

**Annual Report, 2010-11
First-Year Writing Program
Emily Isaacs, director**

SUMMARY

Students: Instruction, Services, and Support

Program Enrollment: 5474 instructional seats/294 seats in three courses

Advising

Live Lit! reading series

Exemplary Essay Awards

Student Workshops: The Wordshop: Creative Writing and MLA Documentation

Faculty: Hiring, Retention and Development

Numbers: 15 full-time lecturers, 18 half-time faculty, 30 – 40 adjunct faculty

Faculty Retention and Development Activities

Faculty Workshops

FYW Website: www.montclair.edu/writing

Mentor/Mentee Program

Brown Bag Discussion Series

Curricular and Programmatic Development

Writing at Montclair – revised edition

Montclair Book

Hybrid Pilot Program

Assessment

Curriculum-based Expert-reader Placement (CEP)

Assessment for ENWR105: College Writing I: Intellectual Prose

ENWR106: Evaluation of Faculty Paper Assessment and Program Grade Criteria

FYW Programmatic Review and Development

Lecturer Administrative Week

Administrative Work and Service Contributions

Individual FYW Faculty Accomplishments

STUDENTS: INSTRUCTION, SERVICES AND SUPPORT***PROGRAM ENROLLMENT***

The First-Year Writing Program (FYWP) is responsible for providing instruction in college writing to all incoming first-year students, as well as to transfer students who have not completed the two-semester requirement. This instruction comes through the core courses: ENWR100 Introduction to Writing, ENWR105 College Writing I: Intellectual Prose and ENWR106 College Writing II: Writing and Literary Study. This teaching is provided by a talented staff of 15 lecturers, 18 half-time faculty members, and 35 to 40 adjunct faculty, all of whom are trained, supervised, and supported by the Director of FYW (12 TCH), with support from the English Department and two part-time assistant directors (6 TCH each).

In 2010-11 the FYWP ran 294 sections of FYW classes, providing a total of 5474 instructional seats.

The FYWP provides as much instruction in its three courses as any other program on campus. The following chart details course offerings over the year:

	100 sections	100 seats	105 sections	105 seats	106 sections	106 seats	Total Sections	Total Seats
Sum10	5	75	4	76	6	114	15	265
Fall10	18	270	108	2052	21	399	147	2721
Spring11	5	75	25	475	102	1938	132	2488
10-11 TOTAL	28	420	137	2603	129	2451	294	5474

PROGRAM ADMINISTRATION

The FYWP at Montclair State University is directed by an English Department faculty member, Emily Isaacs, who receives 12 tch release for this work, and is supported by two non-tenure line FYW faculty members, Maria Giura and Bonnie Dowd, who each receive 6 tch release 2010-11. Further support comes from the chair of English, Dan Bronson, the English Department administrator and the English Department secretary, Phyllis Brooks. Finally, major decisions are reviewed, discussed, and approved by the FYW committee: Melinda Knight, Sharon Lewis, Jessica Restaino, Greg Waters, Bob Whitney, and Janet Cutler.

ADVISING

First-year students seek advisement for several concerns, including: evaluation of courses taken at other universities, ongoing classes, grade grievances, and placement in writing courses. The director and assistant directors keep 18 office hours a week and correspond with students via email with great frequency to meet the extensive advising needs of first-year writing students. In the area of transfer evaluation, the directors

have reviewed 147 requests, many of which require additional document collection and evaluation (syllabi and sample papers) and a few of which require an in-house essay assessment. This data is maintained in an online database that we have designed to enable tracking, record-keeping, and report-generation.

Grade grievances are also on the increase. This may be a result of a change in demographics or perhaps a result of programs requiring particular GPAs in FYW courses, motivating students to request higher grades; further, faculty have increased their detection and responsiveness to plagiarism, resulting in a small percentage of students receiving failing grades for plagiarism, and some of these students grieve.

LIVE LIT!

Through the Live Lit! program and requirement, virtually every single first-year student has the opportunity of hearing a published writer and answer questions about his or her work. This is a hallmark experience of a college education person, and one for which the FYW program takes entire responsibility.

Live Lit! is an overwhelmingly popular reading series that provides first-year and upper-level students a chance to hear artists read from their work and talk about the craft of writing. Live Lit! features the creative works of the First-Year Writing faculty who publish locally, nationally, and even internationally. Members of the English faculty are also invited and participate. Among its many purposes, Live Lit! serves as a helpful curricular complement, especially for faculty teaching College Writing II, Writing and Literary Study. A total of eight readings—several of which were standing room only—were offered to students including the first ever Live Lit - Student Edition featuring the creative works of the three students who won the English department creative writing awards. Informal surveys reveal that few first-year students have ever had such an experience before attending a Live Lit! event; furthermore, students report the experience to be eye-opening and pleasurable. Faculty responses to an anonymous survey also reveal strong support for the program among ENWR106 writing faculty and students.

Reading Details:

- Tuesday, September 28: Sharon McDermott—poetry, Stacy Morrison—fiction, Robin Caine—fiction
- Monday, October 18: Claudia Cortese—poetry, Maria Giura—poetry, Sarah Kolbasowski Ghoshal—poetry
- Wednesday, November 17: John Hodges—fiction, Carrie O’Dell—drama and English faculty member Fawzia Afzal-Khan—memoir
- Thursday, February 17: Mia Fiore – spoken word poetry, Julia Wagner – poetry and visiting English faculty member, Justin Taylor—fiction
- Tuesday, March 1: Paul Caruso—drama, Addie Hopes—short fiction, Janet Neigh—poetry and creative nonfiction
- Monday, March 28: Claudia Cortese—poetry, John Hodges—fiction, Carrie O’Dell—drama
- Monday, Wednesday April 13: Barbara Hamilton—poetry, Sharon McDermott—poetry, English faculty member Tom Benediktsson—poetry
- Thursday, April 28 Student Edition: Chloe Durante—creative nonfiction, Lauren D. Shinn—fiction, Drew Cicollo—fiction

In addition to the FYW and English faculty readers, Live Lit! also publicized the Irish poetry reading series sponsored by the *Marie Frazee-Baldassarre Endowed Chair of English* and other readers who were guests of the *English Department's Visiting Writers Committee*.

