October 5, 2021

To: Jeffrey Lewis, Chair
       College of Letters and Science Faculty Executive Committee

From: David Shorter, Chair
       Writing II Committee

RE: WII Requirement Assessment Plan

Dear Professor Lewis,

In response to the FEC charge sent on December 17, 2020, the Writing II Committee proposes the following assessment plan to be implemented through 2021-2023.

Generating surveys and collecting data with the help of several campus partners will be pivotal in implementing this plan, which we hope will reveal immediate and long-term efficiencies and obstacles of the Writing II requirement.

David Shorter, Chair
Writing II Committee
Professor, Department of World Arts & Cultures

ASSESSMENT PLAN FOR THE COLLEGE WRITING II REQUIREMENT

October 5, 2021

Report prepared by Undergraduate Education Initiatives at the direction of
Professor David Shorter, Writing II Committee Chair

Contents

Introduction to the Assessment Plan

On December 17, 2020, the newly appointed chair of the Writing II Committee, David Shorter, received a charge from the Dean for the Division of Undergraduate Education and the Chair of the College Faculty Executive Committee (FEC) to develop an assessment plan "that would highlight the successes of the [Writing II] requirement as well as obstacles to success and recommendation for improvement" (see **Appendix A** to review the charge). In that charge, the Writing II Committee was asked to meet the following two benchmarks: Create a two-year Writing II Assessment Plan to be shared with the FEC in Fall 2021, and then implement the approved assessment plan before December 15, 2023.

Given that the last comprehensive review of Writing II was completed in 2004 (see **Appendix E**) and that the original 1997 course guidelines (see **Appendix F**) were updated recently, the current charge asks the committee to examine several aspects of the program, including: the effectiveness of the current Writing II <u>Guidelines and Recommendations</u>; the achievement of student writing performance and skill-building directly and indirectly; and the experiences of instructors and students teaching or taking Writing II courses, respectively. Collecting and analyzing two data types, both quantitative and qualitative, will necessitate the assistance of various campus entities, including Undergraduate Education Initiatives (UEI), the Registrar's Office, the Center for the Advancement of Teaching (CAT), Kelly Wahl, Director of Student Achievement in the Division of Undergraduate Education (DUE), and the Student Affairs and Information Research Office (SAIRO). These resources will facilitate pulling statistical data on course offerings, enrollments, and completion rates; assisting with the assessment of student performance in Writing II courses; analyzing Senior Survey responses; and creating new surveys and focus groups for stakeholders involved in the Writing II program.

This assessment of Writing II is particularly well-timed because it coincides with the current comprehensive Program Review of General Education (GE). Any final recommendations for Writing II that emerge from our assessment will be informed by GE reform recommendations, which may include the intentional integration of requirements such as Writing and Diversity into a revised GE curriculum. In addition, our evolving understanding of equity, diversity, and inclusion in the classroom provides additional incentive to understand the degree to which this requirement is meeting the needs of all our students.

This report constitutes the initial work of David Shorter, Writing II Implementation Committee Chair, and represents the collective labor of people whose experience and labor should be recognized: Symone Gyles, Leigh Harris, Christine Holten, Maja Manojlovic, Christina Palmer, Pia Palomo, Arvind Thomas, Charlotte Vo, Kelly Wahl, Laurel Westrup, and Brooke Wilkinson.

The Writing II (WII) Requirement at UCLA

To improve the range and proficiency of undergraduate writing skills, the College created a two-tier writing requirement that became effective in Fall 1999. The development of the two-tier writing requirement began in 1997 when the College was in the process of reviewing General Education (GE). By 1998, the expansion of the College writing requirement was approved prior to any proposals for GE reform. The ad hoc Writing II Implementation Committee was convened thereafter and worked to establish what we now know as the Writing I and Writing II requirements. A fuller history and development of the writing requirement can be found in **Appendix B**.

To satisfy the writing requirements, all students must first satisfy Writing I[1] and then complete a discipline-based Writing II course. Writing I course aims to teach students about foundational writing and rhetorical concepts needed for an undergraduate education. In Writing II courses, students further develop critical thinking and written communication skills through an iterative process of drafting and redrafting their prose within a disciplinary context. Programs such as these are often referred to as *Writing Across the Curriculum* (WAC) (see **Appendix D** for more information on WAC).

As stated on the Writing II Committee website, WII courses focus on writing as a means to better appreciate disciplinary thinking and rhetorical conventions and, most importantly, as a vehicle to deepen students' understanding of concepts and strengthen their own learning through writing.

Formal and informal writing assignments in WII courses are an integral part of those learning experiences, employed as a means to help students:
- deepen their understanding of the course content
- develop the ability to think, using a given disciplinary perspective
- master and apply these disciplinary modes of thought in the course and to other contexts and contents
- develop their written communication skills

Currently, all Professional Schools at UCLA that offer undergraduate programs require their students to complete a College-approved WII course. To review current information on how students can satisfy the writing requirement, click on the Writing Programs website: https://wp.ucla.edu/undergraduate/undergraduate-writing-requirements/freshman/.

As a reminder, click on this link to review the current WII Guidelines and Recommendations.

Writing II Requirement Two-Year Assessment Plan: 2021-22 and 2022-23

The two-year assessment plan will focus on evaluating the degree to which the WII learning goals are being met, which will involve reviewing training and messaging for the requirement. The current committee envisions that the AY 2021-22 and AY 2022-23 assessment may lead to modifying the learning goals; the committee also anticipates that the assessment tools developed for this report will assist in laying the foundation to systematically assess WII courses

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[1] All undergraduates must complete the Entry Level Writing Requirement (ELWR) prior to completing Writing I. Students can satisfy ELWR through a variety of methods prior to entering UCLA or through UCLA coursework when they matriculate. Please review the General Catalog and the Writing Programs website for information on writing requirement satisfaction for first-year students.

and provide recommendations for how to improve WII guidelines and training to support and mentor faculty and TAs.

In preparation for this assessment, Symone Gyles, UEI Graduate Student Researcher, completed a literature review on post-secondary writing and writing program assessment. As it states (see **Appendix C**), assessment of writing pedagogy and practice can be completed in a variety of ways in order to promote and support success in student writing and learning. This information will be considered as the surveys and assessment plans are developed.

Suggested Timeline

- **Year 1 - AY 2021-22**

The first year will focus primarily on gathering quantitative data and developing the surveys and assessment plans.

