Campus Writing Program

Annual Report 2016
Two rather daunting tasks faced staff and faculty in the writing intensive world at MU: 1) A new database was designed and implemented in collaboration with the Office of University Registrar. Despite some challenges, this will help align the course proposal system with MyZou and result in faster, clearer records for students, faculty, and advisors. 2) A new funding model was developed, presented to the Provost, and implemented. The goal of this model was to create a funding sub-committee that allowed WI course funds to be spent based on the allocation rather than on a “blank check” model. With the hard work and care of several WI faculty, advisors, and CWP, we piloted our first attempt at making difficult funding decisions. Though results meant that some courses will not receive funds, we are hopeful that the process is increasing the communication with department leaders and will hopefully lead to continued thoughtful planning for WI courses, TA hiring, and meeting student graduation needs.

One of the year’s highlights was the hiring of Dr. Lina Trigos-Carrillo, post-doctoral fellow. Dr. Trigos-Carrillo designed and offered monthly writing workshops for multilingual academic writers. These workshops addressed a common need that CWP has faced for years. Due to the success of these workshops, the series will be repeated for the next academic year. In addition, Lina has established an ESL Task Force that is bringing together numerous offices around campus to address the needs and resources for ESL academic writing.

This academic year ended with a trip to China during which I joined Dr. Rainer Glaser, Department of Chemistry, for two weeks in Xi’an and Yangling to share “What is Writing Across the Curriculum (WAC)” as well as principles of how to teach with writing. From introducing the faculty to images of Truman the Tiger and teaching them the MIZ-ZOU chant, we then delved into assignments created by MU faculty in order to see how students can be engaged in and learn content through well-designed writing assignments. MU’s Writing Intensive faculty teach in ways that are creative, thoughtful, and relevant to a variety of disciplines. We see that daily in our work at CWP, and it was an honor to share this message in other parts of the world. Our MU professors impact education in Columbia and beyond.

The Campus Writing Program continues to provide excellence in teaching with writing and for learning at MU!

Amy Lannin
June 2017
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.
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:

• 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 the nationally known, well-respected Campus Writing Program (CWP) that has worked continually with faculty since its inception in 1987 to offer students opportunities to enhance their learning through writing.

2.5
Average number of WI courses students completed

6
WI teaching awards granted

41+
Submitted works from two-day writing retreats in AY 16

9
Undergraduate student papers awarded and published in Artifacts, our undergraduate writing journal

75%
of faculty somewhat, mostly, or completely satisfied with support from CWP

86%
of faculty somewhat, mostly, or completely satisfied with teaching WI class

87%
Approval of WI experience from undergraduate students in a recent case study.

A
Average Grade from WI Faculty and TAs who attend CWP semi-annual workshops

408
Writing Intensive Courses

13,491
WI Students
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.

The Campus Writing Board, Chaired by Dr. Alex Socarides, English, addressed numerous topics, in addition to reviewing WI Course proposals and Writing Intensive Project Award proposals. The following topics were key agenda items:

- Continued to evaluate and implement the new funding model via the WI funding committee
- Continued to develop and adapt the new WI database according to faculty feedback
- Created a new ESL task force to help support ESL writers across campus
- Reviewed and approved Writing Intensive Project Awards
- Awarded 5 Faculty and 1 TA for WI Teaching Awards
- Explored the nature of diversity in WI assignments and developed resources for interested faculty
- Researched and disseminated updated information related to plagiarism and paper mill websites
Faculty Development Awards

During the 2016-2017 year, and with the continued support of the Provost and Vice Provost for Undergraduate Studies, the Campus Writing Program (CWP) continued increasing awareness of Writing Intensive Project Awards (WIPA). Writing Intensive instructors at all ranks can be awarded up to $5,000 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 groundbreaking for advancing faculty creativity, expertise, and productivity when teaching according to Writing Across the Curriculum (WAC) principles.

The 2016-2017 funded projects are listed below:

**Dr. Martha Kelly (Department of German and Russian Studies):** “Interacting with experts: Skype lectures in a ‘flipped’ Writing Intensive Course” (Fall 2016) and “Course Assessment Support for Russian 2320W to Assess Critical Literacy Strategies and Outcomes” (Spring 2017)

**Dr. Michael Marlo (Department of Linguistics):** “Grammar Boot Camp: A summer research and writing experience in linguistics”

**Dr. Caroline Brock (Department of Rural Sociology) and Dr. Ninive Sanchez (School of Social Work):** “Instructor Perspectives on Incorporating Diversity and Inclusion in Writing Intensive Courses at Mizzou”

