

Writing-Intensive Courses: Possible Criteria, National Patterns, and Resources

**Lillian Bridwell-Bowles
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Elaine Cullen
Kimberly Lynch &
Mark Olson**

**Technical Report Series
No. 9 ♦ 1994**

**Lillian Bridwell-Bowles,
Series Editor**

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Susan Batchelder And Mark Olson, Editors

THE CENTER FOR INTERDISCIPLINARY STUDIES OF WRITING

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Preface

In 1990, University of Minnesota President Nils Hasselmo charged a committee of faculty members from throughout the University community to review the undergraduate curriculum. The committee, the Twin Cities Task Force on Liberal Education, proposed changes in liberal education requirements and recommended establishing a Council on Liberal Education. This body is currently responsible for approving courses in three major liberal education areas: 1) Diversified Core Curriculum courses are to offer breadth of knowledge in a number of disciplines, including mathematics, physical and biological sciences, history and social sciences, and humanities and the arts; 2) Designated Themes of Liberal Education courses are to cover cultural diversity, international perspective, citizenship and public ethics, and environment; and 3) Writing Skills courses are to consist of one formal composition or rhetoric course and four writing-intensive (W -I) courses.

For the past decade, undergraduates have been required to take one lower division and one upper division writing course. On the Minneapolis campus, these courses have been taught by instructors in the Program in Composition and Communication. The upper division courses have been discipline-specific and organized under such headings as Writing in the Social Sciences, Technical Writing for Engineers, or Writing about Literature. On the St. Paul Campus, the upper division courses for its various colleges are taught by the Rhetoric Department. As of this writing, it is unclear whether writing-intensive courses can be offered in sufficient numbers to replace the existing courses offered by the Rhetoric Department and the Program in Composition and Communication or whether some combination will be necessary. While there is much that is positive in a

shift to teaching writing in the disciplines, we hope that the University can find the resources for the support services (faculty development, teaching assistant training, tutorial services, and technology) that are necessary if this initiative is to be successful.

As faculty members at the University of Minnesota consider offering W-I courses, we invite them to draw upon the resources of the Center for Interdisciplinary Studies of Writing (CISW). Information reported from other institutions currently using some form of writing-intensive configuration suggests that for writing instruction in such courses to be effective, writing cannot be considered as just an "add-on" assignment or a matter of requiring additional pages of writing. It must be thoughtfully integrated into the course as writing instruction.

To encourage discussion about developing writing-intensive courses of high quality, we have assembled information from a number of sources which faculty members might find helpful. This report includes information in the following areas:

- Suggested Criteria for Writing-Intensive Courses at the University of Minnesota (page 1),
- Writing-Intensive Courses from a National Perspective (page 4),
- Written Resources for Learning More about Writing-Intensive Theory and Practice (page 6),
- Bibliography (page 8),
- Center Archives (page 10),
- News about Writing-Intensive Courses on the "Information Highway" (page 11),
- CISW Services to Faculty and "Starting Places" Questions (page 13),
- CISW Grant Recipients (page 16),

- Synthesis of Findings from CISW Grants (page 26),
- Publications by CISW Grant Recipients (page 31), and
- Suggestions for Writing-Intensive Research Activities (page 34).

We have highlighted CISW research projects by University of Minnesota faculty as a means of identifying those people in the University community who have been active in researching undergraduate writing in their respective disciplines. Grant recipients can inform the dialogue about improving literacy and writing instruction at the University of Minnesota.

Over the past five years the Center for Interdisciplinary Studies of Writing has funded research projects by University of Minnesota faculty to study the following topics:

- characteristics of writing across the University's curriculum;
- status reports on students' writing ability at the University;
- the connections between writing and learning in all fields;
- the characteristics of writing beyond the academy;
- the effects of ethnicity, race, class, and gender on writing; and
- curricular reform through writing.

We make available informal reports on Center grant recipients' research projects, as well as reports in special areas, in the form of technical reports. More elaborate reports and extended discussions of Center grant recipients' work are available through our monograph series. One of the Center's goals is to disseminate the results of these research projects as broadly as possible within the University community and throughout the wider educational community.

We invite you to contact the Center for Interdisciplinary Studies of Writing to share your ideas and comments about writing-intensive courses or for information about other publications or Center activities.

Lillian Bridwell-Bowles, Director
Center for Interdisciplinary Studies of Writing
April 1994

Suggested Criteria for Writing-Intensive Courses at the University of Minnesota

According to announcements by the Council on Liberal Education (CLE) at the University of Minnesota, in the future, undergraduates may be required to take a total of four writing-intensive (W-I) courses before they can graduate. A November 29, 1992, memo from the CLE says that W-I courses are "those courses which integrate writing into the work of the course. They provide for a variety of assignments that introduce the nature of writing in the discipline and help students to learn such elements as the nature of proof, persuasion, and argumentation in the field; the proper information and sources; and the forms and formats appropriate to the discipline. W- I courses provide students with opportunities to write and to revise" (CLE memo, 29 Nov. 1992).