> ❖ Quantitative data gathering in the following groupings: (1) statistics on course offerings, (2) statistics on students, (3) statistics on training, and (4) statistics on teaching
> ❖ Develop surveys and focus group or interview questions for the following groups: (1) students, (2) WII Instructors, (3) WII TAs, and (4) Writing Programs Instructors who teach the 495 training courses
> ❖ Develop a sampling plan and rubric for analyzing WII courses and student writing and collect samples

- **Year 2 - AY 2022-23**

The second year will focus more on implementation of the plans developed in year one.

> ❖ Implement surveys, coordinate and host focus group discussions and interviews with key groups
> ❖ Utilize rubrics developed in Year 1 to perform direct assessments of a limited pool of student writing in WII courses
> ❖ Analyze survey, focus group, and writing assessment results
> ❖ Review data and draft recommendations and final report

One aspect of the assessment will involve the collection of quantitative data to see the impact of Writing II across the campus, including on students' progress to degree and the

requirement's role in their educational experience. In an effort to make the material readable, we will organize the queries into the following groupings: (1) statistics on course offerings, (2) statistics on students (year of study when they took WII, etc.), (3) statistics on training, and (4) statistics on teaching. This data should help us understand questions that include: (1) whether there is an adequate number of course offerings for undergraduates to satisfy the requirement in a timely way; (2) how students satisfy the requirement (e.g., Cluster, standalone WII seminars or lecture courses) and (3) at what year of study they do so (e.g., sophomore, junior); (4) Writing II teaching assignments across instructional roles (taught by Senate faculty, Lecturers, teaching fellows, etc.); (5) and numbers of WII TAs and from which departments participate in the graduate student instructor 495 training courses. To gather this information, we will work with the Registrar's Office, Writing Programs, Kelly Wahl, and the Office of Academic Planning and Budget.

The second aspect of the assessment will focus on qualitative data to understand if the learning goals of Writing II courses are being met; we are also interested in understanding the efficacy of expanded TA training since 2004 with the 495 writing pedagogy courses offered by Writing Programs. Since the learning goals of the writing requirement have not been evaluated comprehensively, we expect that the development of the surveys or assessment tools will be foundational work that could lead to a sustained systematic assessment of Writing II courses. Laying the foundation will include an investigation (currently in progress) of current writing pedagogy to help benchmark our own assessment. We expect to work with researchers in CAT on the direct assessment of WII (e.g., sampling plan, rubric development, focus groups, disaggregation of data, etc.).

The Senior Survey will also inform our assessment efforts. In anticipation of this evaluation of the requirement in Fall 2020, Leigh Harris and Brooke Wilkinson initiated conversations with Marc Levis-Fitzgerald, Hannah Whang Sayson, and Casey Shapiro at CAT to update the annual Senior Survey with questions regarding Writing II to be effective starting with the graduating class of 2021. The successful addition to the Senior Survey is an important step in developing a longitudinal assessment of the requirement. By Spring 2023, we should have survey responses from two graduating classes (2021 and 2022).

In the Senior Survey, graduating undergraduates are being asked to reflect on their UCLA WII courses and to answer the following questions:

> Did you complete a Writing II course at UCLA (a course designated with a "W" suffix, such as DIS STD 101**W** and SCAND 50**W**)?
>> a. Yes
>> b. No (skip the next question)

To what extent did *your Writing II course(s) help you to...*
[RESPONSE OPTIONS: 1=Not at all, 2=Somewhat, 3=Very much]
      a. communicate in writing within the academic discipline of the course?
      b. use writing to deepen your understanding of course material and concepts?
      c. develop writing skills that you can apply to other academic, professional and/or personal writing situations?
      d. become a better writer?

We look forward to incorporating an analysis of Senior Survey data into our final assessment report.

In closing, the Writing II Implementation Committee anticipates that the assessment may lead to refining the current WII Guidelines and Recommendations and learning goals. The assessment could also lead to recommendations for WII courses offered during summer, as the summer timeframe of condensed WII courses within six- or three-weeks. This process may also yield an update to the role and duties of the ad hoc Writing II Implementation Committee and for TA training for Writing II courses. This assessment may provide the opportunity to improve the multiple aspects of WII on campus. Lastly, recommendations may be developed to more effectively integrate the Writing II requirement into an updated General Education (GE) curriculum per the current underline comprehensive Self-Review of GE at UCLA.

Appendix A. Writing II Committee Charge by Division of Undergraduate Education and the College FEC

The Undergraduate Council and the College FEC have recently been attending more closely to how successfully students are achieving the outcomes of undergraduate requirements. Against this backdrop, the Dean for the Division of Undergraduate Education and the Chair of the College FEC believe that this is an opportune moment to assess Writing II in order to understand the effectiveness of its recently revised instructional guidelines and the achievement of student writing performance and skill-building. This is important work. Writing is one of the five core competencies identified by our accrediting agency for good reason: we know that written communication skills are increasing valuable beyond the classroom for our students as citizens, professionals, and life-long learners.

We therefore respectfully ask the Writing II Committee to develop an assessment that would highlight the successes of the requirement as well as obstacles to success and recommendations for improvement.

Suggested Timetable:

2020-21   Development of a two-year *Writing II Assessment Plan* to be shared with the FEC by Fall 2021

2021-23   Implementation of *Writing II Assessment* with the assessment report due to the FEC by December 15, 2023

Writing II was last reviewed comprehensively in 2004, and you may find its report helpful (see Progress Report: UCLA College Writing II Requirement, 1998-2004.) In your assessment plan, we would ask you to consider including direct and indirect measures of success and the perspectives of instructors and students. Please note that you will find expert guidance and support for this work in the office of Undergraduate Education Initiatives and the Center for the Advancement of Teaching.

Appendix B. History and Development of the Writing II Requirement at UCLA

The development of the two-tier writing requirement began in 1997 when the College was in the process of reviewing General Education (GE). In March 1997, then Vice Provost for Undergraduate Education Judi Smith, convened a UCLA College Committee on the GE Writing Requirement to review a proposal from the GE Workgroup to incorporate the College English Composition requirement into the GE Clusters as a two-unit supplementary course. After some investigation and surveying of UCLA's composition writing in the context of writing requirements at other campuses in the UC system, UCLA was found to devote the least amount of time to freshman writing instruction. The UCLA College's writing requirement was also found to be less rigorous in comparison to UCLA's School of Arts and Architecture and School of Theater, Film, and Theater, which already required two quarters of writing instruction for their undergraduates.

