued increased enrollment in courses larger than 20 students. While the CWP WI Guidelines and WAC philosophies recommend an approximately 20:1 student:instructor ratio, the current funding formula offers strong financial incentive for departments to design single, very large WI courses as both standardized curricular WI course offerings and sources for departmental revenue. These large WI courses exhaust CWP's budget at a growing rate and will in the near future affect the efficacy of one of the best-known, and most well-respected campus-wide programs in the country.

SUMMARY OF CAMPUS WRITING PROGRAM ACTIVITIES:

Seminar Series

CWP expanded its faculty development programming by initiating campus wide calls for proposals for seminar presentations in addition to the seminars and invited speakers planned by CWP staff. Stipends were provided for both presenters ($250) and participants ($50) of proposed seminars. In these and other seminars, issues such as *Near-Authentic Learning Experiences in Scientific Writing and Scientific Peer Review*, *Storytelling in Medical Science*, *Using Short Answer/Essay Exams in Large Classes*, *Plagiarism*, and *Encouraging Critical Thinking and Problem Solving Through Writing* were shared and discussed in a collegial, productive environment. These activities provided MU faculty with additional resources regarding student mentoring and instruction using writing. The CWP continues to fulfill its mission of supporting faculty across the curriculum as the primary agents who guide students in critical thinking and effective discipline-specific communication.

Seminars & Workshops

August 16/17, 2010	Faculty Workshop
August 20, 2010	TA Workshop
September 17, 2010	Richard Miller (Rutgers University) Workshop and Talk (paid seminar)
October 7, 2010	CWP Seminar: Near-Authentic Learning Experiences in Scientific Writing and Scientific Peer Review (Rainer Glaser, Chemistry)(paid seminar)
October 20, 2010	WI Veterans Luncheon
November 4, 2010	CWP Seminar: Espresso Book Machine Presentation (Michelle Froese and Heather Tierney, University Bookstore)
November 9, 2010	CWP Seminar: Storytelling in Medical Science: Students Recall Subjects Connected to Laughter and Tears (Marilyn James Kracke, Medical Pharmacology And Physiology)(paid seminar)
January 12, 2011	Faculty Workshop (shortened due to weather)
January 14, 2011	TA Workshop
February 9, 2011	CWP Seminar: Using Short Answer/Essay Exams in Large Classes (Lori Eggert, Biology and Patti Kreps, Art)
March 2, 2011	CWP Workshop on Plagiarism (Bonnie Selting and Catherine Chmidling, CWP)
March 9, 2011	CWP Seminar: Encouraging Critical Thinking and Problem Solving Through Writing (Carla Allen and Meena Iyer)(paid seminar)
April 19, 2011	CWP Seminar: Negotiating Narratives of Writing Instruction (Khem Aryal, English & CWP)
April 26, 2011	CWP Seminar: Using Video Technology To Teach WI (Louise Miller, Nursing) (paid seminar)

CWP continues to work in collaboration with a growing number of university departments and programs such as:

- English / Black Studies 3400, Survey of African American Literature course redesign.
- Human Development and Family Studies 2400 assignment design, Graduate Teaching Assistants (GTA) training, and "norming" sessions to promote consistent assessment of student writing across multiple graders.
- Graduate School Preparing Future Faculty seminar series session on using writing assignments across the curriculum and working with student writing.
- Graduate School Dissertation BootCamp and new strategies for facilitating dissertation writing for both graduate students and their advisors. A CWP Coordinator will serve as Advisor to a new organization graduate students have developed and designed around dissertation writing activities.
- Sinclair School of Nursing on consulting and helping write a growing number of proposals for funding WI initiatives.
- CWP participation in Advisors on the Mall, to facilitate communication on WI course availability to advisors and students preparing for early registration.
- CWP collaboration with the School of Medicine's Department of Anatomy and Physiology and Columbia Police Department to assist with a Communications in Forensics training course for Fall 2011.

Citation

U.S. News & World Report 2010, List of Best Colleges for Writing in the Disciplines

Publications

CWP began publishing the *e-WAC* newsletter in Fall 2008, in which CWP staff and invited writers discuss issues related to Writing Across the Curriculum and MU's Writing Intensive courses. CWP also manages the *Artifacts* journal dedicated to undergraduate students who have written pieces recommended by faculty for publication, or who have independently submitted their work in hopes of being published in this venue.