With the CLE ' s guidelines for what constitutes a writing-intensive course in mind, the following suggestions have been compiled from writing-intensive programs and research throughout the United States:

1) Writing Should Be Integrated into the Course:

Writing should be integrated into the intellectual traditions of the course and the field in which it is taught. In the case of lower division courses, writing assignments should focus on the conventions of academic writing appropriate to the field. In the case of upper division courses, students should be introduced to patterns of discourse that are characteristic of advanced or professional writing in the field. Students should produce both formal papers and informal writing (e.g., logs, journals, observations, notes, short responses to lectures, essay examinations) throughout the course.

2) Writing Assignments and Writing Goals Should Be Described:

Students in W-I courses should receive a statement of the overall goals for writing in the syllabus for each W-I course; in addition, they should receive a written description of each individual writing assignment, outlining goals and criteria for the assignment.

3) *Students Should Have Opportunities to Produce Multiple Drafts and Receive Feedback:*

Students should produce plans for papers and multiple drafts of papers so that they can receive feedback (from instructors, teaching assistants, peers) that would allow them to revise their writing and to produce polished final drafts. Papers should be written and read throughout the course, not just at the end of the term.

4) *Regularly Scheduled Class Time Should Be Designated for Writing Instruction:*

At least once a week, class time should be devoted to one or more of the following: explanations of the writing assignments; discussions of writing problems; peer commentary on writing, conferences, descriptions of good content, style, or form; questions about writing from students; or writing workshops that would involve intensive attention to writing in individual meetings, conferences, or small groups.

5) *Writing Must Be a Factor in Student Assessment:*

At least 50% of the course grade should be based upon the student's writing. The essay examination should be the dominant mode for examinations, not multiple-choice or short answer tests. Other forms of writing should also figure strongly in the course assessment (c.f. #1, above). No student who fails to demonstrate at least adequate writing ability should be passed in a W-I course.

6) *Professors Should Participate in the Formal Assessment of Writing:*

All writing that students produce should be read and given a response by instructors. The professor in a course is ultimately responsible for evaluating each student's writing, but several alternative models for incorporating responses from teaching assistants are possible. For example, teaching assistants (TAs) could read and respond to all writing throughout the course, and select one sample that is representative of a student's writing for final evaluation by the professor. The professor and the TAs might divide the class into writing groups and exchange papers for a quick second reading once they have been read and assigned grades. This procedure would insure that the same assessment standards were applied equally.

7) *W-I Classes Should Have No More than Twenty Students Per Instructor:*

Ideally, classes should be small, with a ratio of no more than twenty students to an instructor. In larger classes, students should be assigned to a reader (either a professor or a TA) who will respond to their writing; readers should have no more than twenty students per class or a total of forty students in a term.

8) *W-I Courses Should Require a Minimum of Five Pages Per Week:*

W-I courses should require a substantial amount of writing from students. Requirements will vary, but a reasonable amount might be a minimum of five pages per week, including formal and informal writing (c.f. #1, above).

Writing-Intensive Courses from a National Perspective

One of the Center's ongoing projects during 1993-94 has been researching writing-intensive (W-I) courses at other institutions, both through traditional print sources and through Internet list servers. Here are some of the preliminary findings:

- A number of the institutions differentiate writing-across-the-curriculum (WAC) courses from writing-in-the-discipline (WID) courses. WAC courses are typically upper-division, interdisciplinary courses, taught by writing programs or departments. WID courses are disciplinary courses with writing components taught by department members.
- All of the institutions responding to requests for information reported retaining a freshman writing course (or its equivalent), though many of those courses were shortened to only one semester or one quarter, and the respondents express some regrets about this abbreviated freshman writing experience. (The University of Minnesota currently requires one quarter of lower division writing.)
- One successful program suggests a number of writing-intensive courses at the upper-division level and encourages a mixture of writing-across-the-disciplines with writing-in-the-disciplines.
- A prevalent concern among those working in writing-across-the-curriculum is that students in WAC or WI courses are learning to replicate disciplinary formats and conventions without understanding how disciplinary knowledge relates to and determines those same formats and conventions. Respondents suggested that WAC or WI courses should promote critical thinking, regardless of the discipline.

- While not all of the respondents' institutions had adequate, ongoing support for teaching assistants in writing-intensive courses, those who did said it was absolutely necessary, and those who didn't said it was a glaring omission.
- Most of the institutions consider the quantity of writing an important variable for WI courses. The amount of writing varies from as few as thirty pages per course (typically at the entry level) to fifty pages per course (typically at the upper division level).
- Most of the writing for WI courses is formal (i. e., essays, responses, research papers). If institutions mention informal writing, it is usually associated with journals or logbooks. Very few writing-to-learn activities are mentioned, even though such activities are a practical way to include more writing in a course without the burden of formal grading. We would encourage faculty members who are creating WI courses to include writing-to-learn activities in their plans.
- Most WI courses stipulate multiple formal writing assignments, rather than one long writing project.
- All the WI courses include a multiple-draft process in their formal writing assignments, with early draft responses emanating either from peers, teaching assistants, or the instructor. The students receive responses and evaluations frequently and throughout the course.

Written Resources for Learning More about Writing-Intensive Theory and Practice

A number of books examine successful writing-across-the-curriculum (WAC) and writing-intensive (W-I) programs, but one that we highly recommend is Toby Fulwiler and Art Young's *Programs That Work: Models and Methods for Writing Across the Curriculum*. This text contains profiles of fourteen successful WAC programs; it also contains ideas and suggestions for writing in psychology, philosophy, science and mathematics, humanities, and history, as well as a number of other discipline-specific writing courses. This is an excellent starting text for someone who is just beginning to consider creating a W-I course.