These findings led the GE Writing Requirement Committee to propose an expansion of the College composition requirement into two five-unit courses that would be included within a new GE curriculum and required of all undergraduates at UCLA. To build upon fundamental writing skills, these courses would be completed sequentially during the first and second years. To ensure effective writing instruction, the committee also recommended instruction guidelines and formats for all courses that would satisfy the composition requirement as well as training and mentoring for faculty and TAs from Writing Programs.

Based on this proposal for the expansion of the College composition requirement, the committee was divided into subcommittees to focus on issues of graduate student instructor (GSI) training, budget, and the format and content of courses that would be developed to satisfy the writing requirements. Their work concluded in March 1998 with recommendations that established what we now know as the two-tier Writing Requirement at UCLA – Writing I and Writing II.

The committee recommended what they called GE Writing I and GE Writing II courses that must be satisfied with a grade of C or better. Writing I may be satisfied with English Composition 3, examination scores, or AP coursework. Writing II must be satisfied at UCLA by completion of a course designated for Writing II credit by the College FEC. The committee also recommended training for GSIs and created guidelines for GE Writing II courses. At the recommendation of Vice Provost Smith and Pauline Yu, Dean of Humanities, these recommendations were forwarded to the College Faculty Executive Committee (FEC), and they were asked to promote the expansion of the College's writing requirement ahead of the other general education reform proposals. In April 1998, the College FEC unanimously approved for an expanded College writing requirement and the guidelines for Writing II courses. Further, while the FEC agreed that the proposed Writing II courses could be applied to GE requirements and also count as preparation courses for a major, the Writing II requirement, like Writing I, would become a basic skills College-wide requirement independent of any changes in the College's general education curriculum.

In June 1998, the faculty of the College voted overwhelmingly in favor of the FEC's proposal for an expanded College-wide writing requirement and was followed by Legislative Assembly ratification of the new composition requirements in November 1998. Shortly thereafter, the College FEC convened an ad hoc Writing II Implementation Committee to implement the new requirement for freshmen entering Fall 1999 and oversee its progress thereafter.

In the fall of 1998, the ad hoc Writing II Implementation Committee set up criteria for courses satisfying the WII requirement and worked closely with Writing Programs to establish GSI training and development seminars for faculty teaching writing. The committee also worked to ensure that there were adequate courses for all College undergraduates by (1) identifying existing courses that could bear writing credit and (2) by also sending out a call to the College to develop new WII courses which yielded 27 new WII classes. For enrollment management purposes, all WII courses were granted impacted status (effective Fall 2002) and a "Writing Intensive" transcription notation was added. Additionally, a proposal from the Freshman Cluster Program to add Writing II credit to all clusters was approved by the Writing II Implementation committee effective for the 2002-03 academic year. Since then, all Cluster

coordinators have worked with Writing Programs to ensure that Clusters meet Writing II pedagogical aims; in addition to all Cluster TAs participating in GSI training in writing pedagogy.

During 2018-19, the Writing II Implementation Committee developed updated guidelines for Writing II courses and created a new course information sheet. The rationale for updating the guidelines, which had not been reviewed in over a decade, was to align them with (1) current research on inclusive teaching and writing pedagogy and (2) recent institutional endeavors that have identified best practices for writing instruction. The revised documents now reflect evidence-based active learning principles such as backward design and constructive alignment as well as campus efforts focused on the teaching of writing. Best practices for writing instruction that were promoted by the UCLA Division of Humanities EPIC seminar on Excellence in Writing, co-taught by Professor Nina Eidsheim and Dr. Leigh Harris, were also integrated into the guidelines: (a) scaffolding and sequencing assignments, (b) utilizing writing-to-learn and writing-to-communicate writing processes, (c) employing strategies for assignment design, and (d) developing tools for evaluation, such as rubrics.   The College FEC approved the updated Writing II Guidelines and Information sheet in Spring 2019 and were effective for Fall 2019.

Appendix C. Literature Review of Writing Program Assessment

According to the literature and current approaches to post-secondary writing, what is considered "good" academic writing varies across disciplines. As an action, writing is situational, changing based on the goals of the instructor, course, program and discipline ("How can WAC Programs," n.d.), and tied to the discourses and ways of knowing of a particular field ("Statement of WAC Principles," n.d.). The literature has noted that while writing is an integral part of the learning process, and should be embedded in all disciplines and across contexts, it often is not. In order to support faculty efforts to use writing in more deliberate and sustainable ways, *Writing Across the Curriculum* (WAC) was developed and employed across the country beginning in the 1990s, based on the belief that writing opportunities should be provided throughout a student's education and across curricular contents ("Statement of WAC Principles," n.d.).

Collectively, WAC supports cross-disciplinary scholarship for students by employing them in a variety of activities that support improved written communication. For students, WAC supports engaged learning opportunities, enhanced critical thinking skills, and improved written communications across multiple conditions. For faculty, WAC supports engaged pedagogy and curriculum design to increase student participation in learning spaces. Overall, WAC programs strive to increase students' writing across their academic careers, engagement in learning, writing proficiency, and create a campus climate that supports writing initiatives ("Statement of

WAC Principles," n.d.). As such, WAC programs and pedagogy are developed based on the belief that: 1) writing is a rhetorical interaction with dynamic texts that respond to certain disciplinary goals; 2) writing is a process that should be scaffolded to help students produce products that move them from novice to more expert ways of knowing and writing; and 3) writing is a mode of learning that makes student thinking visible, allows them to reflect on their ideas, and builds cognitive connections between new and learned information ("Statement of WAC Principles," n.d.).

As an initiative, WAC uses three approaches to writing to increase student engagement and support academic growth: Writing to Learn (WTL), Writing to Engage (WTE) and Writing in the Disciplines (WID) ("What is a WAC," n.d.). WTL seeks to transform student views from writing as a skill, to writing as a tool, or "retrieval practice," that helps them to retain information and instantiate into memory what learned classroom material. WTE seeks to engross students into deeper and more critical analytic writing of ideas presented in a course. Through formal / summative and informal / formative writing, WTE activities have students demonstrate the application of learned concepts through their writing. Finally, WID focuses on the design and teaching of writing assignments that ask students to write in specific genres and communicate professionally to appropriate audiences. Frequently, WID assignments are scaffolded from WTL and WTE assignments ("What is a WAC," n.d.). It should be noted, however, that in certain disciplines, the terms WAC/WID are used interchangeably or in place of one another to put forward these same goals.