THE EXEMPLARY ESSAY AWARDS

There was continued growth and development in the Exemplary Essay Awards competition for the 10-11 academic year. Management of the awards was entrusted to a FYW committee, chaired by Addie Hopes. This year, essays were collected at the end of the Fall '10 and Spring '11 semesters, and each student could submit one essay per semester (rather than one per year). The use of the Blackboard Community simplified the submission process and increased the number of applicants (particularly in the College Writing I and College Writing II categories). There were winners in all three categories, with especially close competition in the College Writing I and College Writing II categories. This year's winners are: Rakan AlSabah (ENWR100), Melissa H. Najimian (ENWR105) and Matthew Dougla Lock (ENWR106). The winners each received a \$100 bookstore gift certificate, and the winning essays, along with the essays receiving an honorable mention, are published on the First-Year Writing website.

STUDENT WORKSHOPS

Two types of workshops, new this year, were offered by FYW faculty to students. Attendance was voluntary, and students were very enthusiastic. The workshops were:

- *The Word Shop: A Series of Free Creative Writing Workshops*, presented by John Hodges, Robin Caine, and Sharon McDermott in the fall 2010 semester, offered on three different dates and times as a method of generating ideas for student creative writing
- *MLA Style Documentation Workshop*, presented by Jennifer Guercio and Jennifer Russo in the spring 2011 semester, offered more in-depth coverage of MLA in-text citations and documentation than most classroom instruction can provide.

FACULTY: HIRING, RETENTION, DEVELOPMENT

TEACHING EFFECTIVENESS

Varied assessments of the program – independent evaluation of student papers, faculty observations reports, student evaluations, student surveys, and faculty surveys – indicate a high level of success in teaching academic writing to Montclair State University students. Student evaluations are overwhelmingly favorable, with students highly rating their own development as writers and their professors' knowledge and abilities. Faculty observation reports and paper evaluation review are also strong, indicating that faculty in the program are teaching and responding to student writing in accordance with best practice in the field.

With just under 300 sections to staff each year and a high turnover of staff, the greatest challenge to successful writing instruction is maintaining a consistently effective faculty. Our program has garnered an excellent reputation in the region and beyond, attracting talented applicants for our 15 lecturer positions, 18 half-time positions, and 30 to 40 adjunct positions.

FACULTY HIRING

Faculty positions are advertised broadly and attract a high number of applicants, collectively well over two hundred-and fifty. For the lecturer positions (4 filled this year), Dr. Knight joined Dr. Bronson and the director to screen, interview, and select among applicants; Dr. Bronson and the director completed the half-time search (7 filled). The director screened, interviewed and selected among adjunct applicants (5 filled). Hired faculty all have experience teaching writing, have pedagogical training in the teaching of writing, and have excellent references that attest to their abilities as teachers of writing.

FACULTY RETENTION AND DEVELOPMENT

Faculty development is at the core of our ability to provide consistent and effective writing instruction. Faculty come to the university highly qualified, but because of divergent approaches to teaching FYW in the field, varied levels of graduate instruction in the scholarship of teaching writing, and the unique nature of our student population, training is necessary to provide coherency and consistent excellence to our teaching. Faculty development and support begins at the interview and continues throughout the year through the following means:

1. Syllabi and book order review
2. Opening semester meetings (fall and spring)
3. Faculty workshops (required)
4. Mentor/Mentee program
5. The First-Year Writing Program Faculty Website: www.montclair.edu/writing/teachingwriting
6. Individual teacher conferences – via phone, email, and in-person
7. Brown Bag Teaching Lunches
8. First-Year Writing Faculty Working Committees
9. Faculty observations
10. Director review and feedback on student evaluations, grades, and faculty observation reports

In selective detail:

FACULTY WORKSHOPS

A total of seven faculty workshops were offered during the academic year; they represent the ongoing commitment of the FYW program to offer support and professional development for its faculty. All FYW faculty were required to attend one workshop but many faculty opted to attend more than one. The workshops addressed relevant teaching concerns and were held at varied times to afford all an opportunity to take part in at least one. Presenters included Emily Isaacs, Director of the FYW program, five lecturers, and other faculty members, and an external presenter.

The fall workshops were presented by Emily Isaacs and were offered on three different days and times. The topic for all three workshops was the evaluation of student writing and involved strategies for reading and responding which might prove to be the most beneficial to students and efficient for instructors. The workshop also served as grade norming sessions, providing faculty with model papers of representative A, B, C, and D achievement.

The spring workshops included the following topics and presenters:

- *Conflict Management*, presented by FYW faculty Gerrie Logan, Laura Lubrano, and West Moss
- *Integrating Blackboard into the Writing Classroom*, presented by FYW faculty Rick Reid and Bonnie Dowd
- *Teaching Editing and Supporting Writing with the Montclair State University Handbook*, presented by Richard Cadman, Bedford/St Martin.
- *FYW and the CWE – How Do We Help Students Develop Their Essays?*, presented by FWY faculty Jennifer Maloy, Tatum Petrich, and CWE representative, Alicia Remolde.

