

Academic Planning Self-Study AY 2013-2014

Arts & Sciences Writing Program

STEP I: CURRICULAR CONTEXT

A. DEGREES AND MINORS

A.1. Undergraduate Degrees: None.

A.2. Undergraduate Minors: None.

B. UNDERGRADUATE MAJORS

B.1. Undergraduate Majors in CAS: All undergraduate majors in the College of Arts & Sciences are required to complete a two-semester writing requirement. Most do so through WR 100 and WR 150. A small percentage of students receive transfer credit for one or both of these courses. Students who enroll in the Core Curriculum may satisfy one or both semesters of the College writing requirement through CC courses. For a detailed description of the Writing Program's curriculum, including placement and assessment procedures, see Step I, Section D.3 below.

B.2. Undergraduate Majors/Degrees Outside CAS: The following schools and colleges currently have the same writing requirement as CAS: COM, ENG, SAR, SED, SHA, SEP, and SMG.

SMG, however, is revising its curriculum and will, beginning in Fall 2013, require only WR 100. Joseph Bizup (Director, Writing Program) and Susan Jackson (CAS Senior Associate Dean for Undergraduate Education) have been in consultation with Karen Golden-Biddle (SMG Senior Associate Dean) and Steven Davidson (Director, Learning Assessment and Research, SMG) about the ramifications of this curricular change. SMG has provided us with an estimate of the change's impact on WR enrollments, and Dean Jackson is also developing some models and some possible responses.

CFA has a one-semester writing requirement. CGS has a two-semester Rhetoric requirement (RH 101, 102), which satisfies the College writing requirement. KHC students may petition to have KHC classes fulfill the College writing requirement.

Although the Writing Program is a CAS program, it has also sponsored writing initiatives in several other schools. The most prominent of these initiatives are in the School of Education (SED) and the Kilachand Honors College (KHC). (Note: The Writing Program once administered initiatives in Sargent College and the School of Management as well, but these schools have since assumed direct responsibility for their initiatives. See Writing Program Annual Reports for AY 2009-2010 and 2010-2011 for details about these transitions.)

SED Writing Initiative: The initiative in SED consists of a special two-credit course, WR 202, for SED students majoring in Early Education, who have a state-mandated requirement in Children's Literature. SED also uses WR 100 and WR 150 to satisfy a state-mandated literature distribution requirement for students preparing to be teachers.

KHC Writing and Communication Studios: Six Writing Program lecturers teach the writing and communications component of the KHC studio, a 2-credit course required of all KHC freshmen in both the fall and spring semesters. (For details about the KHC studio course and its staffing, see Step I, Section D.2)

B.3. Undergraduate Minors: None.

C. GRADUATE PROGRAMS

C.1. GRS Master's Degree Programs Outside the Department: None.

C.2. GRS Doctoral Programs: Ph.D. students in English teach stand-alone WR courses as Teaching Fellows in the Writing Program during their second year of study. The Writing Program also provides teaching opportunities to students in other departments. Ph.D. students in English and in other graduate programs are eligible to apply for Graduate Writing Fellowships. For details on the Writing Program's training and supervision of its graduate-student teachers, see Step II, Section B below.

C.3. Non-GRS Graduate Degrees: The Writing Program occasionally takes on GWFs from programs outside GRS. Like Graduate Writing Fellows (GWFs) from GRS, these also take WR 698 and WR 699.

D. COLLEGE REQUIREMENTS AND PROGRAMS

D.1. Core Curriculum: First year Core Humanities (both semesters) satisfies WR 100. Second year Core Humanities (both semesters) or Core Social Sciences (both semesters) satisfies WR 150. The Core has historically modeled its approach to writing instruction on the approach taken by the Writing Program. The recent revisions to the WR 100/150 sequence have prompted a new conversation about the place of writing in the Core Curriculum.