Another book that we highly recommend is *Writing Across the Curriculum: A Guide to Developing Programs*, edited by Susan H. McLeod and Margot Soven. Whereas the Fulwiler and Young book offers detailed descriptions of different programs (as well as a helpful introductory and concluding chapter on the necessary elements of successful WAC programs and the enemies of WAC), the McLeod and Soven book offers detailed and concrete suggestions for the reader, including a chapter written by Christine Farris and Raymond Smith entitled "Writing-Intensive Courses: Tools for Curricular Change." Both books have excellent bibliographies for continued research.

Since a concern in W-I courses is including writing-to-learn activities, we also highly recommend *Roots in the Sawdust: Writing to Learn Across the Disciplines*, edited by Anne Ruggles Gere. This book offers writing-to-learn suggestions in nine different disciplines, two essays exploring the clear connections between writing and thinking, one essay offering different ideas for small group activities, one essay on using a course

journal, and two overviews of writing-to-learn classrooms. We have found the text particularly helpful as we begin to design our pamphlet series on designing writing-intensive courses.

The bibliography that follows includes the documentation for the works cited above, as well as the sources used to create this technical report. It is important to note that while these print sources were very helpful, the correspondence conducted via electronic mail was perhaps even more helpful, as important WAC leaders at a number of institutions of higher learning contributed their valuable thoughts and suggestions.

For further information regarding electronic mail, list servers, and bulletin boards catering to WAC issues and concerns, see the section of this report entitled “News About W-I Courses on the ‘Information Highway’.”

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Russell, David R. *Writing in the Academic Disciplines, 1870-1990: A Curricular History*. Carbondale, IL: Southern Illinois University Press, 1991.

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White, Edward M. "Changes for the Worse: The Damage of Innovations Set Adrift." *AAHE Bulletin* (November 1990): 3-5.

"Shallow Roots or Taproots for Writing across the Curriculum?" *ADE Bulletin* 98. (Spring 1991): 29-33.

Center Archives

The Center currently has an extensive archive of materials related to its mission of improving undergraduate writing at the University of Minnesota, including, of course, materials related to writing-intensive courses. In addition, the Center also possesses the database of the submissions to the 1993 Conference on College Composition and Communication. This database, consisting of over 2,000 entries, includes proposals on the most current topics and issues in the field of composition studies. Both the archive and the database are available for the university community's research needs.

News About Writing-Intensive Courses on the Information Highway

As we have noted previously, a major source of information about writing-intensive courses has been the list servers offered through Gopher on the Internet. We encourage those interested in becoming part of the ongoing discussions regarding writing-intensive courses and writing-across-the-curriculum to use telecommunications because it is such a valuable medium for current information.

A number of list servers are available (including the Writing Program Administrators list server, MBU (Mega-Byte University), PURTOPOI, and H-Rhetor), but for the sake of space, we will outline but one list server, the Writing Across the Curriculum (WAC-L). Some recent discussions on WAC-L include writing-intensive courses in a number of pharmacy departments, an ongoing debate about the writing in foreign language courses (should it be in English or the foreign language?), and an ongoing exploration of academic discourse-as-exclusionary (the foil for this debate was the sports page-as-exclusionary: entertaining and stimulating exchange).

To subscribe to the list server, you must enter your electronic mail account and compose the following message:

1. SEND your message to:
listserv@uiucvmd.bitnet
2. DO NOT include a subject line or a signature
3. YOUR MESSAGE should be nothing more than this: sub WAC-L
your name here

You will then be placed on the list server and begin receiving the messages within a short period of time (typically 4-6 hours after you have subscribed). Once you are on the list, replying to individual postings is the simplest way to get involved, but should you want feedback on a particular question (for example, how might the group suggest creating a writing-intensive course for an upper-division philosophy course?), then you should send your message to: WAC-L@uiucvmd.bitnet

If you have any questions about the list server, writing-intensive courses, or the research being done on WAC in the Center, do not hesitate to contact Michael Kuhne at kuhn0004@gold.tc.umn.edu, and he can either supply the requested information or put you in direct contact with someone who can help you with your question. For those of you interested in subscribing to the other list servers, we encourage you peruse an article by Gail E. Hawisher and Charles Moran ("Electronic Mail and the Writing Instructor." *College English* 53 (October 1993): 627-41.) where they list the other list servers and the subscription commands.

CISW Services to Faculty and "Starting Places" Questions

When the Center for Interdisciplinary Studies of Writing received its initial grant from the Deluxe Foundation in 1988, improving undergraduate writing at the University of Minnesota was established as its primary mission. Over the years, Center resources have primarily been used to support faculty research into the needs of undergraduate writers and encourage discussion about the best ways to meet those needs. The Center also supports faculty workshops, forums, and individual consultations. Of these, individual consultations are often the most rewarding way to talk about writing with interested faculty. Below, we briefly describe the activities of the Center and suggest some questions that might serve as starting points for encouraging thinking and discussion about incorporating writing into classrooms.

Forums, Workshops, and Grants

Each year the Center sponsors university-wide forums to encourage discussions about the practical and theoretical aspects of writing-across-the-curriculum. In the past, the Center has sponsored visits from such nationally recognized scholars as Toby Fulwiler, Jacqueline Jones Royster, Andrea Lunsford, and Art Young.