FIRST-YEAR WRITING PROGRAM WEBSITE: WWW.MONTCLAIR.EDU/WRITING

This website is an incredibly rich source of information for students and teachers (at Montclair and beyond). Students are provided with clear information about the program and courses, procedures for transfer students, and explanation of the university's in-house placement procedures. Faculty are provided with a plethora of materials for teaching: from sample syllabi (for several different textbooks) to assignment approaches to student hand-outs. With well over 150 documents to date, this site is a crucial resource to providing strong instruction in first-year writing. It is updated regularly.

MENTOR MENTEE PROGRAM

In its second year, the Mentor-Mentee program matches newly hired FYW faculty with veteran faculty who answer questions and discuss challenges that new FYW faculty face. Twelve matches (24 faculty) were made. Feedback on the program continues to be positive both by mentees as well as mentors who report that their experiences as mentors help them to continue thinking deeply about their own teaching. Mentors support teachers in many areas: practical concerns, assignment design, syllabi development, reading suggestions, assessment, etc.

BROWN BAG DISCUSSION SERIES

The Brown Bag discussion series, an informal forum where FWY faculty meet in person to raise issues and hear discussion of a range of pedagogical concerns, continued through the fall semester of 2010. Four meetings took place in September through December with the meeting times and locations announced via the FYW listserv and with faculty being invited to come and leave as their schedules permitted. Attendance was not recorded and was strictly voluntary. Faculty response to this idea was enthusiastic, but it was difficult to find meeting times and dates that were convenient for a majority of faculty. Room space on campus was especially tight this academic year, and the series was suspended in the spring semester. It is hoped that a dedicated meeting space within the FWY suites in the coming academic year will provide a stable location for this series, which could possibly be expanded to a bi-weekly forum.

CURRICULAR AND PROGRAMMATIC DEVELOPMENT

WRITING AT MONTCLAIR – REVISED

This spring the director, with support from the assistant directors and after consultation with faculty on particular points, revised and extended “Writing at Montclair,” a now 27-page prefatory chapter to the required handbook (Hacker and Sommers’ *A Writer’s Reference*) that serves to introduce, define, and support writing for all first-year writing students. The revision focused on the following

- Clarifying the distinctions between the three core courses
- Specifying outcomes for each of the three courses
- Providing support for reading and writing, specific to each of the three courses

These new materials enhance existing material, which includes coverage of academic honesty, support services, grading criteria, primary instructional goals, and guidelines and expectations. The new text will also have a newly designed cover and photo.

MONTCLAIR BOOK

In collaboration with the dean of the College of Humanities and Social Sciences and the Center for Writing Excellence, the FYW program has developed a common book program that will engage incoming students with a common read experience prior to the first day of class. While many universities have common book programs, students often report that the text is not well attended to through course content. We anticipate that Montclair Book will be particularly successful as we have integrated the book into our placement assessment and first essay assignment, and so all 2200 first-year students will have the experience of discussing their summer reading on the very first day of class. We are excited about the first Montclair Book choice, Eric Weiner’s *The Geography of Bliss*.






HYBRID PILOT PROGRAM

Initiated in the fall of 2010 and continuing presently, the FYW Hybrid Pilot Program seeks to assess the effectiveness of teaching first-year writing, specifically ENWR105 and ENWR106, in a half online/half traditional classroom format to determine if hybrid instruction is suitable for adoption into the FYW program. Through the fall of 2010 and spring of 2011, six 105 courses and twelve 106 courses were taught by five selected professors in the hybrid format (serving a total of 274 students). In the fall of 2011, three professors will teach at least one hybrid and one traditional 105 course pair to provide data for comparison. The hybrid committee met bi-monthly to discuss practices and concerns.






Electronic surveys were sent to all students in each semester. In the surveys students report a positive learning experience overall, with 68% and 77% reporting positive learning experiences in fall and spring respectively.

These surveys have not been compared to face-to-face instruction, but these results are encouraging in that they confirm the committee’s beliefs in the potential for hybrid instruction as an effective way to teach first-year writing.





Spring 2011 Survey Highlights:**I, the student, would recommend this course to other students.**

Strongly Agree	<u>14</u> (24%)	
Agree	<u>18</u> (31%)	
Neutral	<u>17</u> (29%)	
Disagree	<u>7</u> (12%)	
Strongly Disagree	<u>3</u> (5%)	
<i>no answer</i>	<u>0</u> (0%)	





I, the student, decided to take this course as a hybrid because:

The days/times fit best in my schedule	<u>45</u> (76%)	
The hybrid schedule was attractive to me	<u>8</u> (14%)	
I like to work online and with computers	<u>7</u> (12%)	
I thought it would be easier than a traditional class	<u>13</u> (22%)	
I had taken hybrid or online classes before and liked them	<u>2</u> (3%)	
My friends were taking it	<u>0</u> (0%)	






I, the student, feel that the biggest advantage of taking this course as a hybrid was:

Flexibility & convenience for my schedule	<u>25</u> (42%)	
Freedom to complete assignments more at my own pace	<u>17</u> (29%)	
Ability to access class materials online 24/7	<u>14</u> (24%)	
Opportunity to use/improve my computer skills	<u>3</u> (5%)	
<i>no answer</i>	<u>0</u> (0%)	



I, the student, feel that the biggest challenge of taking this course as a hybrid was:

Learning how to manage and organize my time	<u>19</u> (32%)	
Learning to work more independently	<u>10</u> (17%)	
Dealing with Blackboard issues	<u>19</u> (32%)	
Dealing with technological problems (internet, computer)	<u>11</u> (19%)	
<i>no answer</i>	<u>0</u> (0%)	

I, the student, was comfortable and confident with the technology requirements for this course (e.g., using the internet, Blackboard, word processing software, etc.).