**Dr. Rachel Harper and Dr. Aaron Harms (Learning Center):** “Writing Center Online Scheduling Platform”

**Dr. Julija Šukys (Department of English):** Development of English 2189 WI course, “Women Writing Lives”
CWP Teaching Awards
The Campus Writing Program granted the following 2016-2017 CWP Teaching Awards:

**Win Horner Award for Innovative Writing Intensive Teaching ($1,500)**
Gabriel Fried, Department of English

**Writing Intensive Teaching Excellence Awards ($500 Each)**
Michael Budds, School of Music
Beverly Horvit, School of Journalism
James Fischer, Department of Electrical Engineering & Computer Science
Michael Sykuta, Department of Agricultural and Applied Economics

**Graduate Student Writing Intensive Teaching Award ($500)**
Sarah Senff, Department of Theater
Fifth Annual Win Horner Awardee: Gabriel Fried

In 2012-2013, The Campus Writing Program instituted a Win Horner Award for Innovative Writing Intensive Teaching. This year, the award went to Dr. Gabriel Fried, English.

Dr. Gabriel Fried, Win Horner Awardee for 2016

2016 Writing Intensive Teaching Excellence and Win Horner Awardees

Jim Fischer, Engineering
Gabriel Fried, English
Sara Senff, TA Award, Theater
Bev Horvit, Journalism
Mike Sykuta, Applied Economics
Ongoing Work of the Program

Special Projects

Postdoctoral Fellows Writing Retreats. This new service directed to postdoctoral fellows across campus started in 2015-2016. We have offered three writing retreats (March, April, and May)

ESL/Multilingual Writing Workshop Series. During this academic year, we offered 6 workshops to ESL/Multilingual faculty, postdoctoral fellows, and graduate assistants to support their academic writing skills.

- L2 Writing: Getting Started
- L2 Writing: The Research Article
- L2 Writing: Paragraph Writing
- Citation in the U.S. Academic Culture
- Grammar and Syntax in Context
- Revising and Editing Your Paper

ESL/Multilingual Academic Writing Advisory Group. The Campus Writing Program invited a multidisciplinary group of scholars to be part of the ESL/Multilingual Academic Writing Advisory Group. On March 14, we held our first meeting at the Conley House with representation from the English Department, the International Center, the Office of Graduate Studies, the Writing Center, the Center for English Language Learning, the Asian Affairs Center, and faculty representation from the School of Music and the Department of Chemistry.

The objectives of this group are to:

- Center efforts to support Academic Writing in a Second Language at MU
- Identify the current academic writing needs of ESL students at MU
- Identify and postulate best college instructional practices for Academic Writing in a Second Language
- Identify ways to strengthen institutional initiatives to support Academic Writing in a Second Language at MU
As part of this effort, we plan to create a webpage that integrates resources for faculty and students, as well as services across campus. In addition, we also would like to issue a statement about linguistic diversity and writing at MU, and to include a WI guideline about academic writing for ESL/multilingual writers.

**Celebration of Teaching 2017.** At the Celebration of Teaching, we presented the poster “Supporting ESL Writers in your Classroom” and the workshop “Teaching with Writing.”

**Writing Intensive Funding Committee.** Historically, The Campus Writing Program (CWP) has sought to fund all WI courses according to a 1:20 faculty-to-student ratio ($110 for every student past enrollment of 20 and up to 300 students). This funding has exceeded CWP’s allocation each year and thus created a deficit.

Due to recent budgetary cuts, the Campus Writing Board voted to create a new committee that would determine how best to distribute WI funds across campus and remain within CWP’s Other Teaching Staff (OTS) Allocation. Department/Program chairs now respond to a brief survey on all WI courses eligible for funding (each semester has two funding rounds). The WI Funding committee uses those responses and other data to determine funding priorities.

In order to remain within budget and to ensure equitable access to funds for WI courses, the WI Funding Committee determined that CWP should budget for a 1:25-30 faculty-to-student ratio with a $110 per student allocation (i.e., funding begins with courses exceeding 25-30 enrollment, depending on allocation). Doing so would ensure that sufficient funds are available for the full academic year. As funds are available and the committee has more up-to-date data, the committee will identify how, if at all, the faculty-to-student ratio can be improved.
WI Funding Committee Members

The WI Funding Committee members come from across major stakeholders in the university. Serving one year terms (allocating OTS funds for Summer and Fall 2017 and Spring 2018 semesters), the following members have dedicated substantial time and effort in this challenge.