Center staff members also offer consultation and workshops to departments to present practical or theoretical advice about how writing pedagogy may be adapted to teaching in specific disciplines.

One of the most important aspects of the Center's mission is to award grants to faculty members who engage in direct research exploring the status of undergraduate writing and how undergraduate writing might be improved. To date, the Center has sponsored fifty-seven research projects involving almost seventy faculty members.

Consulting with Center Staff

All of the Center's "public" activities are important—and well-received—but the Center staff agrees that one of the most pleasant and effective ways to "get the word out" about writing is consulting with individual faculty members. The benefits are certainly two-directional. We try to offer help by listening, asking more questions, and suggesting useful resources; those of us in the "writing business" often gain a better understanding about how writing functions in particular disciplines and the problems instructors face using writing in their classrooms.

In the spirit of consultation and cooperation, we offer these questions as starting points for thinking about writing and its importance to you and to your discipline. We encourage you to contact the Center at (612) 626- 7579 if you would like to talk about any of the issues raised by the questions, or any other issues not included in this "brainstorm." The Center office is a friendly space and the coffee or teapot is often on (or can be ready in minutes). We welcome and look forward to opportunities for talking with you.

Some "Starting Places" for Thinking about Writing in the University

- *Writing and its role in your discipline:*

How important is literacy—reading, speaking, writing—in how knowledge is shared throughout your discipline? How is writing used? For sharing new ideas and information? For proving theories and experimental data? What are the most respected journals and books in your discipline? What makes them so?

- *Writing and its relation to teaching in your discipline:*

How is writing used in your courses? For learning and exploring ideas? For measuring critical thinking? For measuring knowledge of content? What kinds of writing do you assign? How many assignments and how long? How is the writing valued? Who reads the writing, TAs or Professors? How much writing do you want or have time to read? As a reader of student writing, do you tend to value: correctness and style, ideas and knowledge, critical thinking, or a combination of these? What types of responses do you give to writing?

- *Writing and your students:*

Is there a disparity between what you expect of student writers and their actual performance? What are possible causes of the disparity? Is it discipline-related, having to do with knowing the terms and writing patterns of the discipline? Is it student preparation? What could be done to help students write better before they arrive in your classroom? After they arrive?

- *Your own writing history:*

How or why is writing important to you? In what way is it important? How have you been trained to succeed in writing for your discipline? What kind of support, advice, or instruction helped you become a better writer?

- *Colleagues:*

What are their attitudes toward writing for the discipline? What are their attitudes about student writing? What is the general assessment of students' writing abilities? What are practical and theoretical roadblocks to improving student writing?

- *Writing consultants:*

How can we help? What kind of information do you want about writing?

Theoretical? Practical? Research?

Center for Interdisciplinary Studies of Writing Grant Recipients, 1989-93

1993-94 Grants

Writing in the Language of Molecular Biologists

Martin Blumenfeld, Associate Professor, Genetics and Cell Biology

Improving Computer Science 5702: Introduction to Database

John Carlis, Associate Professor, Computer Science

Joe Maguire, Research Assistant, Computer Science

Writing To Learn and Writing To Communicate in the School of Nursing Undergraduate Program

Laura Duckett, Associate Professor, School of Nursing

Michael Jon Olson, Research Assistant, Composition/Education

Using Intensive Writing-to-Learn Activities in the Foreign Language Classroom

Kaaren Grimstad, Associate Professor, Scandinavian Languages and Literature

Ray Wakefield, Associate Professor, German and Dutch

Torild Homstad, Research Assistant, Scandinavian Languages and Literature

Monica Eden, Research Assistant, German and Dutch

Helga Thorson, Research Assistant, German and Dutch

Writing to Learn in Design, Housing, and Apparel (DHA) 1101

Denise Guerin, Associate Professor, Design, Housing, and Apparel

Michael Jon Olson, Research Assistant, Composition/Education

Facilitating the Use of Expressive Writing in the Plant Science Classroom

Emily E. Hoover, Associate Professor, Horticultural Science

Douglas S. Foulk, Research Assistant, Horticultural Science

Examining the Writing That Special Educators Do to Improve the Writing Skills of Preservice Special Educators

Clayton Keller, Assistant Professor, Child and Family Development, UM-Duluth

Joan Karp, Assistant Professor, Child and Family Development, UM-Duluth

Mary Linda Sather, Teaching Specialist, Child and Family Development, UM-Duluth

Writing on Multicultural Subjects in Philosophy

Douglas Lewis, Professor, Philosophy

Anne Phibbs, Research Assistant, Philosophy

Researching Strategies for Providing Support for Students with Campus-wide Writing Centers and Peer Tutoring

Archibald Leyasmeyer, Associate Professor, Director of Undergraduate Studies, English

Beverly Atkinson, Associate to the DUS, English Undergraduate Studies

Christine Mack Gordon, Assistant Director, Creative and Professional Writing

Michael Dickel, Research Assistant, English

The Use of Full-Text Bibliographic Data Bases in Research: Implications for Undergraduate Writing Instruction

Donald Ross, Professor, English

Writing and the Cooperative Classroom

Byron Schneider, Associate Professor, Youth Policy Education Center

Jerome Stein, Lecturer, Youth Policy Education Center

Using Intensive Writing-to-Learn as a Means of Reducing Limitations on Learning in Large Classes

Ruth Thomas, Associate Professor, Vocational and Technical Education

1992-93 Grants

How Can Natural Resources (NRES) Students' Communication Skills Be Improved?