Strongly Agree	<u>19</u> (32%)	
Agree	<u>24</u> (41%)	
Neutral	<u>10</u> (17%)	
Disagree	<u>4</u> (7%)	
Strongly Disagree	<u>2</u> (3%)	
<i>no answer</i>	<u>0</u> (0%)	

I, the student, feel that the technology used in this course facilitated my learning.

Strongly Agree	<u>9</u> (15%)	
Agree	<u>26</u> (44%)	
Neutral	<u>20</u> (34%)	
Disagree	<u>3</u> (5%)	

Strongly Disagree **1** (2%) |
no answer **0** (0%)

I, the student, had a positive learning experience in this hybrid course.

Strongly Agree **13** (22%) 
 Agree **27** (46%) 
 Neutral **14** (24%) 
 Disagree **1** (2%) |
 Strongly Disagree **4** (7%) 
no answer **0** (0%)

The surveys also highlight the few expected concerns the committee has articulated in their discussions regarding the program moving forward (considered below). The conclusion of the committee is that the hybrid model enhances the learning experience for first year writing students and faculty alike—opening up new possibilities for pedagogical practice in traditional face-to-face first year writing that outweigh the concerns in adopting the hybrid format. Some of the potential advantages the committee sees to hybrid instruction are as follows:

- increases student engagement, participation and comprehension as students must actively participate in online activities that further their writing process and improve traditional face-to-face meetings
- provides opportunities for more writing practice across a diversity of forms including blogs, journals, and discussion forums that effectively enhance students' literacy as well as preparing them for an increasingly digital and globalized world beyond the university
- offers financial and logistical advantages for the university and students. For the university, less classroom space is required, more sections can be offered per semester, and fewer parking spaces are needed. For students, less time is spent commuting, less money is spent on parking, and more flexibility and convenience is provided in scheduling.

In the fall of 2011, the FYW Hybrid Pilot Program committee will develop the following:

- a screening process to determine the most effective candidates for hybrid writing classes;
- a training program for faculty to bring standards to practices in administering hybrid classes
- a best practices document to facilitate hybrid curricular development
- a community of FYW hybrid faculty to offer support and address issues as they arise.

After a year of true “apples to apples” comparison of hybrid vs. face-to-face instruction, the FYW program will make a decision on the adoption of hybrid instruction in FYW.

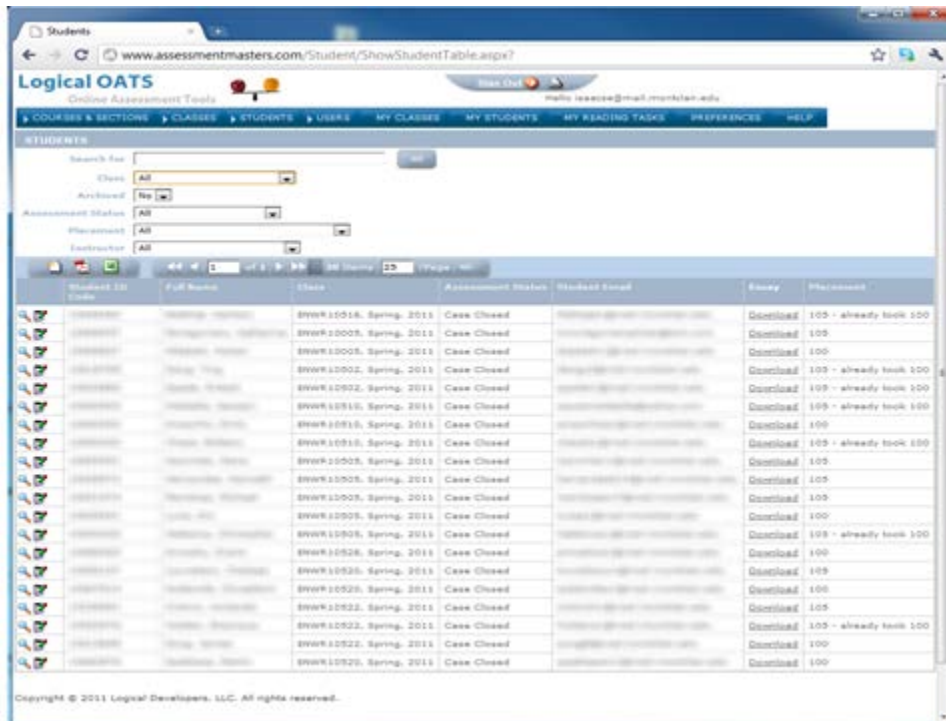
ASSESSMENT

CURRICULUM-BASED EXPERT READER PLACEMENT (CEP)

In Fall 2010 the FYWP again deployed its innovative, in-house placement process which uses the curriculum-based, expert-reader placement (CEP) model. Because assessment is completed as part of teachers’ regular work of responding to student writing, CEP allows us to evaluate all students with few additional costs.

In CEP, students in College Writing I: Intellectual Prose (ENWR105) and Introduction to Writing (ENWR100) have a common first writing assignment sent to them over the summer. This year they read several articles on consumerism and drafted an initial essay before classes started; they then discussed the issue with their teachers and classmates at the first meeting before producing a second draft that was submitted for feedback and for placement review. After reading these drafts, instructors submitted essays which revealed questionable placements. These essays were then reviewed by expert readers and the administrators—the director and FYW lecturer Catherine Keohane—made final decisions based on these reviews and other potentially mitigating factors (e.g., a student having already taken the course).

