**TO:** Sue Abbotson, Chair of Undergraduate Curriculum Committee (UCC)
FROM: Mike Michaud, Chair of Writing Board (WB)
DATE: 3/16/17
SUBJECT: Report on WB Activity (Dec 2017-March 2018)

Work of the Writing Board

The Writing Board hosted the 22nd annual Faculty Development Workshop, our showcase event of the year, on January 10, 2018. The speaker, Dr. Michelle Cox of Cornell University, spoke about working with non-native or second-language writers and speakers. (program attached). By all accounts, we had a terrific day of professional development. Sixty-eight faculty members attended (14 signed up but did not attend). Below, please find a summary of our feedback (responses received: 49). I've attached write-in feedback on the event in Appendix A.
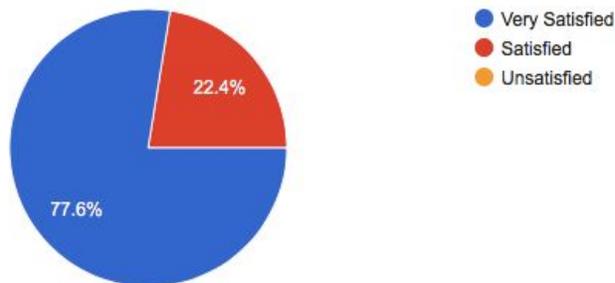
How satisfied were you with the featured speaker (Dr. Michelle Cox)?
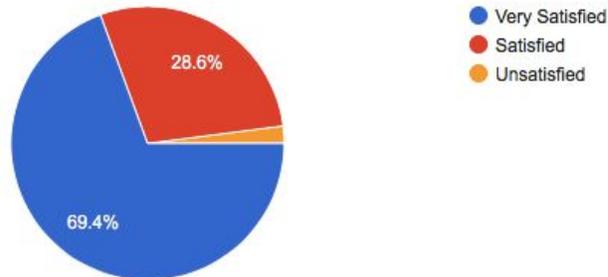
49 responses

- Very Satisfied
- Satisfied
- Unsatisfied

81.6%
18.4%
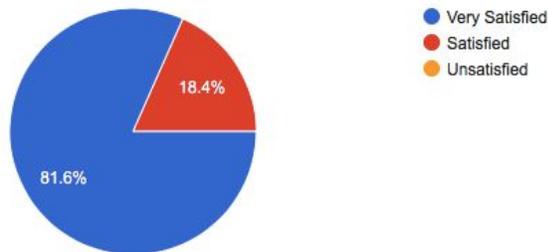
How satisfied were you with other elements of the program (i.e. break-outs, panel, etc.)

49 responses

- Very Satisfied
- Satisfied
- Unsatisfied

77.6%
22.4%

How satisfied were you with the food/meal options (e.g. breakfast, lunch, afternoon)?

49 responses

- ● Very Satisfied
- ● Satisfied
- ● Unsatisfied

28.6%

69.4%

Our next Board-sponsored event with be the Summer Seminar for Teaching Writing (SSTW) Panel Presentation event, held in Gaige 200 on 3/28/18 (12:30-2pm). All are invited to attend. A light lunch will be provided.

Work of the Writing Board Chair

WID 2.0

I'm please to report a new collaboration with the Committee on General Education (COGE) and the Assessment Coordinator (Dr. Maureen Reddy). Following upon Dr. Reddy's 2017 summer assessment report, which made a series of suggestions and recommendations as regards our Writing in the Disciplines (WID) requirement, I will be working with departments and programs on campus to implement a series of improvements to our WID program. I've included, as Appendix B, an email sent from COGE to all department and program directors outlining my tasks (two additional items, both from Dr. Reddy's assessment report, have been added to this list: assisting departments/programs with the creation of a brief blurb to includ on syllabi for WID courses identifying them as such; and revising existing program/department RhodeMaps to more explicitly identify WID courses).

Having consulted with the Writing Board on my work, I'm in the early stages of reaching out to departments/programs to get started on this project which I anticipate will run through the 2018/2019 academic year. It is my feeling that this work will move the ball forward a good deal in making more explicit to faculty and students what WID at RIC entails. I'd like to thank both Dr. Reddy and Dr. Magyar for the time and effort they've put into this initiative.

