Campus Writing Program
Annual Report
2017-2018
Introduction

The University of Missouri’s Campus Writing Program ended the 2017-2018 academic year with new people to welcome to our staff, as well as fond farewells. In September, 2017, Dr. Jonathan Cisco took a faculty position as Senior Lecturer at University of West Scotland. Though miles and an ocean away, Dr. Cisco continues to follow the work of CWP and is collaborating on some research and writing with CWP staff.

Dr. Lina Trigos-Carrillo served as a post-doctoral fellow with CWP for two years. As part of her Fulbright Fellowship, she returned to Colombia in June 2018 to take a university position. She also continues to work with CWP staff to finish research and publication efforts. While at CWP, Dr. Trigos-Carrillo established the ESL Task force to support student writing. That work resulted in a series of workshops for students, graduate students, and faculty. She also worked with a team to establish workshops support undergraduate student writing.

We are thankful for the commitment of the CWP Search Committee, chaired by Dr. Deanna Sharpe. Their efforts resulted in the hiring of Dr. Christy Goldsmith as our new Assistant Director. Prior to joining the University of Missouri in her current capacity, Dr. Goldsmith taught high school English for eight years. In 2018, she earned her PhD in English education from the University of Missouri where she taught courses in English education and disciplinary literacy. One area of her research revolves around the teaching and learning of disciplinary literacy.

Julie Birt joined our team in Summer 2018. Julie is completing her PhD in Science Education and has 10 years of experience working with writing intensive courses at MU.

The work of CWP continues to expand, and we welcome opportunities to collaborate as we work towards the mission of growing and sustaining a culture of writing.

Amy Lannin, Director
CWP Program Mission

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

CWP Program Objectives

Faculty Objectives
CWP is devoted to designing 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
- Evaluate and know types of arguments
- Give feedback and know how to use feedback on pieces of writing
- Distinguish among fact, inference, and opinion
- Articulate complex ideas clearly
- Deal with problems that have no simple solution
- Consider purpose and audience
- Understand ways of communicating effectively in the given discipline

**Program Methodologies to Attain Objectives**

- Offering faculty writing workshops featuring assignment and syllabi design, responding to student papers, utilizing revision techniques, and other topics of interest as identified by WI faculty
- Understanding issues of plagiarism
- Understanding issues of WAC theory and practice
- Supporting faculty with Writing Intensive course offerings
- Making available the publishing support needed by both students and faculty

**Program Alignment with National Outcomes**
In 2017, we renewed our dedication to aligning the Campus Writing Program objectives with the Writing Program Administration’s (WPA) *Framework for Success in Postsecondary Writing*. Specifically, this national framework identifies outcomes for first-year composition programs and provides ways for disciplinary faculty to support postsecondary writing growth in four major areas. In CWP’s work with faculty across campus in the last academic year, we explicitly designed training and support opportunities to meet outcomes in these four areas.

**Rhetorical Knowledge**
Faculty in all program areas can build students’ rhetorical knowledge by helping them learn the expectations of readers in their fields, the main features of genres in their fields, and the main purposes of composing in their field.
**Critical Thinking, Reading, and Composing**
Faculty in all program areas can build critical thinking skills by helping students learn the kinds of critical thinking important in their disciplines, the kinds of questions, problems, and evidence that define their disciplines, and strategies for reading a range of texts in their fields.

**Processes**
Faculty in all program areas can build on students’ knowledge of writing processes by helping them learn to review work-in-progress for the purpose of developing ideas before surface-level editing and teaching them to participate effectively in collaborative processes typical of their fields.

**Knowledge of Conventions**
Faculty in all program areas can build on the knowledge of writing conventions by helping students learn the reasons behind conventions of usage, specialized vocabulary, format, and citation systems in their disciplines.
Course Review Process

In response to the deadline and workload shifts with the CIM (Course Inventory Management) term system, Dr. Lina Trigos-Carrillo led the charge to revisit the WI course review process. With the deadlines in place for course proposals to be submitted by the early registration deadlines, CWP recognized the need to adjust the course approval process to keep the subcommittee reviews manageable.

In February 2018, the CWP staff proposed a new tiered approval system wherein course proposals would be sorted into three review categories to prompt appropriate workflow steps. The following tiered approval system arose from the subcommittee’s desire to review fewer courses to provide more substantive discussion and feedback to the new and redesigned courses.