New to placement this year was the piloting of a placement procedure for Spring 11—as with full-scale placement in the fall, this procedure works to ensure that students are appropriately placed in ENWR100 or ENWR105. Rather than repeating the same shared assignment from Fall 10, which some students were likely to have already done, and given that the number of sections of both courses was markedly smaller than in the fall, we asked individual instructors to design a first writing assignment, based on reading, that they would evaluate for placement purposes and as part of the normal work of their courses. In addition, this pilot program featured a new online system, used by instructors, expert readers, and administrators.



The online system (run by AssessmentMasters.com) enabled all the faculty members involved to work at or away from campus, on a schedule convenient to them. Moreover, this system allowed instructors to track the status of their submissions rather than waiting to hear from administrators.

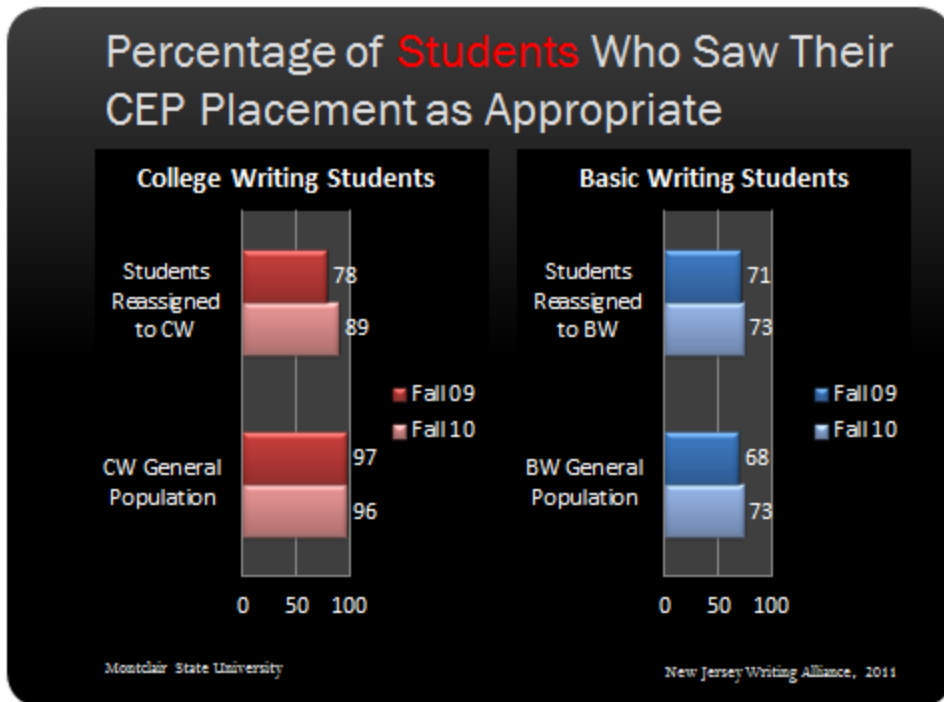
In raw numbers, during the Fall 2010 placement period the FYWP reviewed the provisional placement of 331 students. Of this population, 128 students who were originally placed in ENWR105 were determined to need ENWR100; 115 were moved, 13 others being ineligible to move since they had passed ENWR100 previously. Sixteen students who were initially placed in ENWR100 were moved to ENWR105.

The work of 20 students was submitted for review during the Spring. Two students initially placed in ENWR100 had their work submitted for review: one was moved to ENWR105 and the other's placement in ENWR100 was confirmed. Eighteen students provisionally placed in ENWR105 had their work reviewed. Of this number, six were moved to ENWR100, five had their placement in ENWR105 confirmed, and seven could not be moved because they had already passed ENWR100.

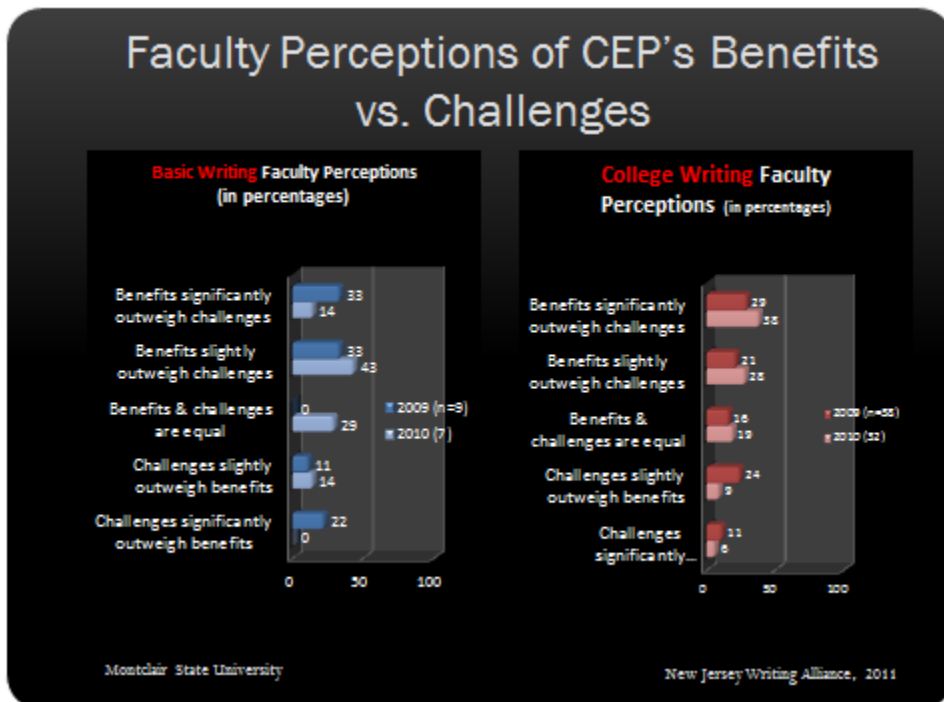
Summary Data on Placement and Enrollment