The Arts & Sciences Writing Program has one full-time lecturer, Dr. David Green, whose teaching is split between the Writing Program and the Core. Dr. Green has previously served as liaison between these two programs and as supervisor of the Core tutorial center.

D.2. Kilachand Honors College: Beginning in AY 2010-2011, the Writing Program helped to staff the KHC studio course. This two-credit course complements the other

elements of the KHC curriculum by providing first-year students with a structured, curricular setting in which they can develop their abilities in writing, communication, and mathematics, as well as their understanding of research methods and ethics. KHC offers six sections of this course each semester. The writing-and-communication component of the course is taught by full-time Writing Program faculty, each of whom is released from teaching one WR course. The Writing Program receives six additional one-semester graduate writing fellowships from the Provost to allow these releases. Bradley Queen (Writing Program Senior Lecturer) coordinated the KHC studio from Fall 2011 through Spring 2012, when he left BU for another institution. James Pasto (Writing Program Senior Lecturer) became coordinator of the KHC studio effective August 2012.

D.3. Writing Program Courses: The Writing Program offers nine courses and two zero-credit tutorials:

- WR 095: ESL Tutorial (replaced by intensive ESL tutoring since fall 2009)
- WR 096: Non-ESL Tutorial (replaced by intensive tutoring since fall 2009)
- WR 097: English Grammar and Composition (ESL)
- WR 098: Intro. to College Reading and Writing in English (ESL)
- WR 099: Intro. to College Reading and Writing (not offered since fall 2009)
- WR 100: Writing Seminar
- WR 150: Writing and Research Seminar
- WR 202: Children’s Literature (offered to SED students only)
- WR 598: Tutoring in ESL (offered to Writing Program and Core tutors only)
- WR 698: Teaching College Writing I (spring seminar for GWFs and TFs new to the Writing Program)
- WR 699: Teaching College Writing II (fall practicum for GWFs and TFs in their first semester of teaching; also a supervisory credit for continuing GWFs and TFs.)

ESL Placement and Courses (WR 097/098/100 ESL): The Writing Program offers three courses for students who do not have English as their primary language (ESL, English as a Second Language) and who are deemed to require additional preparation in reading and writing English before they enter WR 100 (WR 097/098). The Writing Program also offers special sections of WR 100, designated WR 100 ESL that form part of a “stretch” sequence with WR 098. The expectation is that students who take this sequence will take WR 150 on-cycle, in the spring of the sophomore year.

Each summer, the Writing Program administers a placement test to all incoming students required to submit proof of English-language proficiency along with their applications for admission. We will also administer this test to any other student who requests an ESL placement decision. On the basis of the scores, students are placed into WR 097, WR 098, or WR 100. This placement procedure was used for the first time in the summer of 2009. The placement procedure is a good one, but given the increasing number of students we must process, it is becoming increasingly cumbersome to administer. We have had preliminary conversations with CAS about ways of streamlining the process without attenuating the reliability of our placements, but at present, we have no plan for replacing our current procedure.

As the placement data below indicates, the Writing Program is placing an increasing number of students into its ESL classes every year, and it is also placing a greater percentage of the ESL population into WR 097 every year. Consequently, in recent years, we have significantly increased the number of sections of our ESL courses to accommodate this demand. (See Step III for section number projections for AY 2013-2014).

Semester Entering BU*	Test	WR 097 Placements	WR 098 Placements	WR 100 Placements	Total Students Tested
Fall 2009	ESL Test	88	233	147	468
Spring 2010	ESL Test	1	12	5	18
Fall 2010	ESL Test	146	222	126	494
Spring 2011	ESL Test	0	5	0	5
Fall 2011	ESL Test	196	256	125	577
Spring 2012	ESL Test	7	5	5	17
Fall 2012	ESL Test	262	216	153	631

Placement Data Fall 2009-Fall 2012 (Actual)