AY 2010-2011 Program staff:
Dr. Amy Lannin, Director (starting May 2011)
Dr. Jeff Rice, Director (ending May 2011)
Dr. Catherine Chmidling, Coordinator
Dr. Bonita Selting, Coordinator
Jackie Thomas, Administrative Assistant
Khem Ayal, Graduate Student

Program Staff Activities:

Dr. Catherine Chmidling
Coordinator: Campus Writing Board Education and Social Science Subcommittee and Natural and Applied Sciences Subcommittee

Coordinating activities:
CWP internal research on program growth and change.
Maintain records and troubleshoot problematic issues for Writing Intensive faculty submissions of New Course
        Proposals, Updates, and Renewals for WI approval.
Maintain CWP database and webforms with Tanys Nelson, ET@MO.

Consultations / Collaborations:
Consulted with WI faculty:
        Valerie Bader, Nursing
        Julie Hosmer Bellemare, Hotel & Restaurant Management
        Allison Kabel, Occupational Therapy
        Dorina Kosztin, Physics
        Louise Miller, Nursing
        Cynthia Reeser, Human Development & Family Studies
        Victoria Shayhan, Family Consumer Sciences
        Shawna Strickland, Cardiopulmonary and Diagnostic Sciences
        Gerald Summers, Biology
Consulted with multiple attendees, Graduate School Dissertation Bootcamp, Fall 2010

Professional Development:
Completed MU Geography Dept. GIS Certificate, Spring 2011
MU Filemaker User group
Abell Conversations in College Science Teaching

Professional Conference Presentations:
April 2011: "$250 Tomatoes and Midnight Zucchini 'Bombers,'" Popular Culture Association / American Culture
        Association Conference, San Antonio, TX.
April 2011: Research Network Forum research-in-progress participant, Conference on College Composition and
        Communication, Atlanta, GA.
March/April 2011: [two presentations] "Differential County Use of a Historic Public Orphanage" by Catherine
        Chmidling, and "Applied Reciprocal Exchange in Farmville and 'Ville Games: The Economics of "Good"
        Friends and Neighbors" by Kelley Downey, Catherine Chmidling, Patricia Webster, and Karol Chandler-
        Ezell, Society for Applied Anthropology Conference, Seattle, WA.
March 2011: "Differential Relations with Religions in a Publicly Funded Orphanage," Association for the Scientific
        Study of Religion—Southwest, Dallas, TX.
November 2010: "Distilling Digital Data and Promoting Critical Thinking," by Karol Chandler-Ezell & Catherine
        Chmidling, Focus on Teaching and Technology Regional Conference, St. Louis, MO.

Peer-Reviewed Publication:
Chmidling, C.A., 2010, *History of the Kansas Orphans' Home, 1887-1962: The Professionalization of Charity*, Edwin Mellen Press.

Newsletter Publications:
Chmidling, C.A., "WI Course Processing Time," *e-WAC*. University of Missouri Campus Writing Program electronic newsletter, Spring 2011.
Chmidling, C.A., "Paths to Satisfying the WI," *e-WAC*. University of Missouri Campus Writing Program electronic newsletter, Fall 2010.

Workshops and Norming Sessions:
Fall 2010 - Conducted two day Faculty Workshop on Writing Intensive courses with Bonnie Selting and Jeff Rice.
Fall 2010 - Conducted full day Teaching Assistant Workshop for TAs assigned to Writing Intensive courses with Bonnie Selting.
Fall 2010 – Gave presentation on CWP to Writing Center WITS and Writing Lab tutors.
Fall 2010 – Designed and conducted seminar on WAC issues for Graduate School Preparing Future Faculty seminar series.
Spring 2011 - Conducted weather-shortened one day Faculty Workshop on Writing Intensive courses with Bonne Selting and Jeff Rice.
Spring 2011 - Conducted full day Teaching Assistant Workshop for TAs assigned to Writing Intensive courses with Bonnie Selting.
Spring 2011 - Designed, developed, and conducted half day workshop with Bonnie Selting for RN to BSN Professional Nursing Program, Evidenced Based Practice 4930.
Spring 2011 - Designed and facilitated CWP seminar with Bonne Selting on plagiarism.
Spring 2011 - Designed and Facilitated Faculty panel discussion on using essay exams in large WI classes.
Spring 2011 - Designed and facilitated Celebration of Teaching seminar with Bonne Selting on plagiarism.
Multiple dates, Fall 2010 and Spring 2011 - HDFS 2400 norming sessions.
Fall 2011 (planning) – Designing Basic Communications Skills discussion for Communications in Forensics seminar planned by MU Medical School Department of Pathology and Anatomical Sciences.