Professional Development Offerings

In my capacity as Writing Board chair I am charged with offering ongoing professional development to our faculty. Towards these ends I have a few items to share:

<u>1. Co-Op Workshops (collaborations with FCTL):</u>

The "How To" of Collaborative Writing Assignments

In this co-op workshop, we will focus on collaborative writing projects, sharing our experience with assigning such work in disciplinary courses, and reflecting on the challenges and opportunities of collaborative writing assignments. If you currently assign collaborative writing projects or are curious about doing so, or if you are just looking for conversation around teaching and learning, you will find this workshop illuminating. Facilitated by Elizabeth England-Kennedy (Health and Physical Education) and Mike Michaud (English).

Tuesday, February 20, 2018 at 2:00 p.m.
Faculty Center for Teaching and Learning, Adams Library 406

What I'll Do Next Time: Writing Great Writing Assignments

In this co-op workshop discussion, we'll share a case-study of a writing assignment from an art history course, discuss the assignment's scope and rationale, share excerpts of student work in response to the assignment, and reflect on how to improve the assignment. If you are interested in learning the nuts and bolts of assignment design or just looking for conversation around teaching and learning, you will find this workshop illuminating. Facilitated by Sara Picard (Art) and Mike Michaud (English).

Wednesday, February 21, 2018 at 2:00 p.m.
Faculty Center for Teaching and Learning, Adams Library 406

<u>2. Online Mini-Course: The How To of Peer Review (3/12-3/16)</u>

<u>3. Summer Professional Development Half-Day Workshops</u> (TBD).

<u>4. Summer Seminar for Teaching Writing</u> (now in its 8th year, recruitment is currently underway; May 21-25, 2018)

WAC/WID Scholarship

In the realm of scholarship, I have two items I'm pleased to share:

1. A short vignette I wrote called "A WAC Failure I'm Trying to Learn From," about my experience and work here at RIC on WID, has been published in a new book, *Sustainable WAC: A Whole Systems Approach to Launching and Developing Writing Across the Curriculum Programs* (NCTE, 2018). This small publication signals my growing participation in the WAC community of scholars and teachers in U.S. higher

education. *Sustainable WAC* was edited by this year's FDW speaker, Michelle Cox, and two colleagues, one of whom, Dan Melzer, was our speaker at the FDW several years ago. Further, my piece is paired with a vignette written by Chris Anson, who was our speaker at the FDW twice. While Anson's vignette details a WAC "success" and mine a WAC "failure," it's still an honor to be published by and among some of the foremost experts in the field. I hope to contribute more to this community in the future.

2. As I think I may have indicated in an earlier report, in June 2018 a small band of RIC faculty and I will be traveling to the International Writing Across the Curriculum (IWAC) conference at Auburn University in Alabama. Joe Zornado (English), Andrea Del Vecchio (Physical Sciences), and Sylvia Ross (Nursing) and I will share our experiences with WAC and WID at RIC on a panel at IWAC. We learned recently that our travel has been fully funded by the grants office here on campus (yay!). I'm excited for this opportunity to share and collaborate with my peers and extend the work that we have already begun via the Summer Seminar for Teaching Writing (SSTW).

Thank you for the opportunity to share these developments.

Appendix A

Write-In Feedback:

- None.
- Nothing. it was great. Thank you!
- I loved the panel of students! Keep doing that.
- Maybe black or pinto beans would have been good. The panel with the students at the end was great! I wonder if that could be included more?
- Stress to student speakers to project their voices, espcially if there is no mic on the tables.
- Great writing center tutors.
- Fantastic speakers--I learned so much from the keynote speaker and the breakout sessions
- Great topic but I felt discussions became a little repetitive; speaker, and breakouts pretty much saying the same thing
- None come to mind...always enjoy these events and find them very well organized and implemented!
- I enjoyed the program, as always, and would attend the program no matter what (and will do so in the future), but a stipend for attendance might be nice ;-)
- The student panel added an important dimension to this program. When appropriate to a workshop topic, do include the student voices and perspectives again!
- Loved the student panel
- Incorporate some of what we did this time: bring students in and hear their perspective on the topic, and ending the day with that panel is a good design.
- Thank you!
- Laura Faria-Tancinco and Sarah Hesson gave an outstanding presentation in the breakout session; the student panel discussion was good, but I think I missed having two breakout sessions. Perhaps a student panel could be an option for a breakout session.
- I always wish there were more opportunities for less-formal interaction (more workshop-like)
- I just wish I'd been able to attend more breakouts! Maybe post the materials from all breakout sessions somewhere central, so even people who couldn't attend can get some benefit?
- Silly, but: alternative vegan "crumble"-WAY too salty
- Excellent Workshop. Thank you so much!
- Perhaps a breakdown session could feature an indepth look at sample essays and strategies to articulate ELL's pitfalls
- Thanks for quiche and bacon. Jeannine Olson
- This was an important topic, and well executed. Thank you. I think the faculty that didn't attend have missed out on some very important information. I have already applied what I learned to a student situation.
- The break out session with the two women who teach bilingual ed. was excellent.