To promote success across these three approaches to academic writing, WAC strives to create a framework of success that includes certain "habits of mind," or ways that learning can be approached from an intellectual and practical side to support student success across fields and disciplines ("Framework for Success," n.d.). These habits include: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility and metacognition in writing experiences. Currently, assessment of program pedagogy and practice, and a determination of whether or not WAC programs are meeting this framework of success, are achieved in a variety of ways. These various approaches include using program portfolios or other cumulative assignments to longitudinally view student writing over time by having an online space for students to collect and reflect on their writing samples. In addition, embedded discipline-based writing assessments can be used to determine student writing abilities in context, engage faculty in the discussions about the goals and values of student writing in their discipline, and promote the development of a scoring rubric to evaluate student writing. Also, student and faculty surveys and focus groups can be used as a tool to learn about students' perceptions of themselves as writers, and faculty perceptions of changes in students writing and methods for facilitating writing opportunities across disciplines ("How can WAC Programs," n.d.).

How do we know whether the writing skills assessed in one class travel with a student into other contexts? Although there has been much debate, many academics view the teaching of writing as a practice that is essential to skills" transfer" across disciplines. Research has acknowledged the dispositions of value, self-efficacy, attribution and self-regulation as significant influences to a students' individual writing transfer across spaces (Driscoll & Wells, 2012). It is argued that when students can theorize these dispositions and their "habits of mind," they are more likely to be able to articulate and be critical in their writing. The theorization of these dispositions and habits, rather than the emphasis on writing in page minimums, supports students in moving writing skills across contexts (Tinberg, 2017). In order for this transfer to occur, it has been argued that faculty should adopt practices around "Teaching for Transfer" (TFT) to support students' development of applicable writing across broad and varied contexts. In using TFT, WAC programs strive to meet disciplinary specific threshold concepts to support student understanding (Tinberg, 2017), while also encouraging generalization in writing tasks and activities to promote learning transfer through increased meta-awareness of writing, language and rhetorical strategies across contexts (Wardle, 2007).

In total, WAC is not a "quick-fix" program that promises to change student writing outcomes in a short period of time. Instead, it is a long-term commitment to transforming campus writing across place and space ("What Designs are Typical," n.d.) through a more consistent pattern of expectations and evaluations within disciplines (Bazerman et al. 2005). Through the collective engagement of faculty in conversation to develop student assignments and assessments, and the assessment of program outcomes through case studies, surveys and/or interviews, programs can determine best practice to improve, enhance and sustain WAC programs that promote and support success in students' writing and learning.

Appendix D. Annotated Bibliography

Writing Across the Curriculum

Writing Program Outcomes and Assessments

1. **Writing Across the Curriculum (WAC) Clearing House. (n.d.)** *What is a WAC Program?* **Colorado State University. Retrieved June 20, 2021, from https://wac.colostate.edu/resources/wac/intro/programs/.**

   - The goal of WAC is an organized and sustained effort to support faculty in using writing more deliberately and often in their classes
   - Assessment of student learning and faculty engagement are critical parts of the WAC programs

- WAC supports three approaches to increasing the use of writing to support student growth:
    1. Writing to Learn (WTL)
        - Transforms thought processes from focusing on writing as a skills to focusing on writing as a tool to help students learn
        - Writing as a form of "retrieval practice" - "a tool for helping to instantiate into memory what the lecture covered"
        - Ex. Have students take a few minutes to jot down a summary of the key ideas every 15 or so minutes during a lecture
    2. Writing to Engage (WTE)
        - Goal: Students writing more deeply and more critically with the ideas that are presented in a course
        - Engagement is found in applying the concept, while overlapping engagement comes from students responding to each other's applications by evaluating them, offering suggestions, revising their own analysis and checking their understandings
        - Can be informal or formal writing
        - Ex. A discussion prompt that asks students to apply concepts to an artifact, situation or analysis of an event
    3. Writing in the Disciplines (WID)
        - Focuses on the design and teaching of writing assignments that ask students to write in specific genres
        - Often projects that ask students to communicate professionally with appropriate audiences
        - Frequently builds from earlier WTL and WTE assignment (scaffolding)
        - Teach richer and professional writing process
        - Ex. Keeping research notes, writing a proposal, sharing and revising drafts of research, working with data that requires visuals

2. **Writing Across the Curriculum (WAC) Clearing House. (n.d.).** *Statement of WAC Principles and Practices.* **Colorado State University. Retrieved July 10, 2021, from https://www.wacassociation.org/wp-content/uploads/2019/11/Statement-on-WAC-Principles-and-Practices.pdf.**

- "WAC refers to the notion that writing should be an integral part of the learning process throughout a student's education, not merely in required writing courses but across the entire curriculum" (p. 1).

- Writing is situated and tied to a field's discourse and ways of knowing
- For students: WAC supports engaged learning, critical thinking and improved written communication across situations
- For faculty: WAC supports engaged pedagogy and curriculum design
- For everyone: WAC supports cross-disciplinary scholarship and how that is communicated in writing
- Goals of WAC Program Development:
    - To sustain student writing across their academic careers → increased among and frequency of students writing
    - To increase student engagement with learning → increased attention and support for students writing to promote greater engagement with course content and increased retention
    - To increase student writing proficiency → students write across a range of situations, genres, discourses, etc.
    - To create a campus culture that supports writing → promote cultural shifts on campus as to how writing is perceived and valued
    - To create a community of faculty around teaching and student writing → Break down barriers that divide disciplines to create a common focus in teaching and learning
- Leadership of Successful and Sustainable WAC Programs
    - Program director reports to individuals beyond a single department to promote cross-campus responsibility
    - The program director should have an understanding of the local context including students educational literacy and backgrounds, faculty goals and values, etc.
    - WAC program curriculum may/should include: writing-intensive courses, writing enhanced curriculum, departmental writing plans, linked courses and a writing fellows program
- Suggested Timeline for Program Development (Steps for launching a successful and sustainable WAC program)
    - Learn the lay of the land → determine any other WAC initiatives and what other professional development is occurring on campus
    - Recognize the expertise that already exists on campus and build on it → look for WAC-like initiatives already in place and invite those faculty to join in or be featured in development efforts
    - Create an interdisciplinary group of committed faculty → Should work together to create a plan for assessing campus needs and designing