Dorothy H. Anderson, Assistant Professor, Forest Resources

Terence H. Cooper, Associate Professor, Soil Science

Jean R. McFarland, Research Assistant

Decision Cases for Writing Across the Curriculum

Ann Hill Duin, Associate Professor, Rhetoric

Steve Simmons, Professor, Agronomy and Plant Genetics

Elizabeth Lammers, Research Assistant

Assessing the Effectiveness of Journal Writing in an Undergraduate Statistics Course

Joan Garfield; Associate Professor; Division of Science, Business, and Mathematics;

General College

Evaluating Students' Ability to Integrate Written and Visual Communications

Philip J. Gersmehl, Professor, Geography

Catherine M. Lockwood, Research Assistant, Geography

Improving the Quality of Writing of Computer Science Students

Maria Gini, Associate Professor, Computer Science

Thomas Nurkkala, Research Assistant

Understanding about Mathematics

Laura Coffin Koch; Associate Professor; Division of Science, Business, and

Mathematics; General College

Improving the Academic Writing of English Majors at the University of Minnesota

Archibald Leyasmeyer, Associate Professor, Director of Undergraduate Studies, English

Beverly Atkinson, Associate to the DUS, English Undergraduate Studies

Christine Mack Gordon, Assistant Director, Creative and Professional Writing

Sally Nereson, Research Assistant, Composition/English

Writing as a Way of Knowing in a Cross-Disciplinary Classroom

P. T. Magee, Dean, College of Biological Sciences

Carol Miller, Associate Professor, American Studies

Janine Hockin, Research Assistant

Writing Across the Department

Susan Mantell, Assistant Professor, Mechanical Engineering

with Professors Kevin Dooley, Darrell Frohrib, Thomas R. Kuehn, and David Pui

Andreas Schranun, Research Assistant, Linguistics

Intensive Writing as a Teaching Instrument: A Research Project in Political Science

C. Eli Pringle; Teaching Specialist; Division of Science, Business, and Mathematics;

General College

In the Shadows of Disciplinary Writing

Geoffrey Sirc; Associate Professor; Division of Arts, Communication, and Philosophy;

General College

Shawn Gillen, Research Assistant, English

The Facilitation of Interdisciplinary Learning through Writing-Intensive Instruction
Ellen Stekert, Professor, English

Pamela J. Olano, Research Assistant, English

Linking Theory and Practice in Speech-Language Pathology

Jennifer Windsor, Assistant Professor, Communication Disorders

1991-92 Grants

The Effect of Conceptual Translation on the Quality of Undergraduate Writing

Stuart Albert, Associate Professor, Strategic Management and Organization

Bruce Maylath, Research Assistant, Composition/English

Integrated Communication Instruction

J. Michael Bennett, Associate Professor, Rhetoric

Kimberly Lynch, Research Assistant, Composition/English

Lida J. Strot, Research Assistant, Composition/Education

Writing in the Public-Service Sector: Creating and Managing a Supportive Writing Environment

Roben L. Brown, Jr., Associate Professor, English

Joseph Moses, Research Assistant, Composition/English

Thinking in Music, Thinking and Writing about Music

Michael Cherlin, Assistant Professor, Music

Brian Campbell, Research Assistant, Music

An Annotated Bibliography on the Uses of Writing in Service Learning and Internship Courses

Terence Collins; Professor; Division of Arts, Communication, and Philosophy; General College

Linda Adler Kassner, Research Assistant, Speech Communications

Assessing the Quality of Writing of Computer Science Students

Maria Gini, Associate Professor, Computer Science

Thomas Nurkkala, Research Assistant, Computer Science

Using Expressive Writing to Improve Horticultural Education

Emily E. Hoover, Associate Professor, Horticultural Science

Peter Ascher, Professor, Horticultural Science

Douglas S. Foulk, Research Assistant, Horticultural Science

Writing to Learn in Anatomy and Physiology of the Speech and Hearing Mechanisms

Julie M. Liss, Assistant Professor, Communication Disorders

Stephanie Hanson, Research Assistant, Communication Disorders

Writing as a Communicative Event: Writing in Academia versus Industry

David Pui, Associate Professor, Mechanical Engineering

Andreas Schramm, Research Assistant, Linguistics

An Analysis of the Factors Influencing Raters' Judgments of ESL Students' Writing

Diane J. Tedick, Assistant Professor, Curriculum and Instruction

Nancy Joseph-Goldfarb, Research Assistant

A Study of Writing in an Individualized, Interdisciplinary, and Writing-Intensive
Baccalaureate Degree Program

Kent Warren, Director, Program in Individualized Learning

Archibald Leyasmeyer, Associate Professor, Director of Undergraduate Studies, English

Sally Nereson, Research Assistant, Composition/English

1990-91 Grants

Multicultural Education and Writing: A Study of Composition Programs, Curriculum,
and Teacher Change

Lisa Albrecht; Assistant Professor; Division of Arts, Communication, and Philosophy;