Semester Entering BU*	Test	WR 097 Placements	WR 098 Placements	ESL Placements	WR 100 Placements
Fall 2009	ESL Test	18.8%	49.8%	68.6%	31.4%
Spring 2010	ESL Test	5.6%	66.7%	72.2%	27.8%
Fall 2010	ESL Test	29.6%	44.9%	74.5%	25.5%
Spring 2011	ESL Test	0%	100%	100.0%	0.0%
Fall 2011	ESL Test	34%	44.4%	78.3%	21.7%
Spring 2012	ESL Test	41.2%	29.4%	70.6%	29.4%
Fall 2012	ESL Test	41.5%	34.2%	75.8%	24.2%

Placement Data Fall 2009-Fall 2012 (Percentages and Actual)

*Tables assume that all students who take the placement test in the summer or early Fall are students entering BU in the Fall semester and all students who take the test in the spring are entering in the spring semester as this is true in almost all cases.

D.4. Foreign Language Requirement: The Writing Program is not involved in the administration of the foreign language requirement. However, international students who exempt from the requirement because of native fluency in a language other than English often take additional coursework in ESL through the Writing Program (WR 097, WR 098).

D.5 & D.6. Divisional Studies Courses: Not applicable.

D.7. Non-Major/Minor Courses in High Demand: Not applicable.

D.8. Other Aspects of the CAS Curriculum: The Arts & Sciences Writing Program as currently structured serves predominantly freshmen. The bulk of the program's resources and effort go toward offering an array of courses at the freshman level. As described in our Strategic Plan, our goal for the next ten years is to develop into a comprehensive writing program capable of directly and indirectly supporting students' development as writers throughout all four years of the undergraduate curriculum in ways that are in keeping with (1) evolving best practices in writing pedagogy and (2) the pedagogical missions of the College and the broader university.

Writing Beyond the Freshman Year: In AY 2010-2011, the Writing Program took the first steps toward initiating a College-wide conversation on how best to support writing in all four years of the undergraduate curriculum. In AY 2011-2012 and AY 2012-2013, the Writing Board undertook a study of writing instruction across the College, with the goal of developing a base of information on which the College could make decisions about its approach to supporting writing beyond WR 150. This study is ongoing. In Fall 2013, using an instrument developed by the Writing Board, the College will survey CAS faculty about their practices with respect to teaching and supporting writing in their courses. (See the Writing Program's Annual Report for AY 2011-2012 for additional details.)

Writing Initiative in History: In AY 2011-2012, Thomas Underwood (Writing Program Senior Lecturer-Master Level) worked with the History Department to incorporate writing into a new introductory course being designed under the auspices of a RULE grant.

Chemical Writing Program: In Fall 2009, CH 111/112 (Intensive General and Quantitative Analytical Chemistry) as granted WR-150 equivalency status on a three-year pilot basis. The Writing Program supported this effort by providing one full-time lecturer (Rebecca Kinraide) to serve on an overbase basis as a consultant to the BU Chemical Writing Program. This obligation ended with the conclusion of the pilot period in Spring 2012. The impact of this program on our planning was to reduce by three the number of sections of WR 150 taught by the Writing Program.

Writing Center: Since the Writing Program's inception in 2001, the program has operated a Writing Center through which students enrolled in WR courses could receive individual tutorials. Beginning in the fall of 2010, we opened the Writing Center on a walk-in basis to all CAS students or students enrolled in CAS classes. We have also started offering writing tutorials in the library, through a program called Tutoring@Mugar. Finally, in response to the increase in international students on campus, we have developed a rigorous ESL training regimen for our writing tutors. The training is being delivered by our ESL director Maria Zlateva in conjunction with the Writing Center's coordinators. Per agreement with CAS, Dr. Zlateva teaches this course (WR 598) as part of her regular course load.

In FY12 we requested and received \$15,000 in supplementary funds so that we could accommodate increased demand for the Writing Center. We received this same amount of supplementary funding again in FY13. Demand for the Writing Center is increasing, mainly because of the increasing numbers of ESL students who rely on the Writing Center's

services. Moreover, tutor stipends have not increased in the last several years, making it more difficult to attract superior candidates for that position.