		Originally Placed in ENWR105 (SATs)		Originally Placed in ENWR100 (SATs)		Total Enrolled in ENWR100	Total Enrolled in ENWR105	Total Enrolled in 100&105	Percentage Enrolled in 100
	# of Students Reviewed	Assessed as Needing 100*	Moved to 100	Assessed as Needing 105	Moved to 105				
Summer '10	n/a	n/a	n/a	n/a	n/a	69	40	109	63%
Fall 2010	331	128	115	16	16	267	1814	2081	13%
Spring 2011	20	13	6	1	1	75	426	501	15%
TOTAL 09-10	351	141	121	17	17	411	2280	2691	15%
Summer '09	n/a	n/a	n/a	n/a	n/a	129	31	160	81%
Fall 2009	183	77	60	15	15	203	1862	2065	10%
Spring 2010	n/a	n/a	n/a	n/a	n/a	53	384	437	12%
TOTAL 08-09	183	77	60	15	15	385	2277	2662	14%

Our most recent survey and grade evaluation research continues to find significant value in CEP for students and teachers, though there are also some minor drawbacks to our program that we continue to address (for example, in response to surveys from 2009, we allowed instructors more time to review and submit their students' work and also switched the assignment topic in Fall 10). Survey data of five different populations and ongoing analysis of grade data form the basis of this conclusion. Although they are occasionally dismayed about having to use an assignment they did not design, teachers generally see this procedure as resulting in improved placement. Moreover, student success in this program is strong, as demonstrated by grade data and student surveys. In significant majority, students believe they were placed correctly through our procedure, and even students who were initially placed in ENWR105 and then moved "down" to ENWR100 were favorable overall in their response.



Faculty, too, report growing appreciation and value in CEP, as this chart illustrates:



For more reporting on this research, see Isaacs, Keohane and Lubrano, NJ Writing Alliance Panel Presentation, which is available at:

<http://www.montclair.edu/writing/firstyearwriting/firstyearwritingcom.html>

ASSESSMENT OF ENWR105 COLLEGE WRITING I: INTELLECTUAL PROSE

In fall of 2009 Melinda Knight and the director developed an instrument to collect sample first and last papers written in ENWR105, enabling direct review of student performance. Sixty-seven sample papers of a paper on the topic of the purpose of higher education written first in September, and then revised again in December, were collected. These papers were then read through double-blind processes, by trained expert readers (lecturers, during Administrative Week 2009) and evaluated as follows: each paper was graded separately; five specific competencies (**central claim, development, organization, analysis and clarity of prose**) were then evaluated in terms of improvement: significantly improved, slightly improved, etc.). This academic year the director, with help from FYW faculty Christa Verem, tabulated and analyzed the results, finding:

The mean/median calculations of the data reveal that grades for September version & December version show an overall improvement with an increase of .3 or one gradation (e.g., C to C+). The area where revision was “slightly more successful” was development followed by **central claim** and **analysis** respectively. **Clarity** and **organization** showed the least signs of improvement from one draft to another. The mean/ median calculations reveal that none of these areas demonstrated that revised writing was judged by faculty as being either “significantly more successful,” or “slightly less successful,” / “significantly less successful.”

Perhaps a better way to understand the improvement measurement that these faculty perceived is to look at grade classes. As can be seen from the below overall student grades shifted out of the D and low/C range and into the low B/high C range from September to December.

<i>Grades</i>	<i>September Version Grades</i>	<i>December Version Grades</i>
B-	0%	18%
C+	11%	24%
C	18%	31%
C-	31%	18%
D+	16%	4%

Finally, 7% of students did not revise at all (which means that 93% did!), while 8% revised “unsuccessfully,” resulting in a dropping grade

Brief Discussion: Some caveats to study design should be noted first. Faculty scoring may have been low due to some less than ideal conditions for the scoring/assessing session, and general dislike – by faculty and students -- of the assignment that students were writing on. That said, this slight revision is consonant with more recent findings about the slow-pace of revision, and more generally the observation that it’s easy for students (and perhaps all writers) to write a new piece better than it is to rewrite a flawed one. The research findings certainly speak to the value of continued research on the results of revision, though choice of a better assignment and improved scoring conditions would be helpful. Further, for more immediate use, the

findings suggest the need to continue to develop ways to support students development in improving their clarity of prose and essay organization -- these areas were identified as least improved.

ENWR106 EVALUATION OF FACULTY ASSESSMENT ABILITIES AND PROGRAM GRADE CRITERIA

A major focus of the end-of-the-semester faculty administrative week was to work on the assessment of student writing with the goal of examining how FYW faculty evaluate specific student essays based on the current criteria. The information garnered during this process will inform future faculty development activities and criteria revision and faculty geared specifically to individual writing courses. This assessment project was conducted in two phases, a norming workshop early in the week followed by blind triple-reads of 30 essays from which we were able to assess our agreement and disagreement rates. Typical program assessment looks for a high of 85% agreement on double-reads based on a 6 point scale. Our more robust assessment method of triple-reads – and on a 12 point scale to correspond with letter grades -- necessarily lowers our agreement rate below this target number. With about 50% agreement across three faculty members based on 12-point scale (though 77% based on a 2-rater, 6 point scale) we see the need for the following next year:

- greater support for faculty assessment according to Program criteria; greater instruction and support for assignment design
- a new assessment next year which would be improved upon by clearer instructions on grading to the criteria and selection of sample essays from the end of the course.

