

To: English Faculty Council
From: Gerri McNenny, Director of Writing Programs
Re: Writing Studio Proposal
Date: October 16, 2003

Below please find a proposal for replacing English 099, Basic Writing Skills, with English 099, Writing Studio. In this proposal, I outline the existing program, along with a critical analysis of the course as it now exists. Next, I describe the Writing Studio and make a case for the Studio approach to helping inexperienced writers increase their writing competence while still participating in the mainstream curriculum for Chapman University first-year students.

English 099 Basic Writing Skills

At present, English 099 is taught as paragraph-based writing instruction with emphasis on grammar instruction. Students are placed in English 099 on the basis of their SAT Verbal scores (500 or below), their SAT II Writing Exam (below 500), or their ACT English Exam score (below 23). Students are prevented from registering for the Freshman Foundations Course and therefore see themselves as being placed behind and at a disadvantage in pursuing their degrees. Students in English 099 write a diagnostic writing exam during the first week of classes. If their writing merits placement in English 103, they are moved from ENG 099 to ENG 103.

Disadvantages: Students are held back from participating in several key first-year courses. Placement on the basis of SAT Verbal scores and the ACT English Exam score lack validity in that they do not assess students' writing ability. Instead, they correlate performance on an editing skills multiple-choice test with writing ability, an assumption that is not always confirmed. Nor is timed writing always an accurate measure of writing competence; it does not allow time for invention, composing, and revision. Timed writing measures writing done in the space of 20- or 40-minute increments and not the complex writing skills that we ask students to develop in preparation for college-level participation.

English 099 Writing Studio

The Writing Studio, as an alternative to English 99, Basic Writing, will allow students to participate in the General Education curriculum while fulfilling supplemental instruction requirements to improve their writing competence. The Writing Studio will be offered in conjunction with English 103, Freshman Rhetoric.

Placement: Students will be placed into the Writing Studio on the basis of their SAT Verbal Exam scores (below 510), their SAT II Writing Exam (below 500), or their ACT English Exam scores (below 23). Instructors in English 103 will then verify their placement through a diagnostic writing sample, a timed writing administered during the first week of classes, which will serve as the definitive indication for writing workshop instruction. The course will meet two hours per week and will be graded on a pass/fail

basis. Students will also be able to elect to take the Writing Studio if they desire additional support in their writing.

Credit status: Students will be given two credits (pass/fail) for this course. Course credits will continue to be semester credits that entitle students to financial aid while fulfilling the Writing Studio requirement. Students who fail to fulfill their English 099 Writing Studio requirement will fail English 103 as well.

Instructional Support: The Writing Studio will be taught by Teaching Assistants, graduate students who will work closely with English 103 instructors, sending them written communications periodically on their students, a final summary report on each student, and student grades on English 099 course requirements to help the English 103 instructor arrive at the student's final grade in English 103. Instructors for English 103 will mentor Writing Studio TAs periodically. TAs will also have the opportunity to work with English 103 instructors, observing their classes and discussing theoretical and pedagogical issues surrounding the teaching of writing.

Those features that recommend the Writing Studio as an alternative to ENG 099 Basic Writing include the following:

- Personalized Education: The Writing Studio will provide needed one-on-one workshopping and collaborative learning opportunities. It will also provide an intimate setting for learning. Class sizes vary from 8 to 10 students. This will underscore our commitment to personalized education.
- Support: Students who are inexperienced writers are placed in classes with experienced writers. This creates a supportive environment for learning.
- Inclusion in the Chapman Community: The Writing Studio helps students start off their college careers with a strong emphasis on participation in the college community. Students will no longer be prevented from enrolling in the Freshman Foundations course or English 103.
- Accurate Placement: Experienced instructors for English 103 will evaluate student writing samples at the beginning of the semester. They will also be able to track students' progress and recommend them for English 099 Writing Studio based on their performance in English 103 in a variety of writing contexts and not just based on one timed writing sample.
- According to Rhonda Grego and Nancy Thompspon, originators of the Writing Studio Program at the University of South Carolina, the Writing Studio "provides an access point for students, teachers, and the institution to learn more about each other" (66). By offering small-group writing workshops outside of their regular English 103 classes, Studio instructors help students to "work on writing development 'outside' the classroom but 'inside' writing groups. For the institution, this program works to 'reposition' early college writing instruction to a place outside the realm of the traditional labels and stereotypes [. . .] while still providing the additional help that some student writers need and others desire" (66).

