



THE NEWSLETTER OF THE UNIVERSITY OF MISSOURI CAMPUS WRITING PROGRAM

# e-WAC

## Spring 2014

IN THIS ISSUE

## A WRITING INTENSIVE *STAR* FACULTY MEMBER

By Bonnie Selting

Winning a Curators' Teaching Professorship Award can be thought of as a really big deal. And it is. It includes nominees from all four University of Missouri campuses and to be singled out here is, indeed, an honor. One wonders, though, how such an award is merited. Of course, all big awards can be driven by the politics of the environment. For example, those people and products nominated for Oscars apparently become parts of intense publicity drives aimed at getting votes from members of the *Academy of Motion Picture Arts and Sciences*, not unlike having administrators and colleagues write in favor of a nominee. But the Curators' Teaching Professorship Award at the University of Missouri involves a special factor. It's called the student. Students also write recommendations for faculty nominated for this award. Students fill out evaluations that are scrutinized closely by those who select the winner. And students are the beneficiaries of those teachers who are good enough to get the award.

The recipient of a Curators' Teaching Professorship in 2013 is Dr. Michael Budds of the School of Music, music historian extraordinaire. And the reason we are featuring Dr. Budds and his award in the Campus Writing Board's e-WAC Newsletter is because he is the consummate hero of Writing Intensive (WI) Principles: using writing to learn, using writing to coherently demonstrate what is learned, and using writing to think more critically.

Dr. Budds' teaching philosophy is deeply entrenched in enriching student experience by helping them *complex* their writing and thinking skills. Having received his Ph. D. from the University of Iowa, home of the 75-year-old, internationally celebrated Iowa Writers' Workshop and an exceptionally strong writing curriculum, his academic background is as infused with writing as his courses. Whether flagged as Writing Intensive (WI) or not, Dr. Budds holds to the principles of writing-to-learn. He says, "I don't know how you teach someone without asking them to *do* something," as in—*not* filling in bubbles on a bubble test, *not* sitting and listening (or trying to listen) to lecture after lecture, *not* reading a book and merely regurgitating its contents, *but* actually taking part in your own learning. "Students can learn twice as much in any class when



Writing Consultations with CWP Staff

Page 2



Campus Writing Program Staff Presenting at Conferences

Page 3



Campus Writing Program Spring 2014 Events

Page 4

He continues, "One of the things that makes me happiest is to sit down and read the fine work of one of my students. I soar at ideas put together by beautiful words. [There is] something wonderfully satisfying about reading exciting student scholarship." Even though Budds is prolific as a scholarly music historian, with dozens of books and articles in his name, he maintains that he "became a teacher to be a teacher, not a scholar." And perhaps this is why he is successful enough to merit the prestigious award he has won: ultimately it is the teaching that overtakes any other professional goal.



**Michael Budds, Curators Professor of Musicology**

Some strategies Budds employs as he inspires student learning are familiar to writing pedagogy: Peer review, having one student's writing read and critiqued by another student. "Peer review is neat." Budds contends, "When a student tells someone else how to do something, it helps that student learn, not only how to write so readers understand, but also to learn about subject matter they—as readers—know nothing about." He helps students develop a mindset that enables them to synthesize relationships between sources, so he assigns bibliographic reports. He values learning the history of even the most esoteric aspects of music history and encourages students to choose topics in which they will become engaged and issues for which they will argue. As just a few examples: one student wrote a research/persuasive paper titled "Ottorino Respighi: Fascist or Opportunist?"; one wrote "Percy Aldridge Grainger: The Emergence of Twentieth-Century Wind Bands"; Another, "The Nocturne: Bartók's Themes of Nature, Music, and the Night." And another, "Duke Ellington in the Service of Protestantism." Students read, study the music related to their project, and most importantly, listen to each other as these assignments are carried through. They develop, says Budds, "a curiosity about music," essential for writing about it and for playing it.

Budds figures he has taught at least 15,000 students in the past 31 years and is an

"unapologetic advocate of American music." When asked why he has taught so many WI courses at the University of Missouri, he replies, "Musicologists were writing intensive before writing intensive existed. It is a natural progression for musicologists. . . . Communicating in writing is essential." Students must develop a skill set in many things, including practicing how to play an instrument over and over and over. Why not do the same with writing?

Although Budds can be legitimately termed "liberal" in patterns of topic selections and discussions, he is admittedly "conservative" when it comes to grading mechanics. He believes that when we have students write, we are at the same time teaching them to "respect a system," and when considering this "system," Budds becomes the consummate grammarian. "In my classes, it's not about creative writing. It's about sticking to conventions." He teaches students to learn and adhere to the rules of "scholastic" writing and does not hesitate to "*green pen*" "every word, every piece of punctuation" that needs correction.