For FY14, we request that supplementary funding for the Writing Center be increased to \$20,000 over the current continuing budget and that this money be made continuing funds. We understand that our request for additional continuing funding is a significant request. But we also wish to note that the Writing Center's continuing budget has remained unchanged since 2003. The Writing Center requires this additional funding if it is to serve adequately the university's current student population. The effect of this change would be to increase the Writing Center's continuing budget from \$65,800 to \$85,800.

STEP II. ASSESSMENT OF SPECIFIC COURSE NEEDS

A. OBLIGATIONS TOWARD UNDERGRADUATE EDUCATION

A.1-3. The Writing Program's core offerings—WR 098, WR 099, WR 100, and WR 150—are ordinarily offered every semester. WR 097 was offered only in the fall, but began to be offered in the spring as well in spring 2011. Most sections of WR 100 are offered in the fall. Most sections of WR 150 are offered in the spring. WR 099 has not been offered since AY 2009-2010. Course offerings are enrollment-driven. No elective or optional courses are offered.

B. OBLIGATIONS TOWARD GRADUATE EDUCATION

Training and Supervision of Graduate-Student Teachers: All graduate students teaching for the first time in the Writing Program are required to take a two-credit preparatory seminar, Teaching Composition (WR 698), during the spring semester prior to their first semester of teaching WR 100. The following fall, these students take a two-credit practicum, Teaching College Writing (WR 699), concurrent with their first semester of teaching in the Writing Program. The program also offers a second version of WR 699: a colloquium series on writing pedagogy that meets six times per semester. This colloquium series is required of all TFs and GWFs who are not teaching in the Writing Program for the first time. It is regularly attended by full-time and part-time lecturers as well. Both versions of WR 699 include direct mentoring of graduate students by the Writing Program director and associate director.

ESL Support for Graduate Students: While there is clearly a need for ESL support for graduate students, the Writing Program is not currently structured to provide this support. We recommend that in the near future, either CAS or the University (since this issue is relevant not only to CAS but to other colleges and schools as well) develop an explicit plan for supporting the language needs of its ESL graduate students.

The Humphrey Program has established relations with the ESL Program and sends its fellows to ESL writing classes each year. Some BU employees also take WR 097 or WR 098.

STEP III. PLANNING FOR EFFECTIVE, EFFICIENT, EQUITABLE, AND SUSTAINABLE COURSE STAFFING

The Writing Program is staffed by a combination of full-time lecturers, part-time lecturers, graduate students, and departmental faculty as detailed in the tables below. The Writing Program's curriculum is stable, and we will continue to follow the same staffing procedures we have followed in past years: by developing our course schedules a semester in advance, in response to student enrollments, and by making any necessary hires.

Sections of Writing Program Courses per Year

	WR 097	WR 098	WR 099	WR 100/ EN 120	WR 150 / EN 220 & Equivalencies	Total Courses
2004/2005	5	12	16	166	154	353
2005/2006	5	12	15	163	170	365
2006/2007	3	11	10	155	172	351
2007/2008	3	11	12	163	181	370
2008/2009	3	15	10	167	174	369
2009/2010	5	18	0	165	181	369
2010/2011	9	21	0	178	185	393
2011/2012	12	27	0	166	174	379
2012/2013	22	35	0	165	187	409
2013/2014*	22	35	0	174	190	421

* 2013/2014 is projected.