Catalogue Description

ENG 099 Writing Studio

This writing workshop class taught in conjunction with English 103, helps students develop a greater awareness of the rhetorical demands of college-level writing. Conferences with the instructor and tutorials with peers promote individual development. (Offered every semester.) 2 credits.

Works Cited

Grego, Rhonda, and Nancy Thompson. "Repositioning Remediation: Renegotiating Composition's Work in the Academy." *College Composition and Communication* 47.1 (Feb. 1996): 62-84.

---. "The Writing Studio Program: Reconfiguring Basic Writing/Freshman Composition." *Journal of Writing Program Administrators* Vol. 19. 1-2 (Fall/Winter 1995): 66-79.

Lalicker, William. "A Basic Introduction to Basic Writing Program Structures: A Baseline and Five Alternatives." *BW e: Basic Writing e-Journal*. Spring 1999.

CHAPMAN UNIVERSITY
Department of English and Comparative Literature
One University Drive
Orange, CA 92866
(714) 997-6750

COURSE SYLLABUS

ENG 103

Fall 2004

Seminar in Rhetoric and Writing

Credits:

3.

Prerequisite:

Appropriate placement score and a passing evaluation on the placement essay.

Catalog Description:

Prerequisite; Appropriate placement score. In this course on the theory and practice of writing effective essays, students master a variety of essay modes by completing a wide range of assignments. Topics will vary; instructors will offer a topic-specific syllabus for individual sections. (Offered every semester.) 3 credits.

Restrictions:

None.

Essential Equipment and Facilities:

Movable classroom furniture, chalkboard, computer, Internet connection, overhead LCD projector.

Course Goals, Objectives and Content:

Students who successfully complete English 103 will be able to write for varied audiences and purposes appropriate to college-level discourses, demonstrating the ability to think, read, and write critically in response to various rhetorical situations. Individual instructors will prepare a topic-specific syllabus that must be approved by the school's curriculum committee and the university's Academic Council prior to the course being listed in the class schedule.

The following general objectives will be linked to specific course outcomes for each topic-specific section. Students will learn to

- Focus on a purpose
- Respond to the needs of different audiences
- Respond appropriately to different kinds of rhetorical situations
- Use conventions of format and structure appropriate to the rhetorical situation
- Adopt appropriate voice, tone, and level of formality
- Use writing and reading for inquiry, learning, thinking, and communicating

- Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
- Integrate their own ideas with those of others
- Understand the relationships among language, knowledge, and power
- Be aware that it usually takes multiple drafts to create and complete a successful text
- Develop flexible strategies for generating, revising, editing, and proof-reading
- Understand the collaborative and social aspects of writing processes
- Learn to critique their own and others' works
- Use a variety of technologies to address a range of audiences
- Control such surface features as syntax, grammar, punctuation, and spelling
- Practice appropriate means of documenting their work

Current Required Text(s):

One of the following textbooks **is required for each section:**

Bean, John, John Ramage, and June Johnson. The Allyn and Bacon Guide to Writing, 3rd.ed. New York: Pearson, 2003.

Mauk, John and John Metz. The Composition of Everyday Life. New York: Heinle, 2003.