Campus Outreach:
CWP representative, MU Advisors Forum

Dr. Bonita Selting
 Coordinator, Campus Writing Board Humanities and Arts Subcommittee

Coordinating Activities:
Ongoing: Conducting original research on the use of Rubrics for writing assessment, working with MU WI faculty
Ongoing: Maintain records and troubleshoot problematic issues for Writing Intensive faculty submissions of New Course Proposals, Updates, and/ or Renewals for WI approval
Ongoing: Work with Campus Writing Board and Humanities and Arts Subcommittee on WI issues and programmatic practices / problems

Consultation / Collaboration:
Ongoing: Consult/ Collaborate with HDFS 2400 instructor: Dr. Cynthia Reeser on
- Best Practice theory for using writing to learn concepts, assignment design, and rhetoric / composition theory.
- Norming papers, Assessment
- Presenting best of student writing to Dr. Reeser's lecture class.
Ongoing: Consulting / collaborate on student workshops with professional nursing faculty.
Valerie Bader on course design and assignments for RN to BSN program: Communication and Computer Skills 3080

Ongoing: Consulting with professional nursing faculty, Louise Miller, on RN to BSN Program
        Nursing Evidence Based Practice 4930

Professional Conferences:
April 5-11–2011 Conference on College Composition & Communication,
        Atlanta, Georgia. Research Network Forum, Table Leader and presenter of research project work in
        progress "Strategies for Working with Faculty Resistance in WAC"
May 18 - 2011 – 10th International Writing Across the Curriculum Conference,
        Bloomington, IN. "Snapshots of a Campus Writing Program: Networked Assessment" with Catherine
        Chmidling and Jeff Rice.
In Progress with Meenakshi Iyer, Occupational Therapy, "Conquering the Challenge: Transitioning the Problem
        Based Cases Course into Online and Blended Teaching," proposal for presentation at the June 2012
        National Conference of the American Occupational Therapy Association (AOTA)

Works in Progress:
The Rhetoric Primer, a book on simplifying the teaching of writing through understanding rhetoric.
"Faculty Resistance Issues in Writing Across the Curriculum," article.
"Rubrics for Assessing Writing: How Affective are They," article from original research conducted on University of
Missouri campus.

Newsletter Publication:
Researched and Wrote article "Faculty Resistance" eWAC (Campus Writing Board web based "Newsletter")

Workshops and Norming Sessions:
Fall 2010 - with Louise Miller and Val Bader, Sinclair Nursing School, Wrote successful technology grant for MU
        Advantage funding.
Fall 2010 - Conducted two day Faculty Workshop on Writing Intensive courses with Catherine Chmidling and Jeff
        Rice.
Fall 2010 - Conducted full day Teaching Assistant Workshop for TAs assigned to Writing Intensive courses with
        Catherine Chmidling.
Fall 2010 - Conducted workshop "Writing In Nursing" Community Health Nursing 4970
Fall 2010 & Spring 2011 - Conducted workshops for Nursing 3080: Communication and Computer Skills, RN to BSN
        Program
Spring 2011 - Conducted weather-shortened one day Faculty Workshop on Writing Intensive courses with
        Catherine Chmidling and Jeff Rice.
Spring 2011 - Conducted full day Teaching Assistant Workshop for TAs assigned to Writing Intensive courses with
        Catherine Chmidling.
Spring 2011 - Designed, developed, and conducted half day workshop with Catherine Chmidling for RN to BSN
        Professional Nursing Program, Evidenced Based Practice 4930.
Spring, 2011 - Designed and facilitated seminar on plagiarism.
Spring, 2011 - Designed and Facilitated Faculty Roundtable on teaching large WI classes with TAs.
Ongoing: Fall, 2010 and Spring, 2011 HDFS 2400 norming sessions