curriculum structure and faculty development plans that need those needs
  - Learn from experiences WAC program directors, researchers and scholars → Reach out to members of the WAC community for help
  - Learn from existing scholarship on WAC program administration
  - Build in assessment from the beginning → Can be quick feedback forms or extensive workshops. Crucial for documenting WAC program impact and value
  - Collaborate with other groups in the institution → integrate WAC into the fabric of the university
  - Advertise WAC program success → Promote accomplishments of different departments and individual students to demonstrate program growth
- Principles and Practices for WAC Pedagogy
  - Writing is rhetorical → Texts are dynamic and respond to certain goals and the wider rhetorical context. To write effectively, students must think rhetorically to understand how all the aspects of writing including voice, organization, and style, are affected by rhetorical situations. To help students develop rhetorical thinking, faculty can engage them in activities around genre analysis, rhetorical analysis of different texts, and peer review
  - Writing as a process → Scaffold students' writing process helps to produce greater writing. Students can be assisted in developing effective writing processes by engaging in discussions about the writing process, peer review of drafts, teacher feedback of drafts, and reflective cover letters turned in with final drafts that detail the writing process
  - Writing as a mode of learning → Write to make thinking visible to students and allow them to reflect on their ideas to build connections between new and learned information. Engaging in writing-to-learn (WTL) activities that are informal and ungraded can be helpful. These come in the form of journals, free writes, reading responses, blogs, etc.
  - Learning to Write → Students should learn to write across a variety of situations, purposes and audiences through a multiple-draft paying attention to the rhetorical context of the writing. Learning-to-Write (LTW) are high-stakes assignments such as research reports, argumentative essays, analyses, etc.
- Principles and Practices of Assessment

- Because writing is situative, assessment should be situative as well, and aligned with the goals of the discipline
- At the course level, assessment should be specific, situated and articulates the learning goals of the assignment
- At the program level, assessment should establish coherence among learning ad writing goals for students across the curriculum of a major
- At the institutional level, assessment should be aligned with the general goals for student writers
- Methods for Programmatic Writing Assessment:
    - Program portfolio → Longitudinal view of students' trajectory as a writer over the course of a program. Serves as a collection of students writing over time, and a place for students to write reflectively about their own learning and development.
    - Embedded, discipline-based writing assessment → Engaging program directors and faculty in discussions about the goals and values for student writers. Faculty from a program should come together to assess student writing samples to develop a scoring rubric and calibrate subsequent assessments .
    - Student surveys and focus groups → These can be used to learn how students' perceptions as writers and perceptions of their writing experiences change over time.
    - Faculty surveys and focus groups → These can be used to learn faculty perception and value of student writing and the methods used for assigning and assessing writing change over time.
- WAC Program Assessment
    - Programs should draw on data from the writing assessment measures described above to assess the reach and effectiveness of the program, and determine if the programs set goals and objectives were met.
    - Programs can also be assessed by: engaging faculty in conversations about student writing outcomes to develop assignments and assessments, conducting case studies, surveys and/or interviews to determine best practices to improve, enhance and sustain programs.

3. **National Council of Teachers of English . (n.d.)** *Framework for Success in Postsecondary Writing.* **Council of Writing Program Administrators National Council. Retrieved June 20, 2021, from**

http://wpacouncil.org/aws/cwpa/pt/sd/news_article/242845/_parent/layout_details/false

- "Habits of Mind" - Ways that learning is approached from an intellectual and practical side that supports students' success in a variety of fields and disciplines. Eight essential habits of the mind for successful writing
    - Curiosity: desire to know more
    - Openness: willingness to consider new perspectives and ways of being
    - Engagement: investment and involvement in learning
    - Creativity: use of novel approaches in generating, investigating and representing ideas
    - Persistence: sustained interest and attention to work
    - Responsibility: taking ownership of action and understanding the consequences
    - Flexibility: adapting to situations and expectations
    - Metacognition: reflecting on one's own thinking and how individual and cultural practices structure knowledge
- Teachers should foster these habits to develop students':
    - Rhetorical knowledge: ability to analyze and act on understandings of purpose and audience when creating and comprehending text
    - Critical thinking: ability to analyze and situate text and make thoughtful decision based on that analysis
    - Writing processes: multiple strategies to approach writing and research
    - Knowledge of conventions: formal and informal guidelines that define what is correct and appropriate and what is not in writing

4. **Writing Across the Curriculum (WAC) Clearing House. (n.d.)** *How Can WAC Programs be Assessed?* **Colorado State University. Retrieved June 20, 2021, from https://wac.colostate.edu/resources/wac/intro/assessment/.**

- Student writing is situative depending on the goals of the instructor, course, program and disciplines, therefore, assessment should be aligned with these different goals
- Assessment can take place on different levels:
    - Course level - Writing assessments should cater to the specific, situated and articulated assignment and course learning goals

- Program level - Writing assignments should help to establish coherence among the writing and learning goals and outcomes across the majors curriculum
- Institutional level - Writing assignment should align with the university's general goal for student writers, and should not be based on form or correctness, but instead the "rhetorical, discursive, knowledge-making complexity of the writing being assessed"
- Methods for Writing Assessment:
    - Program Portfolios - Longitudinal view of students' writing over the course of the program. This is an electronic space for students to collect writing samples over time and reflect on their learning and development
    - Embedded, Discipline-Based Writing Assessment - Goal is to engage faculty and program lead in discussion about the goals and rhetorical values for students' writing. Faculty come together to discuss and assess a selection of random student writing samples from students from similar assignments. The papers are assessed through a holistic procedure where faculty compare papers to develop a scoring rubric and "calibrate their subsequent assessments." (Broad et al. 2009)
    - Student Surveys and Focus Groups - Tool to learn about students' changing perceptions of themselves as writer and perceptions of their experiences with writing
    - Faculty Surveys and Focus Groups - Tool to learn about faculties changing perceptions of students' writing and methods across campus for assigning and mentoring writing
- Once goals and objectives have been established, assessment can draw data from a combination of any of the above measures.