- Cooper Drury (Political Science)
- Mike Sykuta (Applied Economics)
- Alex Socarides (English)
- Deanna Sharpe (Financial Planning)
- Ashlie Lester (Human Development and Family Sciences)
- Jonathan Cisco (Campus Writing Program)
- Amy Lannin (Campus Writing Program)
- Lina Trigos-Carrillo (Campus Writing Program)
- Carlynn Trout (Advisor Representative)

The Funding Committee will begin again in September 2017 to allocate remaining funds for the Spring 2018 semester. The committee and the Campus Writing Program will continue to coordinate with program chairs on how best to equitably distribute funds to WI courses.
Workshops & Seminars

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
- ESL Grading
- Writing Assessment
- Peer Response and Writing Intensive Courses
- Teaching Difficult/Challenging Texts
- Innovative Writing Assignments
Specialized workshops. CWP also customized workshops to specific initiatives across campus.

Writing in Engineering. CWP offered several workshops and consultations with faculty in the College of Engineering.

ESL workshops. Referenced above, CWP conducted several ESL-specific workshops, led by Dr. Trigos-Carrillo

In-Class avoiding plagiarism workshops. The CWP presented on avoiding plagiarism to several courses across the disciplines.

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. A professional editor, Danita Wood (retired MU Journalism Professor and Editor of Missouri Life) provides warm-up activities and ongoing writing/editing conferences during the retreat.

Maintaining an Online Presence

During the year, CWP continued maintaining its Twitter feed (@mizzouCWP), Facebook presence (“University of Missouri Campus Writing Program”), and undergraduate writing journal Artifacts. CWP also maintains and updates many resources on two websites: cwp.missouri.edu and teachingwithwriting.missouri.edu.
Writing Intensive Requirements for University of Missouri Undergraduates

The following items constitute the WI 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.
Writing Intensive Courses Reviewed by the Campus Writing Board, AY 2016

Board members review all WI proposals. These proposals come in two formats:

- New Proposals of courses, which have not previously been offered as WI by the proposing faculty member
- Semester Updates of previously offered WI courses, which have been previously proposed.

The Campus Writing Program works with faculty in advance of the Board’s reviews to bring courses into accordance with the WI Guidelines (available on the CWP website).

During AY 2016, the Campus Writing Board reviewed and subsequently approved 421 WI courses. Of those 421 courses, approximately 22 courses were sent back to the instructor for revisions prior to WI approval. Our Coordinator worked with these instructors to ensure courses met the WI guidelines described above. For AY 2016, the Campus Writing Board requested revisions for approximately 5-10% of WI course proposals. Table 1 shows approved and revised courses reviewed during AY 2016.

Table 1
Writing-Intensive courses reviewed by the Campus Writing Board during Academic Year 2016

<table>
<thead>
<tr>
<th>Semester</th>
<th>Approved</th>
<th>Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>170</td>
<td>9</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>34</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>165</td>
<td>8</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>421</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

Note: On average, the Campus Writing Board requested revisions for approximately 5-10% of proposed writing-intensive courses.
For AY 2016, including Summer 2016, Fall 2016, and Spring 2017, the Campus Writing Program offered approximately 408 WI courses taken by 13,491 students, and disbursed $812,020 in OTS funding support. The WI courses had an academic-year total of 2,303 open seats, by Student Information Systems (SIS) data, with an average of 17.17% open seats across course levels. Below, we review the distribution of WI faculty rank, the proportion of WI courses across academic sectors, the proportion of WI courses across class level, and WI course capacity for AY 2016.

**Writing Intensive Rank Distribution**

The current rank distribution of faculty teaching WI courses during AY 2016 indicates that the task of teaching WI courses is spread across the various faculty appointments (See Figure 1).

**Who teaches Writing Intensive courses?**

- **NTT Professor**: 2%
- **Graduate Students**: 3.1%
- **NTT Associate Professor**: 4.9%
- **Assistant Professor**: 8.4%
- **NTT Assistant Professors**: 10.8%
- **Other**: 17.5%
- **Associate Professor**: 14%
- **Professor**: 39.2%

*Figure 1. Who teaches Writing Intensive Courses? This figure shows the distribution of faculty teaching WI courses in Academic Year 2016. “Other” refers to non-teaching staff, part-time faculty, and adjunct faculty. “Professor” includes Professor Emeritus.*
Several conclusions can be made when reviewing who teaches WI courses across campus. For instance, even though teaching WI courses is rigorous, we are seeing strong support for the principles of writing to learn from all academic ranks. Tenured or tenure-track instructors teach well over 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.

**Writing Intensive 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 WI course offerings (See Figure 2). 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.