Teaching:
Adjunct Assistant Professor faculty status in English Department and Sinclair School of Nursing.
Fall Semester 2010: Taught English 1000
Spring Semester 2011: Taught English 1000

MU Service:
CWP representative on CUE
Advisor to Student Organization "Dissertation Writing"

Ongoing Projects: Consulting and Writing HRSA grant with Louise Miller of Sinclair Nursing School

APPENDICES

Appendix 1
Fall 2010 Faculty WI Workshop
August 16-17, 2010

29 Attendees:

1 Adjunct Instructor	3 Clinical Instructors	1 Project Director
17 Assistant Professors	1 Director of Career Services	1 Professor
1 Assistant Teaching Professor	1 Graduate Instructor	
2 Associate Professors	1 Instructional Design Specialist	

Participants:

Patricia Alafaireet, Health Management And Informatics
Stephanie Allen, MO Health Prof Consortium
John Bissen, Military Science
Kevin Brown, Theater
Shaun Calix, Human Development And Family Studies
Stephanie Chipman, Agriculture
Katharine Floros, Political Science
Mark Gagnon, Extension
Beth Harben, Textile And Apparel Management
Karen Hebert, Occupational Therapy
Antje Heese, Biochemistry
Karen Honeycutt, Clinical Laboratory Sciences, U. Neb. Med. Ctr.
Laura Johnston, Journalism
Allison Kabel, Health Professions

April Langley, English / Black Studies
Marci Major, Music-General
Kevin Moore, Agricultural Economics
Leigh Neier, Learning, Teaching and Curriculum
David Nelson, Military Science
Lynette Nickleberry, Black Studies
Katy Rollins, Respiratory Therapy
Belinda Smith, Learning, Teaching and Curriculum
Carl Stacy, Medicine-Interdisciplinary
Mark Swanson, Journalism
Roberta Tabanelli, Italian
Michelle Teti, Health Professions
Teresa Van Dover, Educational Leadership And Policy Analysis
Michael Vizcarra, Naval Science
Sonja Wilhelm Stanis, Parks Recreation and Tourism

Evaluation Summary

SA = Strongly agree   D = Disagree more than agree
A = Agree more than disagree   SD = Strongly disagree

SA/A	D/SD	Evaluation Questions
96%	4%	1. The workshop's objectives were clear.
88%	12%	2. It was easy to remain attentive.
92%	4%	3a. The workshop *content* was worthwhile.
96%	4%	3b. The handouts were worthwhile.
76%	8%	3c. Bean's *Engaging Ideas* chapters were worthwhile.
36%	64%	4. I would have preferred other methods of presentation.
16%	84%	5. The presenters did not synthesize, integrate, or summarize effectively.
32%	68%	6. Some things were not explained well.
96%	4%	7. The workshop encouraged development of new viewpoints and appreciations.

88%	8%	8. The workshop provided opportunities to apply learned experiences to demonstrate understanding.
84%	16%	9. My interest in this topic has been stimulated as a result of this workshop.
96%	4%	10. The information presented seemed timely and up to date.
80%	20%	11. The pace at which the presenters covered the material was just about right.
20%	80%	12. Presenters wasted time by dwelling on insignificant, irrelevant material.
84%	16%	13. The workshop raised challenging questions or problems for discussion.
96%	4%	14. During the workshop I felt free to ask questions or express my opinion.
12%	88%	15. The scope of the workshop was too limited; not enough material was covered.
96%	4%	16. I will be able to use some of the ideas from the workshop in teaching my course(s).
100%	0%	17. The workshop acknowledged the connections between writing, reading, and thinking.
80%	20%	18. The workshop offered practical advice about responding to student writing.
76%	24%	19. The workshop offered practical advice about grading student writing
76%	20%	20. I would advise colleagues to attend future workshops.