5. **Writing Across the Curriculum (WAC) Clearing House. (n.d.)** *What Designs are Typical for WAC Programs?* **Colorado State University. Retrieved June 20, 2021, from https://wac.colostate.edu/resources/wac/intro/design//.**
    - Designs of WAC program
        - General Education Writing Requirements
            - Shared criteria for writing pedagogy and expectations in general education classes
            - This comes in the form of first-year or two-course writing requirement composition series
        - Writing Intensive Requirements

- Upper-division courses that are usually taught with faculty across disciplines or through a campus writing program
- More effective when there is a clear criteria for WAC courses (i.e. word count, revision, response to drafts, multiple writing assignments, formal and informal writing, etc.) and the institution has a method of approval and assessment of the course
- Necessary to have substantial faculty development and ongoing support through this courses
  - Writing Centers
    - Writing centers and WAC courses often compliment each other with the center focusing on support for students writing, and WAC supporting faculty and teacher writing
    - Centers can help faculty in designing writing assignments or responding to students writing (can offer faculty workshops)
  - Communication Across the Curriculum
    - More expansive view of literacy beyond print literature
    - Includes visual literacies, oral communication, and digital literacies
    - Supports the teaching of multiple methods of communication, and encourages teachers and students to engage through these varying methods
  - Writing Assessment
    - WAC courses often collaborate with assessment office or initiatives to assist in writing assessment (i.e. writing assessment and designing writing rubrics, assisting with writing activities, etc.)
    - Support student longitudinal ePortfolios for formative and summative writing assessment over one-shot timed writing
  - Faculty Development Programs
    - Faculty should be provided with workshops around designing writing assessments, responding to student writing, etc.
- Sustained and successful WAC program designs all include the following:
  - Designated leader or teach with writing expertise
  - Operating budget appropriate for program design
  - Stakeholder support across disciplines and committees
  - Clear WAC program mission
  - Campus writing curricular reforms and faculty development and student support
  - Grassroots development AND top-down support

- Timeline for developing and implement WAC because they are not "quick fix" programs, but long-term commitment to transforming campus writing

6. **Bazerman, C., Little, J., Bethel, L., Chavkin, T., Fouquette, D., & Garufis, J. (2005). Assessment in writing across the curriculum.** *Reference guide to writing across the curriculum*, **120-128.**
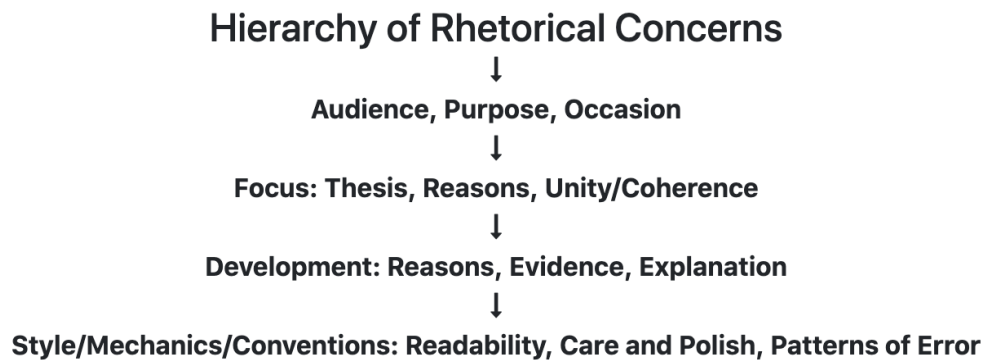
   - What is considered good writing varies across different disciplines. These forms of writing are connected to knowledge and activities tied into writing tasks
   - WAC focuses on "the active construction of learning and knowledge by the student in the course of writing, so that it is not appropriate to measure writing for every discipline against a fixed standard
   - Assessment of student writing requires the considering of two contexts:
     - The classroom
       - Usually a more consistent pattern of expectations and evaluations because teachers tend to have a similar set of expectations and evaluations of students writing (i.e. compliance with instructions, relevance to course material, and use of standard English
       - Teachers are more likely to evaluate based on the students' level of knowledge and indication of what they have learned
   - Evaluation, expectations and assessment is more varied (with consistency among teachers within a given discipline) as they are discipline specific and less about personal elements of the teacher's taste or opinion

WAC/WID Methodology for Faculty

1. **WAC Clearing House. (n.d.)** *How Can I Handle Responding to Student Writing?* **Colorado State University. Retrieved June 20, 2021, from https://wac.colostate.edu/resources/wac/intro/response/**

   - Provide students with feedback on organization, methodology by drawing upon what you know as educators and researchers within the field
   - Commenting:
     - Too much commenting can be counterproductive because it can overwhelm students and make them feel like they don't have control and are more likely not to revise and it draws your focus away from more important elements of the draft

- Use a Grading Rubric:
    - Ensures that you will give feedback about all the major criteria
    - Helps students to see where their strengths and weaknesses are
    - Because responding to student writing can take a long time, commenting should focus on the major points (aka the strengths and weaknesses of the paper) while the rubric can be used to address less crucial areas
- Hierarchy of concerns:
    - The higher you start on the hierarchy, the greater impact you will have on revisions and long-term development of the writing (Elbow, 1997; Hodges 1997; Lunsford, 1997)
    - Focuses writing on improving on a larger scale versus a specific, local issue

Hierarchy of Rhetorical Concerns
↓
Audience, Purpose, Occasion
↓
Focus: Thesis, Reasons, Unity/Coherence
↓
Development: Reasons, Evidence, Explanation
↓
Style/Mechanics/Conventions: Readability, Care and Polish, Patterns of Error

- What to search for in assignments: critical analysis, perspective and argument
    - Analysis > Description
    - Critical analysis and debate supported by the literature
    - Critical comment on the literature
    - Demonstrating ability to see different perspective to develop reasoned conclusions
    - Presence of voice (taking a perspective and stance that comes through in the way your arguments are constructed and evaluated

2. **Carter, M. (2007). Ways of knowing, doing, and writing in the disciplines. College composition and communication, 385-418.**

- There is a relationship between knowing, doing and writing that is often overlooked due to the disciplinary focus on conceptual knowledge. Doing is the link between writing and knowing

- Disciplines need to come up with the general and specific goals and outcomes that they are expected to complete. These outcomes should be written in a way that is teachable and measurable. They should describe what faculty expect students to be able to do and the ways of doing that are important to the discipline.