- Better vegetarian options
- The workshop on cultural and linguistic diversity was excellent. The information, teaching strategies and methods presented are resources that I can use in my classroom.
- I was sorry to miss the keynote this year. So, I only got to see the afternoon student-directed workshop. It was great. Linking the keynote speaker's topic to the student workshop was excellent. In the future, how about putting the faculty workshops after the keynote and after a student response panel?

Suggestions for Future Workshop Themes:

- None.
- Not sure yet.
- Teaching writing for diverse levels of preparation?
- Maybe something on experiential learning in a classroom setting? (as opposed to internship/service learning options)
- Instructor Feedback on Student Writing - Best Practices
- Online course design / effectiveness; REALLY effective peer reviewing strategies (getting students to offer feedback with some SUBSTANCE); designing strong collaborative projects; deigning strong oral presentations; a program ficusing on the BEST, most effective and interesting assignments faculty members have ever experienced; effectively dealing with underprepared (writing) students; weaning students off addictions to trivial electronics
- Working with students with disabilities such as deaf / hard of hearing or blind
- looking at student work, ways of responding to students
- If you continue to provide tips, advice, scholarship regarding how I can help my students become better writers, that would be helpful.
- Steps on publishing
- Threshold Concepts and their relationship to information discovery and writing
- Teaching peer review
- Would love more workshops on supporting diverse learners
- Effective methods for giving students feedback on their writing
- The genesis of creative writing genres - getting students started
- Various faculty members talking about aspects of their teaching to give me ideas. Jeannine Olson
- How to better motivate students?
- How to get students to use reading to improve their writing.
- low stakes writing, designing writing in the discipline programs
- The topic of multilingual learners and writers is the one that I wanted to see at the annual workshop. I am so pleased that this topic was presented so effectively.
- perhaps learning from others how they successfully engaged students in writing within their discipline (social work, education, nursing...)
- Wondering how or if it's possible to combine writing with academic advising?
- Reading: a lost skill. Can it be recovered?

From: **Magyar, James G.** jmagyar@ric.edu
Subject: Writing in the Discipline
Date: February 6, 2018 at 1:24 PM
To: Magyar, James G. jmagyar@ric.edu
Cc: Michaud, Michael J. mmichaud@ric.edu

Deans and Chairs –

As you know, Rhode Island College has a *Writing in the Discipline* requirement as part of the general education program. Each department has been asked to explain the courses in which writing is taught in its discipline(s) and COGE has approved these statements.

We (COGE) have noted that the program descriptions vary widely in both detail and format, and have observed that many students and some faculty members are not aware of the requirement at all. To increase awareness and to assist departments in delivering the best Writing in the Discipline program possible, we have arranged for Michael Michaud, Chair of the Writing Board, to work with departments for the next year on Writing in the Discipline. Some of his specific charges are listed below.

(1) Develop a webpage designed for students that explains Writing in the Discipline and links to program-specific Writing in the Discipline pages.

(2) Work with departments to develop program-specific Writing in the Discipline webpages that include the answers to a series of common Writing in the Discipline questions written by each department's faculty, and that identifies the classes that qualify for Writing in the Discipline status and why. The goal is to have such a page for every undergraduate major program.

(3) With COGE, develop a review mechanism for approving Writing in the Discipline courses.

(4) Work with the Writing Center Director to arrange for trained undergraduate peer writing mentors from different disciplines.

We appreciate your cooperation with Mike on this student-centered initiative.

Thanks

J. Magyar
Chair, COGE