In terms of the program, faculty discussion found that the grade criteria developed by the Program are working. They allowed faculty to assess students consistently and accurately. The faculty discussed the possibility of having a separate set of paper grade descriptions for 105 and 106 and ultimately decided to stick with one consistent set of paper grade descriptions but to add a note about additional concerns specific to writing in 106.

FIRST –YEAR WRITING PROGRAMMATIC REVIEW AND DEVELOPMENT

LECTURER ADMINISTRATIVE WEEK

During the week of May 16th, the lecturer faculty and directors of the FYWP worked together intensively to develop teaching materials, assess course effectiveness, discuss teaching, and review program policies and procedures. The primary purpose of Administrative Week, which was conducted after semester courses were complete, was to review the year and prepare for the upcoming one.

Beyond the assessment activity discussed earlier, participants worked in small groups to:

- Redesign and update teaching resource materials
- Write new and revised sample syllabi for all the recommended textbooks
- Review and update the FYW web page
- Work on the panel presentations for the upcoming NJWA meeting
- Discuss reconfiguration of FYW office and meeting space
- Discuss and develop a Blackboard site as a repository for documents and forum for exchange of information relating to the Hybrid Pilot Program.

In addition, faculty addressed the following issues:

- The placement question for fall 2010, arising from the Montclair Book, *The Geography of Bliss* by Eric Weiner, was presented by Catherine Keohane who revised the question based on faculty feedback.
- The joint work of the CWE and FYW to improve student writing was led by Jennifer Maloy who proposed expansion of the collaborative efforts launched in the 2010-2011 academic year.
- Expansion of the new creative writing workshops initiated in fall 2010, reported by Robin Caine.
- Expansion of the student MLA workshops (led by Jennifer Guercio and Jennifer Russo) to include more dates and times and the addition of MLA helpdesk sessions for students geared to provide guidance on specific documentation questions.
- The selection of textbooks and explanation of the evaluative process was presented by Barbara Hamilton.
- Overcoming the space limitations of the Live Lit! series (organized by Maria Giura) for the spring 2012 semester.

Faculty were asked to consider the types of workshops they might find beneficial in the coming year and make suggestions to the FYW directors as ideas arise.

Administrative Week was enormously helpful in terms of generating new materials and revising existing materials. It is especially beneficial in deepening pedagogical awareness and expertise. Perhaps one of the greatest advantages is that it promotes a sense of purpose within the lecturer group and engenders camaraderie. The week ended with a dinner during which not only departing faculty but all lecturers are acknowledged by the group.

ADMINISTRATIVE WORK AND SERVICE CONTRIBUTIONS

In 2010-11, six major committees were established in order to help formalize and oversee the Service Component that is part of the Program's expectations of its lecturer and half-time faculty. As a result of these committees, lecturer and half-time faculty took more of an active role in supporting the Program and students. The six major committees included

- Exemplary Essay Awards -- Addie Hopes (chair), Bridget Brown, Lisette Gonzalez, Vy Mannivannan, Sasha Troyan
- Textbook Recommendation -- Barbara Hamilton (chair), Aaron McClendon, Sally Sevcik, Rochelle Sullivan
- Assessment: Focus on Placement – Laura Field, Emily Isaacs and Catherine Keohane
- Assessment: First-Year Writing Revision Study – Emily Isaacs, Christa Verem, the lecturer faculty
- Introduction to Writing Curriculum Review – Tavya Jackson and Emily Isaacs
- Live Lit! –Maria Giura (chair), Paul Caruso, David Galef (English), Susan Somers-Willett (English)
- CWE Liaison – Jennifer Maloy (chair), Tatum Petrich, Alicia Remolde (CWE)
- Hybrid Instruction Pilot Program – Patty Durso (chair), Joy Blom, Bonnie Dowd, Donna Phillips, Rick Reid
- New Student Experience Liaison – Laura Lubrano and Janet Neigh
- Documentation Workshops – Jennifer Guercio (chair) and Jennifer Russo
- Creative Writing Programming – Robin Caine, John Hodges, Sharon McDermott

Other faculty completed such special projects such as a report entitled, "Minding the Gap: Adolescent Literacy to College Prose) (Julia Wagner), Technological Adviser (Rick Reid) the Undergraduate Creative Writing Project, Workshop Planning and Assessment (Gerrie Logan), Adjunct Faculty Liaison (West Moss).

INDIVIDUAL FIRST-YEAR WRITING FACULTY ACCOMPLISHMENTS

Faculty who teach directly in the FYW program and are not part of the English department's tenure-line faculty are accomplished writers and presenters.

Publications

Cortese, Claudia. "Catherine of Siena" and "Rusalka." *Crazyhorse* 78 (2010): 18-19. Print.

---. "Cut a Hole and Pull You Through," "She Wants," and "White Noise." *Calyx* 26.3 (2011). Print.

---. "Places to Hide." *Gargoyle Magazine* 57 (2011). Print.

---. "Fistful of Tulips," "Fucking," and "The Worst Part." *Pank Magazine* August

2011. Web.

Evans, Ann. "Beyond Grammar: Linguistics in the Writing Classroom." *Pedagogy* 11:2 (2011): 285-300. Print.

Hodges, John Oliver. *War of the Crazies*. Charlotte: Main Street Rag, 2011. Print.