Sections Taught per Year (% and ratio) by Faculty Category

	Professors	Full-time Lect.	Part-time Lect.	GWF / TF
2004/2005	6% (21/353)	52% (184/353)	28% (99/353)	14% (49/353)
2005/2006	4% (15/365)	53% (193/365)	29% (106/365)	14% (51/365)
2006/2007	7% (24/351)	57% (200/351)	23% (81/351)	13% (46/351)
2007/2008	3% (11/370)	54% (201/370)	27% (100/370)	16% (58/370)
2008/2009	3% (11/369)	58% (213/369)	24% (90/369)	16% (59/369)
2009/2010	3% (11/352)	64% (225/352)	17% (61/352)	16% (55/352)
2010/2011	2% (8/380)	57% (216/380)	26% (99/380)	15% (57/380)
2011/2012	2% (8/362)	60% (218/362)	22% (78/362)	17% (63/362)
2012/2013	3% (11/393)	54% (212/393)	27% (105/393)	17% (65/393)

As noted above, beginning in Fall 2013, SMG will no longer require WR 150. This curricular change will have a major impact on the Writing Program. The College is aware of this change, and we have been working with Dean Susan Jackson to explore possible responses. *As we have not yet determined a course of action, the impact of SMG is not accounted for in the AY 2013-2014 projections (above tables).*

Part-Time Lecturer Consolidations: In AY 2011-2012, the Writing Program was authorized to consolidate part-time positions into one new full-time line (start date

August 1, 2012). We have requested a consolidation this year as well and are awaiting a decision from CAS.

Incremental Full-Time Lecturer Positions for ESL: In our October 2011 planning document, we requested three incremental full-time lecturer positions for ESL, to be filled over the next five years. We renew this request this year.

The need for additional full-time faculty to teach ESL courses is significant. Since its inception, the Writing Program has relied predominantly on part-time lecturers to staff its ESL courses. This staffing model, however, is becoming unsustainable. Over the past five years, international undergraduate enrollments have increased by over a third. This increase is severely taxing our ability to consistently mount a sufficient number of ESL courses. We are running out of “regulars”—ESL instructors we know we can count on to teach for us—and it is becoming increasingly difficult to recruit new, competent part-time lecturers to teach ESL courses on short notice. Moreover, because of the demand for ESL courses, we now find ourselves giving our part-time lecturers three courses in the fall, essentially borrowing teaching capacity from the spring semester. Finally, the reliance on part-time lecturers places a significant administrative burden on the ESL director, who is constantly hiring and training new faculty. In short, the ESL side of the Writing Program requires the stability and teaching capacity that only full-time faculty can provide.

The Writing Program has made efforts of its own to increase the number of full-time lecturers teaching ESL courses. Over the past three years, the Writing Program has hired eight new full-time lecturers (seven into vacancies, one into a new line created through a part-time lecturer consolidation). Four of these new hires teach predominantly ESL courses. While these hires were an appropriate response to the increasing demand for ESL teaching, they also come at a price: we have in effect attenuated the number of full-time faculty available to teach WR 100 and WR 150.

Faculty Seminars: In AY 2010-2011, the Writing Program initiated a faculty seminar series intended to complement its other professional development opportunities. The purpose of these seminars is not to provide practical guidance or training about teaching but to provide Writing Program faculty with opportunities to explore scholarship and research on topics related to writing studies and writing pedagogy. Each seminar meets four times and requires significant reading. Full-time lecturers who attend all four sessions of a seminar receive a \$200 research stipend. CAS has committed to funding these stipends to the level of participation. *Based on seminar attendance for AY 2010-2011, AY 2011-2012, and AY 2012-2013 (projected), we anticipate that in AY 2013-2014, the cost of these stipends will approach \$12,000.*

Seminar	Attendance
Research Writing (Fall 2010)	16
Genre Theory (Spring 2011)	24
Scholarship in English as a Second Language (Spring 2011)	18
Information Literacy and Technology (Fall 2011)	18
Twenty Classic Articles in Composition Studies (Fall 2011)	14
Twenty Classic Articles in Composition Studies (Spring 2012)	10
Grammar and Style (Spring 2012)	20
Reading (Spring 2012)	4
Metacognition (Fall 2012)	8 (expected)
Style (Fall 2012)	10 (expected)
Reading (Fall 2012)	7 (expected)