*Note: Unanswered questions and scores of 2.5 (neutral) yield Agree/Disagree percentages of less than 100%

OVERALL SCORE: 88.9% (B+)

Comments:

How do you think the workshop will affect your teaching?
- *I think it will greatly improve my teaching and my own writing habits! - Lynette Nickleberry, Black Studies*
- *Brought new ideas to light to make it more engaging.*
- *It has given me resources to expand ideas. - David Nelson, Military Science*
- *I got several good ideas for assignment development*
- *When grading WI assignments - focus on content, organization & syntheses, & not as much on writing mechanics. More revision pieces; less one-submission projects.*
- *I will definitely use some of the concepts and assignment ideas in my classes.*
- *I have already revised my writing assignments for clarity. I plan to attend brown bag seminars at TWC [CWP] to get more ideas.*
- *It inspired me to assess the objectives and rubrics for _all_ of my assignments for every class. It inspired me to be a better teacher.*
- *More confidence and will be able to provide more confidence to students (clearer guidance/assistance). - M.A. Vizcarra, Captain, U.S. Navy*
- *Has helped me think of ways ot effectively include writing assignments in my classes. I will reconsider how I approach these assignments based on this workshop (particularly, peer review & revising & grading).*

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?)
- *More interactive seminars; less lecture. - Lynette Nickleberry, Black Studies*
- *Send info campus-wide via email about upcoming workshops.*
- *ESL may be a large concern for many teachers. - David Nelson, Military Science*

- *Discussion of other learning technologies/websites that are more commonly used, but have gone through recent changes (e.g., Blackboard)*
- *Time to work; more on technology.*
- *ESL is a big issue.*
- *It was unclear how/why we needed to bring our syllabus or 1 assignment with us. More time to workshop those would have been helpful.*
- *I thought the Mastery presentation was a interesting topic to think about, but wish it was shorter to allow for other material. More on plagiarism would be helpful.*
- *More practical info on what's acceptable "English" (are contractions ok?, etc.).*

What should CWP do now to follow through with further assistance for you? (Such as consultations, norming sessions, departmental workshops, or other?)
- *Brown Bags on specific issues: plagiarism, norming, etc. - Lynette Nickleberry, Black Studies*
- *Some consultations and follow-up sessions later as check-in would be great.*
- *Short 1-hr targeted topic workshops throughout the year.*
- *Additional opportunities for continuing education would be great!*
- *Wiki workshop; develop and share (maybe it exists??) a "resources" page for faculty and/or students.*

Any other comment you care to add?
- *Might be helpful to do 1 week earlier, when we are not yet in pre-class start, freak-out mode.*
- *Quality 2 day course! - M.A. Vizcarra, Captain, U.S. Navy*
- *I would like handouts from the other presenters.*
- *One of the best workshops I have attended. I learned more in 2 days than in many 4-day workshops.*
- *I love the Conley House - Can you have some workshops like this there?*
- *Thank you!*
- *Thanks!*

Appendix 2
Fall 2010 Faculty/TA WI Workshop
August 20, 2010

4 Faculty Attendees:

Agricultural Economics	Political Science
Chinese	Veterinary Pathobiology

37 Graduate Teaching Assistant Attendees:

Agricultural Economics (2)	German & Russian (3)	Management
Anthropology	Hotel & Restaurant	Occupational Therapy
Art History & Archaeology	Management	Political Science (4)
Biochemistry (3)	Human Development &	Psychology
Communication	Family Studies (9)	Russian (2)
Curriculum & Instruction	Learning, Teaching &	Sociology (3)
Food Science	Curriculum	Veterinary Pathobiology

Evaluation Summary

SA = Strongly agree   D = Disagree more than agree
A = Agree more than disagree   SD = Strongly disagree

SA/A	D/SD	Evaluation Questions
100%	0%	1. The workshop's objectives were clear.
94%	6%	2. It was easy to remain attentive.
100%	0%	3a. The workshop *content* was worthwhile.
97%	3%	3b. The workbook and handouts were worthwhile.
15%	85%	4. I would have preferred other methods of presentation.
9%	91%	5. The presenters did not synthesize, integrate, or summarize effectively.
9%	91%	6. Some things were not explained well.
64%	6%	7. The workshop encouraged development of new viewpoints and appreciations.
100%	0%	8. The workshop provided opportunities to apply learned experiences to demonstrate understanding.
82%	18%	9. My interest in this topic has been stimulated as a result of this workshop.
100%	0%	10. The information presented seemed timely and up to date.
79%	21%	11. The pace at which the presenters covered the material was just about right.
32%	68%	12. Presenters wasted time by dwelling on insignificant, irrelevant material.
91%	9%	13. The workshop raised challenging questions or problems for discussion.
100%	0%	14. During the workshop I felt free to ask questions or express my opinion.
12%	88%	15. The scope of the workshop was too limited; not enough material was covered.