3. **Sheu, Tim. (2018) Writing Across the Curriculum: Strategies from Immediate integration and Implementation. Retrieved from: https://www.nais.org/magazine/independent-teacher/spring-2018/writing-across-the-curriculum/**

Examples of Writing Strategies Applied Across the Curriculum

	English/Language Arts	Science	History/Social Studies
First Quantity, Then Quality Examples of Do-Now writing activities	After reading the first chapter of the novel **Holes**, students respond to the following journal entry: *Think about a time you experiences an unlucky event. Describe the situation, and us at least five specific adjectives.*	Prior to teaching a unit on pressure in physics class, ask: *Do you think it would be more painful to be stepped on by an elephant or a woman wearing high heels? Explain your answer.*	Show a picture of an interesting Maya artifact and ask: *Imagine that you are an archaeologist who just unearthed this artifact in the Yucatan Peninsula. What do you think the item was used for?*
Group Feedback	To address the comma splice error, the teacher selects and displays three to five sentences from anonymous student work that contains such an error. As a class, the students identify and fix the comma splices.	The science teacher shows sample student responses from a lab report assignment to explicitly address common problems, such as vague language, sentence fragments, and incomplete responses.	The history teacher displays four example thesis statements of varying quality and engages the students in a discussion about which thesis statements are the most and the least successful. The teacher then explains why.
Model What you Expect	For a small narrative piece, the English teacher demonstrates multiple ways of writing an interesting hook or opening sentence to introduce the reader to a topic.	The science teacher projects a lab report template onto a screen and demonstrates how to write a lab report using the appropriate conventions, verb tense, and voice.	The history teacher models how to cite a website, an article, and a book in MLA format by showing students how and where to find the key information. The teacher thinks aloud throughout the demonstration.
Creating Purpose With Role-Play	Using the **RAFT framework**, the teacher gives students several options to engage in a persuasive writing task. One of them includes writing a persuasive letter (format) as a concerned resident (role) to the city mayor (audience) about a proposal to address the problem of littering in the community (topic).	**Translator activity:** In pairs, students orally share the steps they took to conduct an experiment. While one is speaking, the other transcribes key phrases of what is said on the left of two columns. Then, the students exchange notes, and the teacher moves around the classroom to help students "translate" their verbal response in the left-hand column into the appropriate written form into the right-hand column.	In pairs, students write and act out an interview script about a history topic. One student serves as the interviewer while the other plays the role of a famous historian. In addition to providing factual knowledge, the historian must also response to the interview questions using a scholarly tone.

WAC/WID Disciplinary Writing Practices

1. **Bazerman, C., & Little, J. (2005).** *Reference guide to writing across the curriculum*. **Parlor Press LLC.**

   - Instructors who use writing regularly in their classroom tend to adapt them to the specific goals and practices of the discipline
   - Practices in Math:
     - Writing in math supports learning and writing to assess understanding
     - Students should be writing about their thinking process in solving problems
     - Can also be centered around goal setting and strategies used to work towards those goals and reflecting on experiences
     - Informal student writing helps students with their natural writing skills → helps students to communicate what they think about how to do math
     - Strategies for writing in math:
       - Focused freewriting → creates inquiry and exploration of an issue, question or problem
       - Attitudinal writing → discover attitudes that affect aptitudes for learning
       - Reflective, probative writing → initiates or concluded a class discussion that is confusing of lack energy to refocus
       - Meta-cognitive process writing → writing that records learning behavior to allowing you to become more autonomous
       - Explaining errors → process writing that help students and teacher recognize what went wrong on a homework or test
       - Questioning → enables teachers and students to recognize doubt, confusion or uncertainty
       - Summarizing → what is said in class for reflective learning
       - Creating problems → alternative to answering others questions by defining your own problems
       - Writing to read → double entry notebooks to report and respond; integrates attitudinal writing, questioning, summarizing and process writing
       - Learning logs, microthemes and paired problem solving
   - Practices in English, Literature and Language Arts:
     - Dialogic journal (like a double entry notebook) → help students to identify parts of text to comment on and then write reflectively about their observations

- Academic journal → focuses student writing on a specific question and problem and asks the student to make a claim that is supported by evidence. This strategy is said to improve student performance on critical essays.
- Practices in Psychology
  - Writing analysis of published articles
  - Formal research report based on observations
  - Journal writing to foster learning and communicating so students can examine their own ideas and experiences
  - Assigning 1-minute papers → at the end of class students can write about the major point they learned that day and the one unanswered question they have (This can be used for the basis of the next lecture)
  - Inkshedding → students write about a topic and share with each other
- Practices in History:
  - Journaling
  - Warm-Up freewriting exercises at the beginning of class
  - Response to writing on specific historical questions or problems
  - Writing to different audiences and/or from different perspectives
  - Microthemes to advance content understanding and encourage multiple drafts and revision over assigning a term paper

2. **Howe Writing Across the Curriculum Programs. (2021, June 25) Retrieved from: https://www.miamioh.edu/hcwe/hwac/advanced-writing/best-practices/glg/index.html.**

- Examples from Science:
  - Students should recognize the benefits of informal writing (like observational notes, data plots, diagrams, field notes, etc.) to help generate ideas, do science and share their findings with wider audiences
  - Students should engage in formal and informal writing activities (outlines, reading and writing in different genres (i.e. notebooks, term papers, final projects, etc.), presenting and discussing scientific literature, producing and/or evaluating diagrams, plots, etc., lab and field notes and critical analysis)
  - Students should receive extensive feedback from peers, TAs and the instructor to engage in multiple revision sessions

**3. What is Writing in the Disciplines. WAC Clearinghouse. Retrieved from:
https://wac.colostate.edu/resources/wac/intro/wid/.**

Note **WTL** - Writing to Learn; **WTE** - Writing to Engage; **WID** - Writing in the Disciplines

	WTL	WTE	WID
Goals	to help students learn foundational concepts to check students' understanding of material	to practice in critical thinking, reading and writing; to engage students in critical thinking	to practice writing conventions of the discipline; to gain familiarity with genres and design conventions
Students	mostly freshmen and sophomores	all students	mostly senior majors
Typical enrollment	can be used in the largest classes	varies depending on goals	fewer than 35
Possible assignments	• writing-to-learn prompts	• *reading journals* • *lab or field notebooks* • *response papers*	• real writing tasks for audiences students will *write to as professionals* in field • *academic papers* based on journals in the field • library or other *source-based writing*

- Multiple formats can be used in WID assignments depending on the disciple that can help students understand the thinking and writing of your discipline:
    - Project or lab notebook
    - Progress report
    - Management plan
    - Position paper
    - Interpretive essay
    - Casebook
    - Literature review
    - Journal or professional article
    - Journal or professional article
    - Project proposals
    - Grant proposals
    - Lab/field reports