The following handbook **is required for each section:**

Hacker, Diana. A Writer's Reference. 5th ed. Boston: Bedford St. Martin's, 2003. (ISBN 0312397674)

One of the following readers **will be specified on each topic-specific syllabus:**

Bartholomae, David and Anthony Petrosky. Ways of Reading: An Anthology for Writers. 6th ed. New York: Bedford St. Martin's, 2002. (ISBN 0312258976)

Hirschberg, Stuart and Terry Hirschberg. The Millennium Reader, Brief Edition. 3rd ed. New Jersey: Prentice Hall, 2002. (ISBN 0130979910)

Kennedy, X.J., Dorothy M. Kennedy, and Jane E. Aaron. The Brief Bedford Reader. 7th ed. New York: Bedford St. Martin's, 2000. (ISBN 0312197713)

Kirszner, Laurie G. and Stephen R. Mandell. The Blair Reader. 4th ed. New Jersey: Prentice Hall, 2001. (ISBN 013091066X)

Maasik, Sonia and Jack Solomon, ed. Signs of Life in the USA. 3rd. ed. New York: Bedford/St. Martin's, 2000.

Petracca, Michael F. and Madeleine Sorapure. Common Culture: Reading and Writing about American Popular Culture. 4th ed. New York: Prentice Hall, 2003.

Warner, J. Sterling and Bill Swanson, ed. Projections: Brief Readings on American Culture. New York: Heinle, 1999.

Major Study Units **(specific details will be provided on individual syllabi):**

- A. The Writing Process
 1. Prewriting
 2. Thesis development
 3. Writing

4. Revising
 5. Editing and Proofreading
- B. Essays for Rhetorical Purposes
1. Remembering a Significant Person, Place, or Event
 2. Rhetorical Analysis of a Text
 3. Summary and Response to a Text
 4. Exploratory or Informational Report
 5. Researched Argument
 6. Evaluation
- C. Library Orientation
1. Accessing a variety of research sources, both print and electronic
 2. Determining validity of source material, including Internet sites
 3. Ensuring familiarity with Chapman University databases, catalog, and search strategies.
- D. Oral Communication Strategies
- E. Standard English Usage

Instructional Strategies:

Lectures, discussion, workshops, individual conferences.

Methods of Evaluation:

Final grades will be based on the students' ability to write for multiple audiences and purposes, using formats and rhetorical strategies appropriate to the rhetorical situation. Students will ordinarily write about 25-30 pages--including pre-writing as well as re-writing--in the course of the semester.

Additional Requirements for Graduate Courses:

N/A.

Bibliography (will be enhanced with texts specific to each section's topic):

- Axelrod, Rise B. and Charles R. Cooper. The St. Martin's Guide to Writing. 6th ed. New York: St. Martin's Press, 2001.
- Baker, Sheridan. The Practical Stylist. 8th ed. New York: Addison Wesley, 1997.
- Barnet, Sylvan. A Short Guide to Writing About Art. 7th ed. Boston: Pearson Longman, 2002.
- Behrens, Lawrence and Leonard J. Rosen. Writing and Reading Across the Curriculum. 8th ed. Boston: Pearson Longman, 2002.
- Comley, Nancy R., David Hamilton, Carl H. Klaus, Robert Scholes, and Nancy Sommers. Fields of Reading: Motives for Writing, 6th ed. New York: Bedford St. Martin's, 2002.
- Cooper, Charles R., and Susan Peck MacDonald. Writing the World: Reading and Writing about Issues of the Day. New York: Bedford St. Martin's, 2003.

- Elbow, Peter. Writing With Power: Techniques for Mastering the Writing Process. 2nd ed. New York: Oxford University Press, 1998.
- Kane, Thomas S. The Oxford Essential Guide to Writing. Berkeley, CA: Berkeley Publishing Group, 2000.
- Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. Everything's an Argument: with Readings. 2nd ed. New York: Bedford St. Martin's, 2001.
- Lunsford, Andrea A., and John J. Ruszkiewicz. The Presence of Others: Voices and Images That Call for Response. 3rd ed. New York: Bedford St. Martin's, 1999.
- Maimon, Elaine P. A Writer's Resource: A Handbook for Writers and Researchers. New York: McGraw Hill, 2002.
- McQuade, Donald and Robert Atwan. The Writer's Presence. 3rd ed. Boston: Bedford of St. Martin's, 2002.
- Tyner, Thomas E. College Writing Basics. 6th ed. Boston: Heinle, 2002.
- Watkins, Floyd C., W. B. Dillingham, and John T. Hiers. Practical English Handbook. 11th ed. Boston: Houghton Mifflin, 2000.
- Williams, Joseph M. Style: Ten Lessons in Clarity and Grace. 7th ed. Boston: Pearson Longman, 2002.