100%	0%	16. I will be able to use some of the ideas from the workshop in teaching my course(s).
97%	3%	17. The workshop acknowledged the connections between writing, reading, and thinking.
97%	3%	18. The workshop offered practical advice about responding to student writing.
91%	9%	19. The workshop offered practical advice about grading student writing

*Note: Unanswered questions and scores of 2.5 (neutral) yield Agree/Disagree percentages of less than 100%

OVERALL SCORE: 88.4% (B+)

Comments:

What information was the most helpful for you?
Grading techniques.
Grading the mock papers.
Rubrics.
References available online and on campus (WITS).
Grading fairly - and grading to help students, not tear them down.
Grading rubrics; bouncing ideas with other TAs
Going through the example essay was especially helpful. The different situations with students were thought-provoking.
The student scenarios and the norming activity for grading.
Nice range of rubrics.

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?)
More grading instruction.
Teaching students critical thinking and analytical skills - many students don't have those skills which are central to writing.
A little more on ESL issues.
ESL is an issue that needs to be addressed - perhaps in its own workshop?
Yes - ESL issues.
Tips on getting people to learn.
Science writing (lab reports, etc.).
Relatively well covered - perhaps what to expect in office hours and as mentioned, how to work with ESL students.
Problems of foreign students' language skills; where can we send them for help?

How do you think the workshop will affect your teaching?
Improve my fairness & understanding of student difficulties.
Confidence gained.
I'll approach grading from a new level of analysis.
I'm better prepared and more confident.
Make me more aware that students' level of writing does not equal my own.
I definitely feel prepared to address common scenarios that may arise as a TA.
This workshop was an excellent, focused reminder of the work we do with students.
Gave me ideas for rubrics and responses to writing.
I will be a better grader.

How can the Campus Writing Program follow through with further assistance for you?
Support to TAs throughout the semester.
Remain funded!

Contact us.
I know you are there if I need help!
More assistance with rubric grading - choosing the right rubric.
Offering list of resources for GTAs to allow them to help students (e.g. WITS, ESL, etc.).

Would you advise colleagues to attend future workshops? Yes/No Why?
Yes: 28
No: 0
Maybe: 1
Very helpful! (Enjoyed grading a paper!)
Quite a lengthy program, but the discussion, practice, and collaboration will be useful for future grading & teaching.
I've had graduate students who were terrible TAs - this information is not intuitive.
Very useful.
The information was very practical.
Excellent overview of the WI process.
Helpful advice was offered.

Please write additional comments in the space below.
Excellent! Very useful for 1st semester WI TA! Thanks!
Great job - thanks.
Occasionally felt there was dead time.
Good workshop!
Very helpful! Thank you!
I think the program could be shorter in duration.
Food was good!

Appendix 3
Spring 2011 Faculty WI Workshop
January 12, 2011 (delayed and shortened due to weather)

15 Attendees:

1 Adjunct Assistant Professor	1 Lecturer	2 Visiting Assistant Professors
8 Assistant Professors	1 Professor	
1 Assistant Professor, Professional Practice	1 State Specialist	

Participants:

Nicole Campione-Barr, Psychological Sciences
Peter Cornish, Biochemistry
Doug Freeble, Classical Humanities
Gabriel Fried, English
Meenakshi Iyer, Occupational Therapy
Stephen Jeanetta, Rural Sociology
Wilma King, History
Huichun Liang, German

Treva Lindsey, Women's And Gender Studies
Louis Manfra, Human Development And
Family Studies
Stephanie Padgett, Advertising
Shastri Sandy, Finance
Anne Thompson, Art
James Van Dyke, Art History And Archaeology
Bongkosh Vardhanabhuti, Food Science

Evaluation Summary

SA = Strongly agree
A = Agree more than disagree
D = Disagree more than agree
SD = Strongly disagree