General College

Deborah (Sunny) Steinmetz, Research Assistant, English

An Investigation of the Importance of Domain-Specific Knowledge for Writing
Proficiency

William M. Bart, Professor, Educational Psychology

Karen E. Schleisman, Research Assistant

Integration of Writing into College Algebra

Aparna B. Ganguli, Assistant Professor; Division of Science, Business, and Mathematics;

General College

Richard Henry, Research Assistant, English

Tutoring via Telecommunications

Michael Graves, Professor, Curriculum and Instruction

Ann Hill Duin, Associate Professor, Rhetoric

Multicultural Nests: Finding A Writing Voice about Literature by Women of Color

Toni A. H. McNaron, Professor, English

Pamela I. Olano, Research Assistant, English

The Effectiveness of Written Assignments in Increasing the Proficiency of Students in Principles of Marketing

Barbara Nemecek, Coordinator, Marketing and Logistics Management

William Rudelius, Professor, Marketing and Logistics Management

Developing and Analyzing a Data Base of Writing in the Disciplines

Donald Ross, Professor, English

Wendi Chen, Research Assistant, English

Jianping Wang, Research Assistant, English

Dialogue Journal Writing as Part of a Study-Abroad Experience

Constance Walker, Associate Professor, Curriculum and Instruction

1989-91 Two-year Grants

The Effects of Sustained Writing on the Development of Skills of Scientific Inquiry

Chris Anson, Associate Professor, English

Michael Loupe, Professor, Health Ecology

Bruce Maylath, Research Assistant, Composition/English

James Brownlee, Research Assistant, English

Student and Faculty Attitudes on Writing in Seven Programs within the University of Minnesota

Harlan S. Hansen, Professor, Curriculum and Instruction

Jane Wei, Research Assistant

1989-90 Grants

Effects of Race, Class, and Gender on Writing

Rose Brewer, Associate Professor, Sociology and Afro-American Studies

Biman Basu, Research Assistant, English

The Writing of Southeast Asian-American Students in Secondary Schools and at the University and A Comparison of Southeast Asian Resident and International Student Writers at the Pre-Freshman Composition Level

Bruce Downing, Associate Professor, Linguistics

Elaine Tarone, Professor, Linguistics

Susan Gillette, Lecturer, Linguistics

Robin Murie, Teaching Specialist, Program in English as a Second Language

The Effectiveness of the Independent Auditor's Report in Communicating the Limitations of an Audit

Gordon Leon Duke, Associate Professor, Accounting

Writing Style Differences in Newspaper, Radio, and Television News

Irving Fang, Professor, Journalism and Mass Communication

Factors Affecting the Writing of Undergraduate Psychology Majors

Paul W. Fox, Professor, Psychology

Gail B. Peterson, Associate Professor, Psychology

Writing in the Design Disciplines

Roger Martin, Professor, Landscape Architecture

Paul Damon, Research Assistant, Landscape Architecture

Jean Spraker, Research Assistant, English

Students of Color in the Writing Classroom: What Students Say

Carol Miller, Associate Professor, American Studies

Carolyn Evans, Research Assistant

Interdisciplinary Writing through Multidisciplinary Writing

Riv-Ellen Prell, Associate Professor, Anthropology and American Studies

Amy Farrell, Research Assistant

Halgren Kilde, Research Assistant

Writing beyond the Academy: Writing Experiences and Preparation of Students Entering Careers in Business

Gerald Rinehart, Director of Undergraduate Studies, Carlson School of Management

Writing and the Visual Arts: An Analysis of Critical Writing and Its Impact on the Student of the Visual Arts

Tom Rose, Professor, Studio Arts

Reading Writing Across the Disciplines

Harvey Sarles, Professor, Comparative Literature

Kate Brady, Research Assistant

Informal Writing in Comprehensive History Survey Courses

James Tracy, Professor, History

John N. Currin, Research Assistant, History

Synthesis of Findings from CISW Grants, 1989-93

In the five years the Center for Interdisciplinary Studies of Writing has been funding faculty research in undergraduate writing, many grant recipients have investigated general and discipline-specific concerns for effective use of writing in the classroom. Below we have listed topics and issues that have emerged from our analysis of 57 grants awarded by the Center. Beneath each topic are the titles of grants appropriate to the topic (also listed by year in the previous section).

If you are interested in learning more about any of the grants, please refer to the Center publication, *Abstracts of CISW Grants: Completed Projects and Works in Progress, 1989-94* (available from the Center) or to publications of grant recipient reports (a list of available reports follows this section).

* Attitudes about and Perceptions of Writing

Faculty Perceptions of Student Preparedness

- *How Can Natural Resources (NRES) Students' Communication Skills Be Improved?* (1992-93)
- *Student and Faculty Attitudes on Writing in Seven Programs within the University* (1989-90)
- *Students of Color in the Writing Classroom: What Students Say* (1989-90)

Faculty Perceptions of Student Needs

- *Improving the Quality of Writing of Computer Science Students* (1992-93)
- *Improving the Academic Writing of English Majors at the University of Minnesota* (1992-93)

- *A Study of Writing in an Individualized, Interdisciplinary, and Writing-Intensive Baccalaureate Degree Program* (1991-92)

Students' Attitudes about Writing

- *Interdisciplinary Writing through Multidisciplinary Writing* (1989-90)
- *Writing and the Visual Arts: An Analysis of Critical Writing and Its Impact on the Student of the Visual Arts* (1989-90)
- *Student and Faculty Attitudes on Writing in Seven Programs within the University* (1989-90)

