We are happy to re-launch the Campus Writing Program's newsletter as e-WAC, a digital newsletter of activities at the CWP. E-WAC updates our previous newsletter, The Writery, with new content and resources for WI instruction.

The CWP also announces its new website: [http://cwp.missouri.edu](http://cwp.missouri.edu)

The website runs on Wordpress, an open source weblog software, that will allow the CWP to better organize information and interact with instructors. The site will also feature various interactive features and additional resources for faculty.
Every now and then, an opportunity comes along to do exciting work. I see my current appointment to Director of the Campus Writing Program as one such opportunity.

The CWP’s national reputation owes much to its past leadership. It is very exciting to follow those who have solidified the program as a leader in writing instruction. The CWP currently designates approximately 150 course each semester as WI. It works with faculty from across campus to strengthen writing pedagogy in small and large courses. Its coordinators assist in syllabus design, assignment design, revision practices, critical thinking, and other related activities.

In addition to the work we are doing, we plan on offering new services and programs in the coming year. CWP coordinators are conducting outreach workshops to programs outside of the University of Missouri. We have created a wiki, comp.missouri.edu/cwpwiki, for WI instructors to use and after we migrate our files to a new server, we will offer an additional wiki at cwp.missouri.edu/wiki/.

This year, an exciting Brown Bag series will begin September 9, and we are planning an annual speaker series.

If all this isn’t enough, the CWP must also address upcoming challenges. Among these challenges will be the question of how to support distance learning WI, non-traditional WI courses, and evening WI courses. We must also address the role of new media in writing, an issue relevant to every discipline.

The challenges are exciting. I look forward to working with the campus to meet them.
In The Beginning (Or, When Times Changed)

In 2006 the University of Missouri’s (MU) respected and nationally recognized Campus Writing Program (CWP) underwent major changes. The administrative staff of many years took positions elsewhere; the configuration of housing and training Writing Intensive tutors changed; and CWP experienced a critical need for a qualified faculty leader to serve as Interim Director.

Enter Dr. Aaron Krawitz. On August 1, 2006, MU’s special Search Committee for CWP Interim Director lured back to campus this Professor Emeritus in Aerospace/Mechanical engineering and long-time advocate of using writing to help students engage more meaningfully in the learning process. For the next two years, Krawitz worked diligently to ensure that CWP remained in the “academic” business of establishing and maintaining cutting-edge, cross-disciplinary writing intensive practices.

Krawitz is an internationally recognized researcher on diffraction stress measurements and, (as past CWP Director, Marty Townsend, states) “a major name in his field. . . . That a person of his scholarly caliber stepped in to oversee and preserve CWP in a time of transition is worth noting.” Appointing Krawitz is noteworthy not only because it demonstrates how highly experienced faculty value writing across the curriculum (WAC) principles, but also (continued)
because MU’s administration realized the importance of its Campus Writing Program and worked to get the best possible interim leadership.

When he took over the directorship of CWP, Krawitz was already a 15+ year veteran of using writing-to-learn practices in the classroom, and his enthusiasm for MU’s writing program was well known. For example, as he prepared for retirement in 2002, Krawitz stepped down as Chair of the Committee on Undergraduate Education (CUE), and championed CWP strongly and humorously in his farewells talk. According to Jo Ann Vogt, past Coordinator of the Program, Krawitz told “those assembled—in no uncertain terms—that the best thing MU had going for it was CWP and that if they dared to screw that up he would come back to haunt them.” According to Townsend, his “come back to haunt them” message was re-sent several times, including in his speech to a Jefferson Club dinner at the Reynolds Center.

Krawitz also served as Chair of MU’s Campus Writing Board, which oversees all Writing Intensive courses and policies, and according to Dr. Marty Patton, another CWP Coordinator at the time, “he always did the overview of the review process (usually left to sub-committees) and often surprised everyone by bursting into a harmonica solo during Board meetings [which he plays semi-professionally].” More evidence of Krawitz’ engagement with writing pedagogy comes from Townsend, who worked with him closely on Writing Board matters. She says:

- In the fifteen years I directed CWP, Aaron was the only Board Chair who met with me one week before the full Board meetings to establish and go over the agenda—with a fine tooth comb... a stickler for details.
- Aaron also presented on a panel at the 1997 National WAC Conference in Charleston, SC, with Mark Ryan (Fisheries & Wildlife), Kay Libbus (Nursing) and me titled “Dealing with Resistance to WAC in the Natural and Applied Sciences.” An article from that panel was published in Language and Learning Across the Disciplines, and subsequently, Aaron was invited by others who heard him [at the conference] to give talks on writing in his own right at Rice University and in South Africa.
- [As a result of his presentations in South Africa,] CWP became host for the scholar and Writing Center Director Dr. Pamela Nichols from Witswatersrand University in Johannesburg. She subsequently came to CWP to study our program.
- Hiring and training new, enthusiastic Coordinators and vowing to see them issues affecting the Program. It also clearly indicated that CWP is a campus-wide program.
- Helping establish a closer relationship with MU’s English Department Rhetoric and Composition faculty.
- Improving course processing and posting practices, including adaptation to the new Student Information System.
- Opening and maintaining an ongoing dialogue with “non-traditional” departments, such as CDIS (online), MU Direct (online), MU

And, along with his legendary harmonica playing, his humor, his ability to champion writing as a teaching tool, and his obvious enthusiasm for using it in his own courses, Krawitz participated actively in CWP’s Brown Bags and other in-house development activities; made presentations on his own Writing Intensive courses, both on campus and at national conferences with CWP Coordinators and Director; and is responsible for references to CWP in two publications: College Rankings Exposed (2003) and Smart Parents Guide to College (1996). Clearly, with this Renaissance man/scholar/teacher, CWP was in good hands as it made its way through an important transitional stage in its growth.