SA/A	D/SD	Evaluation Questions
100%	0%	1. The workshop's objectives were clear.
93%	0%	2. It was easy to remain attentive.
100%	0%	3a. The workshop *content* was worthwhile.
100%	0%	3b. The handouts were worthwhile.
57%	0%	3c. Bean's *Engaging Ideas* chapters were worthwhile.
29%	71%	4. I would have preferred other methods of presentation.
7%	93%	5. The presenters did not synthesize, integrate, or summarize effectively.
14%	86%	6. Some things were not explained well.
93%	7%	7. The workshop encouraged development of new viewpoints and appreciations.
86%	14%	8. The workshop provided opportunities to apply learned experiences to demonstrate understanding.
93%	7%	9. My interest in this topic has been stimulated as a result of this workshop.
93%	7%	10. The information presented seemed timely and up to date.
100%	0%	11. The pace at which the presenters covered the material was just about right.
14%	86%	12. Presenters wasted time by dwelling on insignificant, irrelevant material.
93%	7%	13. The workshop raised challenging questions or problems for discussion.

100%	0%	14. During the workshop I felt free to ask questions or express my opinion.
21%	79%	15. The scope of the workshop was too limited; not enough material was covered.
100%	0%	16. I will be able to use some of the ideas from the workshop in teaching my course(s).
100%	0%	17. The workshop acknowledged the connections between writing, reading, and thinking.
100%	0%	18. The workshop offered practical advice about responding to student writing.
86%	14%	19. The workshop offered practical advice about grading student writing
100%	0%	20. I would advise colleagues to attend future workshops.

*Note: Unanswered questions and scores of 2.5 (neutral) yield Agree/Disagree percentages of less than 100%

OVERALL SCORE: 86.5% (B)

Comments:

How do you think the workshop will affect your teaching?
I'll use the "Google Search" exercise in my class.
Has helped me to clarify certain conceptualizations of assignments.
I can definitely apply what I learn from this workshop in my classes. - Bongkosh Vardhanabhuti, Food Science
I am going to implement the suggestions made in my course.
Already added a review point into one of my assignments to provide greater feedback. - Stephanie Padgett, Advertising
I will teach a WI in 2011-2012. I feel more comfortable about submitting a proposal to teach a WI course.
Helpful breakdown of paper assignments, especially regarding the revision process.
It gave me very good ideas about structuring assignments and engaging writing in multiple aspects of the curriculum. - Nicole Campione-Barr
Good ideas about rubrics and revisions.
I will use some of the materials as I revise my courses to include more writing intensive activities.

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?)
ESL issues
Hard to say given the weather issue. I would have appreciated time on some of the topics originally scheduled (syllabus construction!). More time on anti-plagiarism assignment design rather than argument about prevalence.
More examples on how to revise, comment, and grade the students' writing. I don't think grading was covered. - Bongkosh Vardhanabhuti, Food Science
This was a condensed version because of weather issue - so we understand.
ESP Issues, Technology & Critical Thinking
Anything I can think of would have been covered if we had been able to meet both days. - Nicole Campione-Barr
Consider "lazy" students - within individual comparisons can show that students are great at citing on pages 1-5 and suddenly 'forget' on page 6 and it reappears on 7-10!

What should CWP do now to follow through with further assistance for you? (Such as consultations, norming sessions, departmental workshops, or other?)
Consultation
More courses. You may have those already. I just need to check out the website. - Bongkosh Vardhanabhuti, Food Science
Individual consultation.

Review my syllabus, assignments & grading rubrics in order to provide feedback and suggestions for improvement. - Stephanie Padgett, Advertising
A departmental workshop would be helpful.
I may need consultation regarding submitting the WI course approval process. - Nicole Campione-Barr
I am looking forward to talking with the tutors and I know where to take any questions I have. Thanks!
I will need to sort out some of the materials and think through how I want to utilize CWP as a resource. I think just being available is sufficient.

Any other comment you care to add?
This is a great workshop. Thank you all. I could feel that you could be a big help to faculty and students. - Bongkosh Vardhanabhuti, Food Science
Shortened time frame made it difficult to cover some areas in depth - specifically grading rubrics & how to teach citing. - Stephanie Padgett, Advertising
I truly appreciate the handbook and the handouts.
It seems like writing intensive means different things to professors and students in different disciplines.
Thank you - would have been more helpful for me if I took _before_ doing application.