<table>
<thead>
<tr>
<th>Review Category</th>
<th>Description</th>
<th>Approval Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>New course</td>
<td>A course never before taught as WI or a new instructor to an existing WI course</td>
<td>Reviewed by CWP staff&lt;br&gt;Reviewed/approved by subcommittee and board</td>
</tr>
<tr>
<td>Update with changes or approved before Summer 2016</td>
<td>An existing WI course with substantive changes to content, pedagogy, assignments, or structure</td>
<td>Reviewed by CWP staff&lt;br&gt;Reviewed/approved by subcommittee and board</td>
</tr>
<tr>
<td>Update with NO changes and approved within the last two years</td>
<td>An existing WI course with no (or minor) changes to content, pedagogy, assignments, or structure</td>
<td>Reviewed by CWP staff&lt;br&gt;CWP staff recommend for approval without full review by subcommittee and board</td>
</tr>
</tbody>
</table>

This new procedure was approved by the Campus Writing Board on April 2, 2018 and implemented immediately. Through its work with the Campus Writing Board, CWP will seek feedback on the new course review process throughout the 2018-2019 academic year and adjust as necessary.
6 WAYS THE Campus Writing Program SUPPORTS WRITING AT MU

PROVIDING FACULTY SUPPORT FOR TEACHING WRITING INTENSIVE COURSES
92% of faculty attendees of 11 development events agreed that they would recommend the training to other faculty.

More than 335 instructors teaching 380 WI courses

PROMOTING CAMPUS WIDE WRITING GOALS THROUGH WRITING RETREATS
189 MU faculty, post-doctoral fellows and graduate students participated in 22 writing retreats in the Conley House.

TRAINING TEACHING ASSISTANTS TO IMPROVE THEIR CULTIVATION OF STUDENT WRITING
98% of 38 TAs trained agreed that they would recommend the WI workshops to other TAs.
INCREASING DIRECT SUPPORT FOR FACULTY TEACHING MULTILINGUAL LEARNERS IN THEIR CLASSES
Over 6 workshops, 86 attendees learned about peer-review, grammar, and improving their own writing.

IMPROVING STUDENTS’ WRITING AND THINKING SKILLS
Overall, 14,044 MU students enrolled in writing intensive courses designed to improve students' skills to think critically and communicate effectively.

FUNDING TEACHING ASSISTANTS AND GRADERS
CWP distributed over $660,000 to assist in funding additional teaching staff to support WI instruction campus-wide.
## CWP by the Numbers

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses proposed</th>
<th>Approved as is</th>
<th>Approved with revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>17</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>165</td>
<td>161</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>167</td>
<td>150</td>
<td>6</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>31</td>
<td>29</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>380</strong></td>
<td><strong>367</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**Once instructors teach a WI course, they are likely to return.**

In the newly-implemented end-of-semester survey, over 63% of WI instructors indicated they had taught WI for more than 5 semesters.

**Faculty also shared the following about their WI teaching:**

- “In this case, the writing is the goal, not just the means to an end.”
- “[Students] frequently comment as they progress through other courses in our program about how helpful what they learned in this class has been to them.”
- “Teaching with writing is a more personal, coaching-type process than other approaches to teaching.”
### Campus Writing Board

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).

#### 2017-2018 Campus Writing Board

<table>
<thead>
<tr>
<th>Educational and Social Sciences</th>
<th>Humanities and Arts</th>
<th>Natural and Applied Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shannon Breske</td>
<td>Mamadou Badiane</td>
<td>Valerie Bader</td>
</tr>
<tr>
<td>Business</td>
<td>Romance Languages</td>
<td>Nursing</td>
</tr>
<tr>
<td>Caroline Brock</td>
<td>Monika Fischer</td>
<td>Carolyn Orbann</td>
</tr>
<tr>
<td>Rural Sociology</td>
<td>German &amp; Russian Studies</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>Brian Houston</td>
<td>Beverly Horvit</td>
<td>Jamille Palacios</td>
</tr>
<tr>
<td>Communication</td>
<td>Journalism</td>
<td>Agricultural/Applied Economics</td>
</tr>
<tr>
<td>Laurie Kingsley</td>
<td>Benyamin Schwarz, Architectural Studies</td>
<td>Tim Safranski</td>
</tr>
<tr>
<td>Learning, Teaching &amp; Curriculum</td>
<td></td>
<td>Animal Science</td>
</tr>
<tr>
<td>Soren Larsen</td>
<td>Julija Šukys</td>
<td>Lisa Sattenspiel</td>
</tr>
<tr>
<td>Geography</td>
<td>English</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Ashlie Lester</td>
<td>Ric Wilson</td>
<td></td>
</tr>
<tr>
<td>Human Development &amp; Family Studies</td>
<td>Art</td>
<td></td>
</tr>
</tbody>
</table>

The Writing Board meets three times each semester, and holds subcommittee meetings in advance of each full Board meeting for a total of six meetings per semester. The Writing Board Advisory Group, composed of the Board Chair, three subcommittee chairs, and Program Chair meets as necessary, typically two to three times per year.