**Figure 2.** Writing Intensive courses by sector. This figure shows the number of WI courses relative to academic sector, AY 2016.
Writing Intensive Course Level Distribution

The distribution of WI courses by course level is shown in Figure 3. The proportion of WI courses increases with course level.

CWP makes a concentrated effort to increase the percentage of lower level WI courses, particularly through the use of Writing Intensive Project Awards. WI courses at the 2000 level rose from 17.77% in AY2015 to 18.33% in AY 2016. We hope these percentages continue to increase as the Writing Intensive Project Awards, which include a category for WI conversion of lower level courses, become more prevalent across campus.

Figure 3. Writing Intensive courses by course level. This figure shows the percentage of WI courses relative to course level for AY 2016.
Writing Intensive Capacity

CWP tracks the percentage of open seats by course level to determine to what degree WI course offerings match student needs. Figure 4 shows that the majority of empty seats are in 1000 and 4000 level courses. These numbers include only lecture WI courses and ignore self-paced online courses in order to report a more accurate figure.

1000 Level

22.3%

2000 Level

16.1%

3000 Level

10.4%

4000 Level

19.8%

Figure 4. Open seats in Writing Intensive Courses for AY 2016. Reported percentages are a function of open seats at each course level. Dark blue seats indicate open seats.
AY16-17 Writing Intensive Faculty Satisfaction

CWP sent a brief survey to all current WI faculty in order to assess their satisfaction with their WI courses and the support they receive from CWP. Figure 5 shows that a large majority of WI faculty were “Mostly satisfied” or “Completely satisfied” with their WI courses. Figure 6 indicates that a large majority of WI faculty were “Mostly satisfied” or “Completely satisfied” with the support they received from CWP. Future analyses will enable CWP to assess satisfaction on both of these attributes across academic years.

CWP strives to provide constant support for WI faculty. Faculty members who expressed any dissatisfaction with their WI courses or CWP were contacted for follow up meetings, often resulting in fruitful conversations on WI strategy and pedagogy.

How satisfied were you with your WI class?

Figure 5. How satisfied were you with your Writing Intensive class? This figure shows that over three-quarters of WI faculty were mostly or completely satisfied with their WI courses.
Figure 6. How satisfied were you with the support from the Campus Writing Program?
Campus Writing Program Growth

New and Updated Writing Intensive Courses

According to Townsend, Patton, and Vogt’s (2012) historical overview of the Campus Writing Program and similar university writing programs, the nature of updated and newly developed courses indicates a writing program’s overall health. For example, a sustained 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 consistent updated course number, can be considered healthy writing programs.

Given this finding, the Campus Writing Program continues to assess the ratio of updated and new WI courses on campus. Figure 7 shows the semester counts for updated and new WI courses on campus. Updated courses decreased for Fall 2016 and Spring 2017 at 138 and 120, respectively. Furthermore, Fall 2016 and Spring 2017 saw 37 and 49 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.
Figure 7. New and updated Writing Intensive courses. This figure shows the count of updated WI courses paired with the count of newly developed WI courses.
Funding of WI Courses

From AY 2006-2011, the University saw 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. For AY 16, however, OTS funds, including distributions to departments and workshop stipends, decreased from $876,700 in AY15 to $812,020 in AY16, paralleling overall decreases in student enrollment.

Annual course eligibility for OTS funds (i.e., courses with students over 20 enrollment) has averaged 57% since AY 2009. For AY 2016, 54.1% of students (7,302 out of 13,491) were enrolled in WI courses eligible for OTS funding. OTS Funds paid since AY 2011 are shown in Figure 8.

OTS Funds Paid by Academic Year

![OTS Funds Paid by Academic Year](image)

_Figure 8_. OTS funds paid by Academic Year. This figure shows OTS funds dispersed by academic year.
Longitudinal Comparisons of Campus Writing Program Growth

In contrast to the enrollment and course growth seen during AY 2005-2010, AY 2016 continues to stabilize in the number of WI students enrolled and the number WI courses offered. Figures 9 and 10 show the growth and stabilization in WI student enrollment and WI courses by semester. Both variables began to stabilize in AY 2011.

Writing Intensive Students by Semester

Figure 9. Writing Intensive students by semester, AY 2012-2016. This figure shows WI student enrollment from Fall 2012 through Spring 2017. Summer courses and enrollment are not shown.
**Writing Intensive Courses per Semester**

*Figure 10. Writing Intensive courses per semester, AY 2007-2016. This figure shows the number of WI courses from Fall 2007 through Spring 2017. Summer courses are not shown.*