Preserving An Important Program

When Krawitz accepted the Interim Directorship, his initial thought was that he would function mainly as a “caretaker” until the permanent position was filled. Soon, however, he discovered the necessity to take more immediate action on several CWP issues and throughout his two-year tenure, including:

**He always did the overview of the review process (usually left to sub-committees) and often surprised everyone by bursting into a harmonica solo during Board meetings.**

- Marty Patton
Evening, General Studies, and MU summer courses in order to promote more access to WI courses with the goal of helping off-campus, non-traditional students satisfy their WI degree requirement.

- Working with Coordinators and the Writing Board to revise WI Guidelines so that they more explicitly accepted new ways to deliver courses. Krawitz was one of the first to acknowledge the necessity for non-traditional WI courses to be delivered in non-regular delivery modes.
- Writing a thorough CWP Self-Assessment document disseminated for feedback and suggestions to a special committee appointed by the Vice Provost as part of an ongoing program review process.
- Revisiting the OTS fund distribution model to find more effective methods for disbursement that better support the WI requirement.

Krawitz was highly aware that CWP survives because it is non-directive and guides the workings of writing-to-learn from “behind the scenes.” He states, “This Program is for faculty and by faculty” and honored that point throughout his Directorship. Clearly, Krawitz was an excellent choice for Interim CWP Director for many reasons, but the best of those reasons are both his own teaching experience and his experience meeting resistance from faculty who were not knowledgeable about the overall value of Writing Intensive strategies.

We can get a sense of his extensive knowledge of how writing intensive courses should work when he relates it to engineering education. Engineers, he feels, should be able to reach “a level of thought about the subject matter that goes beyond learning ‘formulae,’” thus “learners “become able to think critically about content.” He says,

To me, critical thinking in a technical context means being able to understand and apply the underlying principles involved in a particular situation, in contrast to being able to perform a mechanical or prescribed procedure; it is an approach that is more intellectual than vocational.

Krawitz believes that in classroom, research and real world settings people need to “frame and analyze problems, make reasonable assumptions and approximations, and evaluate the meaning and reasonableness of the result.” Even though this process may seem obvious, he found that he must grapple with faculty resistance to incorporating writing into engineering courses. For some faculty, practicing this type of pedagogy looked like teaching a technical writing course, and because of this notion, many experienced people felt they were simply not qualified to do it. These same faculty saw writing assignments as “add-ons” to a traditional lecture format. In contrast, Krawitz never viewed teaching as bringing more work into class. Rather, teaching is a matter of integrating writing with what is already being done. “Faculty have to be willing to ‘get on board’ and realize that there is more to life than lectures, problems, labs, and examples. . . . By and large, engineers are too often aggressively oblivious to ways of learning and whether students actually understand the processes conveyed to them. [After all], on the job, engineers have to know how to account for what they’re doing.”

Thus, according to Krawitz, although some faculty see writing assignments as nothing more than add-ons to the traditional lecture format, writing intensive courses were not a “hard sell to engineering students.” Clearly, his goals have centered on encouraging faculty to realize the value of incorporating writing into their teaching and bringing about “real” learning, the kind that involves developed critical thinking skills, insight,
and the ability to make meaning out of content.

And so, backed by experience and his own goal-oriented energy, Krawitz directed the Campus Writing Program and opened new doors for faculty, students, and the University of Missouri. He thought he would be in the position for, perhaps, one year—tops. Two years later, he was rather stunned to see himself still at the helm and waiting patiently—well, not always patiently—for an academic with similar knowledge and enthusiasm to assume this important position. Krawitz’s humor played naturally into what became a long interim, and he often joked with CWP’s new Coordinators and the Board about his growing desire to push on with his own life, stating, “Wait a minute. I’m supposed to be retired!” We are lucky to have had a director who put his time to good use and who accomplished, in his words, “[both] a bridge and a break with the past and a redirection for the future.”

**Fall 2008 Brown Bag Schedule**

Brown Bags are held from 12:00 pm to 1:00 pm at Conley House. They offer an excellent opportunity for faculty and students to hear about issues important to writing across the disciplines. Bring a lunch, and join us!

For Fall 2008, the CWP will host the following Brown Bags:

- **September 9**: Robert Bauer, Geological Science. “A Distributed Approach to MU’s Writing Requirement.”
- **September 23**: Mark Fine, Human Development and Family Studies “Working With Graduate Teaching Assistants in Teaching a Large WI Class.”
- **October 7**: Jenny Edbauer Rice, English. “The *Real* Real World: Teaching Writing through Project-Based Learning.”
- **October 21**: Joe Zulovich, Agriculture. Group Work.
- **November 3**: Marty Steffens, Journalism. Successful WI courses.
- **November 18**: Carla Allen, Health Professions. “Computer Mediated WI.”
- **December 1**: Jeff Rice, English and CWP. “Too Much Information. Research and Technology.”