- The following writing activities can be used as the basis for longer or more formal WID assignments, and/or can be used to promote class discussion and thinking about course material:
  - Reading journal: In a discipline-specific context, this can be used to ask students to writing summaries, response, and syntheses of content in the field. This could be a free write or answering a specific question
  - Jargon journal: Students keep a notebook of new terms and fill and revise their working definitions
  - Rhetorical analysis: Helps students engage in critical analysis of critical approaches to the field by analyzing articles for content (scope & focus, organization, arrangement, level of detail, evidence required, use of citations, style, etc.)
  - Sequencing Tasks: Break large writing tasks in chunks that students can tackle as parts of an assignment or devise tasks that build on one another (scaffolding)

<u>Resources</u>

R1 WAC/WID Exemplars and Contact Information:

1. University Writing Center (Writing in the Disciplines). Texas A&M University. <u>http://writingcenter.tamu.edu</u>. Contact: Valerie Balester at v-balester@tamu.edu or 979-458-1420.
2. University Writing Program. University of California at Davis. <u>http://writing.ucdavis.edu/</u>. Contact: Chris Thaiss or Gary Goodman at cjthaiss@ucdavis.edu or gsgoodman@ucdavis.edu or (530) 754-9197.
3. Sweetland Center for Writing. University of MIchigan. <u>http://www.lsa.umich.edu/sweetland</u>. Contact: Anne Ruggles Gere at argere@umich.edu or 734-936-3144.
4. Teaching With Writing. University of Minnesota, Center For Writing. <u>http://writing.umn.edu</u>. Contact: Pamela Flash at flash001@umn.edu or (612) 626-7639.
5. Campus Writing and Speaking Program. North Carolina State University. <u>http://cwsp.wordpress.ncsu.edu/</u>. Contact: Dr. Chris M. Anson, Director at chris_anson@ncsu.edu or (919) 513-6544 (Program Office).

Sample Assessments:

1. California State University Long Beach WAC Program Assessment: https://www.csulb.edu/academic-advising/writing-across-the-curriculum-program/assessments-of-the-wac-program

Resources for Instructors:

1. Writing Across the Curriculum Resources: https://wac.colostate.edu/resources/
2. Foundations of Teaching with Writing Resources: https://wac.gmu.edu/learning-modules-resources/
3. Writing in the Disciplines Teaching Resources: https://writingprogram.gwu.edu/wid-teaching-resources-faculty

Resources for Students:

1. Writing and Speaking Guides: https://writingcenter.tamu.edu/Students/Writing-Speaking-Guides
2. Discipline Specific Resources: https://gradschool.umd.edu/students/opportunities-success/writing-initiatives/resources-writing-disciplines

Appendix E. Summary of 2004 Progress Report of Writing II Requirement

The 2004 Progress Report has been the only review of the Writing II requirement. The report summarized Writing II historical materials and its administration, curricular information, and student enrollment data gathered since the inception of the second writing requirement in Fall 1999. The report also shared information from a series of WII faculty, lecturers, and GSI focus groups conducted primarily during the 2002-03 and 2003-04 academic years.

The report highlighted the idea that the implementation of the WII requirement was positive with the development of curriculum criteria and a proposal process to review courses that yielded a total of 52 new WII courses by 2003-2004 (41 stand only courses and 11 Clusters). As part of the 2004 assessment, qualitative assessments in the form of focus groups looked into the perspectives of the instructors and GSIs on training, writing instruction development, and their teaching experience along with their reflections on student writing abilities over the course of the class.

Based on the feedback from the focus groups, revisions to the WII Guidelines were implemented. Changes to the original guidelines included an emphasis to require fewer pages

of writing in favor of more intentional opportunities for student revision of written work and that WII courses not only teach students to write effectively in a given discipline, but also to increase their awareness of disciplinary conventions. Feedback from the focus groups also led to a recommendation that there should be better training and support for faculty and GSIs so that they can incorporate formative and summative writing as a means of teaching content as a unified experience. To directly address GSI training, Dr. Leigh Harris developed two credit bearing writing pedagogy courses for WII teaching assistants effective Fall 2005 (ENG COMP 495A and 495D). These courses provided individual and group mentorship and focused on composition pedagogical theory and practice, assessment of student writing, guidance of the revision process, and specialized writing problems that may occur in disciplinary contexts.

Most notably for the purpose of this 2021 Assessment Plan, the 2004 report highlighted that no systematic attempt had been made to assess student learning outcomes in WII courses beyond the standard course evaluations, which did not address instructional aims of WII courses. While the report stated the importance of assessing WII instructional aims, since the requirement was recently established, administrative oversight to implement the requirement and develop and credit WII courses took priority and the committee was unable to devote enough time to develop how to assess writing instruction and evaluate the extent to which students were developing their writing skills.

To review the 2004 Writing II Progress Report, click on this link: http://www.uei.ucla.edu/wp-content/uploads/2018/04/WritingIIProgressReport.pdf

Appendix F. 1997 Writing II Guidelines

Guidelines for GE Writing ll Courses

1.   GE Writing II courses should assume a basic level of writing competence gained in ESL, English 2 and English 3, although it remains important to devote close attention to the rhetoric of the sentence and to the structure of paragraphs and essays as a whole. The primary purpose of this second writing course is to teach students to write effectively in a given discipline. Doing so requires them to understand the discipline's' rhetorical modes and to use that understanding to make logical and persuasive arguments, analyze evidence, describe research. and evaluate differences of ideology, theory, and perspective.

2.   Students in these courses should write three to four analytical papers resulting in at least twenty pages of revised work. Revised work means that the student writes a second, perhaps a third, draft based on the instructor's evaluation of the previous draft. Short informal

writing exercises such as readers' Jogs, course journals, and prewriting exercises should complement this more formal writing.

3.   GE Writing II courses should be offered in a variety of formats, from lecture classes with multiple sections to single-class courses. Both lectures and discussions should address rhetorical topics and student writing as well as the assigned reading.

4.   The nature and length of reading assignments should be appropriate to a course whose central objective is to teach disciplinary writing skills. Those assignments should introduce students to the discipline's various genres and modes of discourse.

5.   Students should be evaluated according to the quality of their writing in the discipline.

6.   When appropriate GE Writing II courses should take advantage of new technologies.