Prepared by: Gerri McNenny, Fall 2004.

English 99: Writing Studio **Chapman University**

Instructor:
Meeting Time:
Meeting Place:
Instructor Contact Information:
Office Hours:

English 99: Writing Studio Coordinator
Gerri McNenny
RO 110A
(714) 744-7936
mcnenny@chapman.edu

Required Texts

Elbow, Peter, and Pat Belanoff. *Being a Writer: A Community of Writers Revisited*.
Boston: McGraw-Hill, 2003.
Clouse, Barbara Fine. *Working It Out: A Troubleshooting Guide for Writers*. 3rd ed.
Boston: McGraw-Hill, 2001.

Required Materials

Three-ring binder and white lined paper for in-class writing and exercises.

Course Description

English 99, Writing Studio is a two-credit, small-group tutorial program designed to support first-year students in writing successfully for college. Students placed into Writing Studio have been identified through the Writing Placement Examination as needing additional writing support to help meet the challenges of freshman composition course work. Students enrolled in English 99 are also enrolled in English 103: Freshman Rhetoric. Students meet twice a week for the entire semester to work one-on-one and in small groups with a professional Writing Center Graduate Teaching Associate (GTA), sharing the writing they are doing in English 103 with the rest of the group. Successful completion of the course is a passing grade and is based on attendance and sustained work on papers assigned in English 103 and writing assigned in English 99.

English 99, Writing Studio is not a grammar workshop or a “skills and drills” course. Instead, your success in this course will depend on your ability to enter into the complex conversation that begins with your enrollment in Chapman University, and it will require sophistication in analysis and critical thinking as well as grammatically correct writing.

The Writing Studio instructor is not a teacher in the usual sense; instead, the Studio instructor guides and facilitates rather than motivates or creates lesson plans. The more you participate in and are motivated for the Studio experience, the more you will learn. If you attend regularly, bring writing with you to share every time, and provide discussion

and feedback for your peers, you will not only easily pass the course; you will also learn more about your own writing and become a better writer.

Attendance Policy

Attendance in the Writing Studio class is mandatory; failure to come to class will result in a failing grade in both English 103 and English 99. Failing to show up or coming unprepared may be regarded as an absence. More than two absences may result in failing the course.

Course Goals and Expectations

By the end of the semester, students should be able to:

- Collaborate effectively with peers.
- Discuss and give constructive feedback on the writing of their peers.
- Recognize and respond to strengths and weaknesses in a piece of writing.

Chapman's writing program views writing as a transaction between the writer and an audience. Primary emphasis will be placed on the development of a rhetorical education—being able to write for varied purposes and audiences in different formats and genres. Students will also be offered support in learning proper documentation styles and self-editing techniques.

The student and his/her Writing Studio instructor should both keep a record of work covered in the course since each student's work will be individually determined according to the needs of the student. The Studio instructor will work with the student to determine an agenda for improving writing.

Grading Policy

The Writing Studio is a two-credit pass/fail course. To pass the course, students must do the following:

- Attend all class sessions. Classes meet every week during the semester.
- Every class session, you must bring a piece of your writing to share with the group. This means you must come prepared to discuss writing and actively participate in all class sessions. Bring to each class session whatever you are working on in English 103: assignment sheets, planning notes, drafts, ideas, and readings and books necessary to understanding the assignment.
- Complete all writing assigned in the course, including invention and freewriting exercises, journals, and reflective essays. The writing you do in your Studio course will contribute enormously to your success in English 103. It will complement your work and make you a more capable and fluent writer.

English 99: Writing Studio Attendance Log
Fall 2004

Date	Goals/Comments	Instructor's Signature
	First day of class: Introduction to course	

English 99: Writing Studio Attendance Log
Fall 2004

Date	Goals/Comments	Instructor's Signature