STEP IV: EXECUTIVE SUMMARY OF UPDATES AND TEN-YEAR PLANNING

1. UPDATES: We have made major updates to the following sections:

I.B.2: Undergraduate Majors/Degrees Outside CAS: Beginning in Fall 2013, SMG will no longer require WR 150. This curricular change will have a major impact on the Writing Program. The College is aware of this change, and we have been working with Dean Susan Jackson to explore possible responses. *As we have not yet determined a course of action, the impact of SMG is not accounted for in our AY 2012-2013 projections.*

I.D.8. Other Aspects of the CAS Curriculum: The WR-150 equivalency given to CH 111/112 in Fall 2009 was on a three-year pilot basis. This equivalency technically expired as of Spring 2012. We are assuming that the equivalency can remain in place until the Writing Board can review the program.

We are requesting a significant budget increase for the Writing Center (\$20,000 in additional continuing funds). This increase is needed if the center is to meet additional demand being created the increase in the number of ESL students served by the Writing Program.

Step III. Planning for Effective, Efficient, Equitable, and Sustainable Course Staffing: We note our September request for consolidation of part-time lectureships, and are renewing our request for *three incremental full-time lecturer positions to teach ESL courses.*

We note the success of our Faculty Seminar program and request \$12,000 in continuing funding to support it.

2. GOALS AND PLANNING: As detailed in our Strategic Plan, our broad goal for the next ten years is to develop the capacity to support writing in all four years of the

undergraduate curriculum. To that end, we seek (1) to continue to build on the strength of our first-year courses, and (2) to develop the capacity to support other programs, departments, colleges, and schools in their efforts to integrate writing into their own curricula, in ways that are consistent with their own aims and values.

BU has historically demonstrated a strong commitment to freshman writing. We expect this commitment to remain intact over the next decade. Our goal in this area, therefore, will be to continue to build on our current strengths. Building on these strengths entails not only maintaining a rigorous, effective, and current curriculum, but also supporting the faculty who teach that curriculum. Moreover, the material terms and conditions under which our faculty work have a direct bearing on the quality of instruction they can deliver. Improving the support we give to our faculty and improving the terms and conditions under which they work are among our top priorities.

While maintaining our commitment to providing robust writing instruction in the freshman year, we also aspire to expand the program so that it can provide appropriate support for writing in all four years of the undergraduate curriculum.

2.A. The Curricular Context: The Writing Program is not a department and does not offer a major or a minor. With some few exceptions, all BU students, except those in CGS, satisfy the university's writing requirement by taking our WR 100/150 sequence. Our enrollment projections therefore parallel undergraduate enrollment projections for the university generally. With the exception of adding advanced writing courses, we have no plans to introduce any new academic programs. Rather, we believe that the proper role of the Writing Program is to support the integration of writing into academic programs offered by the departments (and other colleges and schools).

The rising number of international students attending BU is having a major impact on our curriculum, because demand for our ESL courses is increasing dramatically. Eventually, the issue of support for ESL students will have to be addressed in a comprehensive manner.

2.B. Specific Course Needs: We expect for the foreseeable future to continue offering our two-semester sequence of topic-based writing seminars (WR 100/150). We see no reason to abandon this successful format.

2.C. Course Staffing: As discussed in Step III above, we hope to reduce our reliance on part-time lecturers, especially in ESL courses, and to increase the proportion of our courses taught by full-time lecturers.

The Writing Program's directorial staff (currently three positions) should be expanded. The program's director, associate director, and director of ESL now supervise and support over 45 full-time lecturers as well as numerous part-time lecturers and graduate students, while also working to support other departments and schools. It is not uncommon for programs the size of the Arts & Sciences Writing Program to have full-time directors with specific responsibilities in the following areas: writing center

administration, writing in the disciplines, ESL, assessment and placement, advanced writing courses, and technology and new media.