Students' Perceptions of "Writing-to-Learn" Content Material

- *Decision Cases for Writing Across the Curriculum* (1992-93)
- *Linking Theory and Practice in Speech-Language Pathology* (1992-93)
- *Thinking in Music, Thinking and Writing about Music* (1991-92)
- *Using Expressive Writing to Improve Horticultural Education* (1991-92)
- *A Study of Writing in an Individualized, Interdisciplinary, and Writing-Intensive Baccalaureate Degree Program* (1991-92)
- *Multicultural Nests: Finding a Writing Voice about Literature by Women of Color* (1990-91)
- *Interdisciplinary Writing through Multidisciplinary Writing* (1989-90)
- *Informal Writing in Comprehensive History Survey Courses* (1989-90)
- *Student and Faculty Attitudes on Writing in Seven Programs within the University* (1989-90)

*** Research Results Showing the Value of Interdisciplinary Writing Correlation Between Writing and Exam Performance**

- *Linking Theory and Practice in Speech-Language Pathology* (1992-93)

- *Using Expressive Writing to Improve Horticultural Education* (1991-92)
- *Writing to Learn in Anatomy and Physiology of the Speech and Hearing Mechanisms* (1991-92)
- *Integration of Writing into College Algebra* (1990-91)
- *The Effects of Sustained Writing on the Development of Skills in Scientific Inquiry* (1989-90)

Writing as Indicator of Learning/Effectiveness of the Course

- *Linking Theory and Practice in Speech-Language Pathology* (1992-93)
- *Using Expressive Writing to Improve Horticultural Education* (1991-92)
- *Integration of Writing into College Algebra* (1990-91)
- *Writing in the Design Disciplines* (1989-90)
- *Informal Writing in Comprehensive History Survey Courses* (1989-90)

Writing as Record of Student Experience

- *Multicultural Nests: Finding a Writing Voice about Literature by Women of Color* (1990-91)
- *Writing in the Design Disciplines* (1989-90)

*** Implementation of Writing-Intensive Courses**

Importance of How Writing is Incorporated into the Course

- *Using Expressive Writing to Improve Horticultural Education* (1991-92)
- *Writing to Learn in Anatomy and Physiology of the Speech and Hearing Mechanisms* (1991-92)
- *Integration of Writing into College Algebra* (1990-91)

- *Multicultural Nests: Finding a Writing Voice about Literature by Women of Color* (1990-91)
- *Writing in the Design Disciplines* (1989-90)
- *Interdisciplinary Writing Through Multidisciplinary Writing* (1989-90)
- *Informal Writing in Comprehensive History Survey Courses* (1989-90)

Training Needs for Non-Specialists in Writing

- *Assessing the Quality of Writing of Computer Science Students* (1992-93)
- *Using Expressive Writing to Improve Horticultural Education* (1991-92)
- *Writing to Learn in Anatomy and Physiology of the Speech and Hearing Mechanisms* (1991-92)
- *Integration of Writing into College Algebra* (1990-91)
- *Interdisciplinary Writing Through Multidisciplinary Writing* (1989-90)
- *Informal Writing in Comprehensive History Survey Courses* (1989-90)
- *Student and Faculty Attitudes on Writing in Seven Programs with the University of Minnesota* (1989-91)

Importance of Interpersonal Relationships in Writing Situations

- *Writing in the Public-Service Sector: Creating and Managing a Supportive Writing Environment* (1991-92)
- *Multicultural Nests: Finding a Writing Voice about Literature by Women of Color* (1990-91)

Effective Writing/Instructional Strategies

- *Decision Cases for Writing Across the Curriculum* (1992-93)
- *Assessing the Quality of Writing of Computer Science Students* (1992-93)

- *Using Expressive Writing to Improve Horticultural Education (1991-92)*
- *Writing to Learn in Anatomy and Physiology of the Speech and Hearing Mechanisms (1991-92)*
- *Tutoring Via Telecommunications (1990-91)*
- *Multicultural Nests: Finding a Writing Voice about Literature by Women of Color (1990-91)*
- *Writing in the Design Disciplines (1989-90)*
- *Interdisciplinary Writing Through Multidisciplinary Writing (1989-90)*

Quick ("Built-In") Ways to Do Writing-Intensive Courses

- *Decision Cases for Writing Across the Curriculum (1992-93)*
- *Improving the Quality of Writing of Computer Science Students (1992-93)*

*** Miscellaneous Findings**

Multicultural Education and Writing

- *Multicultural Nests: Finding a Writing Voice about Literature by Women of Color (1990-91)*
- *Students of Color in the Writing Classroom: What Students Say (1989-90)*

ESL/Special Needs

- *The Writing of Southeast Asian-American Students in Secondary Schools and at the University and A Comparison of Southeast Asian Resident and International Student Writers at the Pre-Freshman Composition Level (1989-90)*
- *Students of Color in the Writing Classroom: What Students Say (1989-90)*

Differences Between Freshman and Upper-Division Writers

- *Developing and Analyzing a Data Base of Writing in the Disciplines (1990-91)*

Potential Merge of Technology with W-I Courses (E-Mail)