To manage the many transitions CWP faced in 2017-2018, Dr. Alex Socarides graciously agreed to a second term as Campus Writing Board Chair. Dr. Socarides led the Board in addressing a variety of topics in addition to the regular business of reviewing WI course proposals. The following topics were key agenda items:

- Continued to evaluate and implement the new funding model
- Continued to work with the ESL task force to help support ESL writers at MU
- Revisited WI guidelines as they emerged in different course types
- Revised the WI course proposal and review process
- Explored ways to increase faculty and TA attendance at CWP trainings
- Explored various possible incentives for WI faculty
Writing Intensive Teaching Awards

CWP awarded the Win Horner Award for Innovative Writing Intensive Teaching ($1500) to
Dr. Andy Winholtz
Associate Professor of Mechanical and Aerospace Engineering

Four additional faculty members were recognized for their Writing Intensive Teaching Excellence ($500):

Dr. Claire Altman
Assistant Professor in Health Sciences and the Truman School of Public Affairs

Dr. Andrew Clarke
Associate Professor in Food Sciences

Dr. Adam Cletzer
Associate Professor in Agricultural Leadership & Education

Dr. Sam Otten
Associate Professor in Mathematics Education

One graduate teaching assistant was recognized for her Writing Intensive Teaching Excellence ($500):
Rachel Lomonaco-Benzing
PhD candidate in Textile & Apparel Management
Supporting Faculty and Student Writing at MU

Teaching with Writing

In Spring 2018, CWP reinvigorated the Teaching with Writing website. To kick off this revitalization, Dr. Alexandra Socarides submitted her short piece, “Navigating One’s Writing History: Remarks on Teaching and Writing.” The series of new articles by University of Missouri Writing Intensive faculty will continue throughout the 2018-2019 school year with contributions by former Writing Intensive Project Award recipients such as Dr. Martha Kelly, Associate Professor of Russian, and Dr. Julija Šukys, Associate Professor of English.

Writing Retreats

In 2017, CWP held 22 writing retreats at the historic Conley House. Graduate students from across campus, postdoctoral fellows, and all faculty ranks made up the 189 attendees who submitted numerous publications and grant proposals.

Celebration of Student Writing

In May 2018, CWP co-hosted the first annual Celebration of Student Writing with the First-Year Composition Program. The celebration featured a variety of undergraduate readings of compositions from various disciplines in addition to undergraduate poster presentations, a celebratory lunch, and an address from the English Department Chair, Dr. Alex Socarides.

Student Writing Awards

To continue supporting excellence in undergraduate student writing, the Campus Writing Program reviewed submissions for following awards:

**Museum of Art and Archaeology Ekphrastic Writing Contest Award**

1st Place: Rebecca Bajek, “Siren: Based on the Painting ‘Nocturne’”

**Mizzou Advantage Writing Contest**

1st Place: Connor Hennessy, “Nature of the Beast”

2nd Place: Alyssa Gregory, “Dogs in the Laundry Room: Mental Health Treatment in Humans and Animals”

3rd Place: Beckie Jaeckels, “Can You Hear Me Now?”

**Campus Speech, Protest, and Conflict Resolution with University of Missouri School of Law**

*Award for Meritorious Writing:*

Tyler Riley “Freedom”

Rebecca Oliver “Campus Speech, Protest, and Conflict Resolution”
Artifacts: A Journal of Undergraduate Writing

CWP continued the tradition of releasing a new issue in Summer 2018. In addition to the award winners listed above, five other student writing pieces were reviewed and published in Artifacts.

Multilingual Writers Initiatives and Supports

ELL Task Force

The ELL Task force secured funding and completed filming and editing three versions of “Voices of Multilingual Writers at Mizzou” videos. These videos and other resources appear on the ESL/Multilingual Writers at Mizzou—a website initiated by the ELL task force. It is CWP’s goal to make this website public by the close of the 2018-2019 academic year.

Engineering Bootcamp

CWP paired with the College of Engineering to host an Engineering Writing Bootcamp at the end of Summer 2018. Serving over 25 graduate students and postdoctoral fellows in the College of Engineering, this event provided a new structure and format for CWP’s work in the disciplines.

ESL Writing Workshop Series

CWP offered a 6 session ESL Writing Workshop series for a second time in 2017-2018, and the final session of this series was the most-attended workshop session in the Conley House’s recent history. CWP will continue to revise and offer this workshop series in 2018-2019.
Looking to 2019 and Beyond

To continue to improve teaching with writing at MU, CWP’s future initiatives surround WI guidelines, faculty training, and CWP procedures.

Specifically, the Board has the following goals for the 2018-2019 academic year:

- Review and revise Writing Intensive guidelines to consider recent additions to the Writing Across the Curriculum (WAC) literature and MU’s strategic plan
- Review the process and policy of WI distributed curriculum to produce a template and guidelines for distributed curriculum models across campus
- Consider philosophy and methods of WI instruction and faculty support and development
- Continue to explore ways to forefront themes of diversity in WI teaching