But with all the ardent, enthusiastic teaching, it is important to add that this award winning academician is also fearful of where education seems to be heading. He hopes the dreams teachers have for successful student learning not "going away" in favor of education, in general, "becoming one big web site. . . . People are taught on the glue of human personality." And we need that glue to help new knowledge "stick." Obviously, too much online teaching and learning is not a positive thing for Budds, but he also fears that the requirements for maintaining strong, well-educated teachers are being lowered to the detriment of education in general.



With this said, we can understand that Budds is able to see many sides of education. He has a lot to share, with both colleagues and students. We in The Campus Writing Program sincerely congratulates him on this award and are proud to claim him as one of our valued WI faculty.

## DID YOU KNOW?

The staff at CWP regularly meet with faculty members to discuss a wide-range of topics related to writing, and not only for WI courses.

### CWP Coordinators,

Bonnie Selting and Jonathan Cisco are available to meet with you and discuss many topics related to writing, in and out of the WI classroom including the following topics:

- Assignment Design
- Syllabus Design
- In-Class Workshops
- Plagiarism
- Citing Techniques
- Faculty Professional Writing and Publishing

Consultations can be held at the Conley House (602 Sanford St.), at your office or over coffee.

Bonnie typically works with the Humanities and Arts and Natural and Applied Sciences Instructors and can be reached at 882-1797 or [seltingb@missouri.edu](mailto:seltingb@missouri.edu)

Jonathan typically works with the Educational and Social Sciences instructors and he can be reached at 884-6221 or [ciscojo@missouri.edu](mailto:ciscojo@missouri.edu)

## Amy Lannin, CWP Director

### Conference on College Composition and Communication (CCCC)

The 2014 CCCC Convention will be held March 19-22, in Indianapolis, Indiana.

Amy will present during the session, "Open Access Cross-Disciplinary Writing Programs: A Hub for the Academy."

Each year the CCCC Convention draws college faculty members from around the world. They gather to hear award-winning keynote speakers, attend presentations by colleagues on the latest innovations in education, and network to gain knowledge of best practices in the field.

### International Writing across the Curriculum Conference (IWAC)

IWAC will be held June 12-15, 2014 in Minneapolis, MN.

Amy Lannin along with Naomi Clark (CWP GRA) will present the session, "Writing Program Administration and Interdisciplinary Committee Work: Transforming Friction into Productive Sparks". Amy will lead participants in navigating the waves of interdisciplinary faculty meetings using actual scenarios. The goal of the session is to share knowledge and find opportunities to build bridges and share divergent paradigms with respect and intellectual curiosity.

## Upcoming Conference Presentations

### Jonathan Cisco, CWP Coordinator

#### Write-to-Learn Conference

The Write-to-Learn conference was held at Tan-Tar-A Resort in Osage Beach, MO on March 1-2, 2014.

Jonathan presented the session, "Fighting Fire with Water: Embracing Students' Use of Online Sources for Literature, Poetry, and Philosophy".

#### American Educational Research Association Annual Meeting

AERA will be held in Philadelphia, PA on April 3-7, 2014. Jonathan will present the session, "I don't know what the heck he's saying! A case study of honors students' stances and approaches toward the great works."

#### International Writing across the Curriculum Conference (IWAC)

Jonathan will present the session, "Extending the Burkean parlor metaphor: Teaching strategies for writing literature reviews for undergraduate and graduate writers."

## Bonnie Selting, CWP Coordinator

### Conference on College Composition and Communication (CCCC)

Bonnie will be third Speaker, of a three part panel at the Conference on College Composition and Communication (CCCCs), March 18 - 23. Her session will describe the Campus Writing Program's experiences with specific faculty members from science disciplines and deals with questions like, "Who owns writing and who can teach it best?" and "Is the teaching of writing within disciplines open to everyone?" In other words, "Who has Open Access to writing across or in the disciplines?"

#### International Writing across the Curriculum Conference (IWAC)

Bonnie will present the session, "Rubric Ritual: How Conventional Interdisciplinary Faculty Look at Unconventional Writing Criteria". The session will focus on the topic of rubrics, their design, function, and utility for cross-disciplinary faculty.





Our cover photo comes to us courtesy of Melinda Schnyder. Melinda is a graduate of the MU School of Journalism and you can find more of her work at: <http://www.melindaschnyder.com>

## Spring 2014 Events and Workshops

For Registration and More Information about CWP Events:

<https://etapps.missouri.edu/cwp/event>

**CWP Seminar: Read to Know. Read to Sort. Read to Write.**

March 12, 2014 – 12:00pm – 1:30pm

**Faculty Writing Retreat (waiting list only)**

March 14, 2014 – 9:00am – 3:00pm

**Mindful Writing Workshop**

April 4, 2014 - 9:00am – 1:00pm

**CWP Seminar: Faculty Innovations in Teaching WI**

April 9, 2014 – 12:00pm – 1:30pm

**Faculty Writing Retreat (waiting list only)**

April 11, 2014 – 9:00am – 3:00pm

**Faculty Writing Retreat (waiting list only)**

May 9, 2014 – 9:00am – 3:00pm

**Summer Writing Retreat**

July 10-11, 2014 - Boonville, MO

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