- *Decision Cases for Writing Across the Curriculum* (1992-93)
- *Tutoring Via Telecommunications* (1990-91)
- *Developing and Analyzing a Data Base of Writing in the Disciplines* (1990-91)

Reading/Writing Connections

- *Improving the Academic Writing of English Majors at the University of Minnesota* (1992-93)
- *Developing and Analyzing a Data Base of Writing in the Disciplines* (1990-91)

Publications by CISW Grant Recipients

Research Monographs

Writing Style Differences in Newspaper, Radio, and Television News (1991)

Irving Fang, Journalism and Mass Communications

Writing in the Design Disciplines (1992)

Roger Martin, Landscape Architecture

"Strong," "Typical," and "Weak" College Writers: Twenty-two Case Studies

(In press, 1994)

Hildy Miller and Mary Ellen Ashcroft, English

Proceedings and Keynote Speeches from CISW Conferences

Diversity and Writing: Dialogue within a Modern University (1992)

Proceedings from CISW 1990 Conference

Keynote speech by Jacqueline Jones Royster, Spelman College

Literacy, Intellectual Property, and the Status Quo (In press, 1994)

Keynote speech by Andrea A. Lunsford, Ohio State University

Presented at the 1991 CISW Conference: Politics and Literacy: Social Constructions of Writing

The Wonder of Writing Across the Curriculum (1994)

Keynote speech by Art Young, Clemson University

Presented at the 1993 CISW Colloquium: Improving Writing across the University Curriculum: Practices, Programs, Possibilities

Technical Reports

What Students of Color Can Tell Us about the Multicultural Classroom (1992)

Carol Miller, American Studies

Students of Color in the Writing Classroom: An Annotated Bibliography (1992)

Carolyn Evans and Carol Miller, American Studies

Interdisciplinary Writing through Multidisciplinary Writing (1993)

Riv-Ellen Prell, American Studies

Multicultural Nests: Finding a Writing Voice about Literature by Women of Color (1993)

Toni A. H. McNaron and Pamela J. Olano, English

Writing to Learn Mathematics: An Annotated Bibliography (1994)

Aparna Ganguli, General College, and Richard Henry, English

Writing in Service-Learning Courses: An Annotated Bibliography (1994)

Linda Adler Kassner and Terence Collins, General College

Outside the Lines but on the Page: Perspectives on Writing in an Individualized, Writing-Intensive Baccalaureate Degree Program (1994)

Sally Nereson, English, for a research grant by Archibald Leyasmeyer, English, and Kent Warren, Program in Individualized Learning

Writing Theory and Practice in the Second Language Classroom: A Selected Annotated Bibliography (1994)

Torild Homstad, Scandinavian Languages and Literature, and Helga Thorsen, German and Dutch, for a research grant by Kaaren Grimstad, Scandinavian Languages and Literature, and Ray Wakefield, German and Dutch

Abstracts

Abstracts of CISW Grants: Completed Projects and Works in Progress 1989-93 (1994, updated yearly)

Grant Recipients' Publications in Journals

Dorothy Anderson (Forest Resources), Terence H. Cooper (Soil Science), and Jean McFarland (Research Assistant). "How Can Natural Resources Students' Communication Skills Be Improved?" *Journal of Natural Resources and Life Sciences Education* (March 1993).

Emily Hoover and Doug Foulk (Horticultural Science). "Using Expressive Writing to Improve Horticulture Education" *Forthcoming in HortTechnology*.

Julie M. Liss and Stephanie Hansen (Communication Disorders) "Writing to Learn in Anatomy and Physiology of the Speech and Hearing Mechanisms" *Journal of Second Language Writing* (May 1993).

Elaine Tarone (Linguistics), Bruce Downing (Linguistics), Andrew Cohen (English as a Second Language), Susan Gillette (Linguistics), and Robin Murie (English as a Second Language). "The Writing of Southeast Asian-American Students in Secondary School and University." *Journal of Second Language Writing* (May 1993).

Suggestions for Writing-Intensive Research Activities

Each spring the Center for Interdisciplinary Studies of Writing announces a call for proposals from University of Minnesota faculty for research projects concerning the status or improvement of undergraduate writing. In order to help clarify the criteria for Center funding regarding writing-intensive (W-I) grant proposals, we have developed some suggestions. One or more of the following appropriate activities might be incorporated into grant requests:

- Develop a bibliography that can be disseminated throughout the home department;
- Develop a W-I course model for departmental implementation, including a collection of suggestions for writing assignments that could be used in a variety of instances;
- Develop pilot syllabi for W-I course(s), along with clear pedagogical justifications for the incorporation of writing into course(s);
- Develop methods for assessing effectiveness of writing component and/or student writing;
- Develop a "How-To" guide for other faculty members planning W-I courses/components;
- Develop descriptions of good writing within the discipline;
- Collect exemplary writing samples/models for courses within the department; or
- Offer forums for conversations among department faculty members to discuss appropriate implementation of W-I designs.

Basically, we are looking for long-range, deliverable research products that can be circulated to the larger departmental/disciplinary community. Grant requests should include designs that go beyond instructional goals; in other words, we would like grant proposals to include more than syllabus planning.

We hope that these guidelines will assist you in developing grant requests. The Center distributes its annual call for proposals in spring quarter via the Center newsletter and other media. If we can be of further help, please contact the Center.