Appendix 4
Spring 2011 Faculty/TA WI Workshop

3 Faculty Attendees:

    Biology   Political Science   Sociology

23 Graduate Teaching Assistant Attendees:

Anthropology (5)	German
Art History & Archaeology	Human Development & Family Studies (2)
Biochemistry	Parks, Recreation & Tourism
Biology	Political Science
Communication (2)	Psychology
Communication Science & Disorders	Sociology (4)
Computer Science (2)	

Evaluation Summary

         SA = Strongly agree   D = Disagree more than agree
         A = Agree more than disagree   SD = Strongly disagree

SA/A	D/SD	Evaluation Questions
94%	0%	1. The workshop's objectives were clear.
88%	13%	2. It was easy to remain attentive.
100%	0%	3a. The workshop *content* was worthwhile.
100%	0%	3b. The workbook and handouts were worthwhile.
13%	88%	4. I would have preferred other methods of presentation.
6%	94%	5. The presenters did not synthesize, integrate, or summarize effectively.
6%	94%	6. Some things were not explained well.
100%	0%	7. The workshop encouraged development of new viewpoints and appreciations.
100%	0%	8. The workshop provided opportunities to apply learned experiences to demonstrate understanding.
100%	0%	9. My interest in this topic has been stimulated as a result of this workshop.
100%	0%	10. The information presented seemed timely and up to date.
75%	25%	11. The pace at which the presenters covered the material was just about right.
19%	81%	12. Presenters wasted time by dwelling on insignificant, irrelevant material.
94%	0%	13. The workshop raised challenging questions or problems for discussion.
100%	0%	14. During the workshop I felt free to ask questions or express my opinion.
0%	100%	15. The scope of the workshop was too limited; not enough material was covered.
100%	0%	16. I will be able to use some of the ideas from the workshop in teaching my course(s).

100%	0%	17. The workshop acknowledged the connections between writing, reading, and thinking.
100%	0%	18. The workshop offered practical advice about responding to student writing.
100%	0%	19. The workshop offered practical advice about grading student writing

*Note: Unanswered questions and scores of 2.5 (neutral) yield Agree/Disagree percentages of less than 100%

OVERALL SCORE: 93.0% (A)

Comments:

What information was the most helpful for you?
The link drawn between critical thinking and writing.
The response to students.
Applying grading criteria to the example essays.
Grading exercises - both scores and comments.
Understanding ways the grading process applies.
I was previously unaware of the WI tutors. Seeing how different people grade differently.
Fostering critical thinking; WITS.
Making comments while grading papers.
Interaction between tables.
The information on how to make sure all TAs are grading on the same level.

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?)
More discussion on how to express empathy towards.
Citations. Would like to play out that scenario in the workshop.
Perhaps you could base more info specific to departments.
It's challenging to devote an entire Friday. Can this be broken up into 2 sessions?
ESL issues.
ESL issues.
Have first time TAs express concerns and have experienced TAs offer advice.
ESL issues - this university has a lot of international students.

How do you think the workshop will affect your teaching?
It will assist me in grading essays, responding to the writings of students, provide me with a framework through which I can help them improve their writing.
I think it will help me with my interaction with students and my grading the most.
I will be more confident in grading papers because of the information presented on rubrics.
Definitely will be able to present constructive criticism to students.
Useful tools.
Improve it.
This will make me a better "commenter" and assessor of student papers.
Positively.
Improve it.
I will develop more detailed assignment instructions and rubrics.

How can the Campus Writing Program follow through with further assistance for you?
Possibly discuss my grading style and comments I give on an essay.
I feel that I can contact them w/questions so I think they've done their job well.
Having the opportunity for future contact.
I will refer people to WI.

Keep me posted on resources for my students.
Continue to offer this program.
Be available for questions.

Would you advise colleagues to attend future workshops? Yes/No Why?
Yes: 17
No: 0

I learned many aspects of writing and assisting in WI that I wasn't aware of.
The information was very practical.
Great in-depth information specific to WI classes that is and will be applied in concrete situations.
This was very helpful as a framework for my role as a WI TA.
Great learning experience.
Because it was a great way to learn TA techniques.
Helpful for TAs who have not taught.

Please write additional comments in the space below.
Specify more clearly what the distinction between "modeling" and plagiarism is. To what extent can the student imitate something to improve his/her writing skills. How do we define the fine line between the two.
Excellent job, mostly held my attentions although a 5 minute afternoon break would be appreciated.
Great job.
This was a very helpful workshop.