---. *Slag Hag*. San Francisco: Hamburger Eyes, 2011. Print.

---. "The Least Lukewarm Dude You Were Likely To Meet." *Oxford American* 72 (2011). 115-117. Print.

---. "First Boss." "Black Man." "Today I." "Bamboo." "Position Wanted." *Frigg Magazine* 32. Web. April 2011.

---. "Kissing the Buddha: My Last Days with Barry Hannah." *Oxford American* 73 (2011). 38-43. Print.

---. "If the Night Were A Spider, This Is What She Would Look Like." *The Writing Disorder*. Web. April 2011.

Hubschman, Janis. "Everything and the Moon." *Michigan Quarterly Review*. Summer 2011. Print.

---. "Freak Show." *Foundling Review*. Web. August 2010.

---. "Learning the Language." *Literary Mama*. Web. 13 February, 2011.

Isaacs, Emily. "The Emergence of Centers for Writing Excellence." *Before and After the Tutorial: Writing Centers and Institutional Relationships*. Ed. Robert T. Koch Jr., William J. Macauley, Jr., and Nicholas Mauriello. Creskill, NJ: Hampton Press, 2011. 131-150. Print.

Keohane, Catherine. Rev. of *Domestic Affairs: Intimacy, Eroticism, and Violence between Servants and Masters in Eighteenth-Century Britain*, by Kristina Straub. *The Eighteenth-Century Intelligencer* Sept. 2010: 19-22. Print.

Manivannan, Vyshali. "'Later, Buddy': The Politics of Loss and Trauma Representation in *Tengen Toppa Gurren Lagann*." *Forum for World Literature Studies: Graphic Engagement Special Issue*. Forthcoming Summer 2011.

---. "'Interplay Amidst the Strangeness and the Charm': Under-language and the Attenuation of Meaning in the Film Adaptation of *Watchmen*." *ImageText: Interdisciplinary Comics Studies* 6.1 (2011). Web.

Neigh, Janet. "Ramazani's Global Vocabulary for Poetry." Rev. of *A Transnational Poetics*, by Jahan Ramazani. *Journal of Modern Literature* 34.3 (2011). Print.

Petrich, Tatum. "Joyce Johnson." *The Literary Encyclopedia*. May 2011. <http://www.litencyc.com>.

Reid, Rick. "Frequency: Vito Acconci's Frames of the Future-Anterior." *Crossings* 9/10 (2011): 115-156. Print.

Russo, Jennifer. "'TELLINGS TRUTH'; or, 'people read this book / they want to know / whats happening'; or, Reading Hannah Weiner's *Little Books/Indians and Spoke*." *Wild Orchids* 2 (2010): 51-64. Print.

Conferences

Caruso, Paul. "Teaching Creative Writing: Workshop Challenges." New Jersey Writing Alliance. Edison, NJ. 24 May 2011. Conference workshop panel presenter.

Evans, Ann. "Beyond Grammar: Linguistics in the Writing Classroom." *2nd Annual University Learning and Teaching Showcase*. Sponsored by the Research Academy for University Learning, Montclair State University, Montclair. 4 May 2011.

Giura, Maria. "Teaching Creative Writing: Workshop Challenges." New Jersey Writing Alliance. Edison, NJ. 24 May 2011. Conference workshop panel presenter.

---. "The Long Loneliness." *Advocacy and Activism: Italian Heritage and Cultural Change*. American Italian Historical Association. New York, NY. 11-13 Nov. 2010. Presented excerpt from memoir- in-progress.

Hamilton, Barbara. "Can Joy be Unbounded? Liturgical Feasts and Medieval Asceticism." *South Central Conference on Christianity and Literature (MLA)*. New Orleans, Louisiana. 10-12 Feb. 2011. Conference paper.

---. "'Welcome to the Communion of your Race': Hipsters, Puritans, and the Search for Meaning." *Humanities Education Research Association (HERA)*. San Francisco, California. 3-5 Mar. 2011. Conference paper.

Harris, Ena. "The Motion of Ceaseless Creolization Against Postcolonial Frames." *25th Annual MELUS and USACLALS Joint Conference: Multi-ethnic and Postcolonial World Literatures*. Boca Raton, Florida. 9 April, 2011. Paper presentation.

Isaacs, Emily. "Assessment for Teaching Writing: Curriculum-Based Expert Reader Placement (CEP)." New Jersey Writing Alliance Conference. Edison, NJ. 24 May 2011. Presenter.

---. "What Do We Need to Know about Teaching Writing at the State Comprehensive University?" Annual Conference, Conference on College Composition and Communication (CCCC). Atlanta, GA: April 4, 2011.

--- and Melinda Knight. "100 College Writing Programs: A View of the Field in 2010." Conference of Writing Program Administrators. Philadelphia, PA. July 15, 2010.

Keohane, Catherine. "From Expository Writing to Intellectual Prose: The Masking Rhetoric of Institutional Conceptions of First-Year Writing." Conference on College Composition and Communication. Atlanta, Georgia. 8 April 2011. Conference paper.

---. "Assessment for Teaching Writing: Curriculum-Based Expert Reader Placement (CEP)." New Jersey Writing Alliance Conference. Edison, NJ. 24 May 2011. Presenter.

Manivannan, Vyshali. "We Are Sri Lankan Civilians Plz Save Our Life": Photography and the Spectacle of Sri Lanka's Civil War" (co-author). *New Narrative IV: Image and Spectacle*. University of Toronto, Toronto, ON, Canada. 4 May 2011.

---. "'I think writing is a pretty cool guy. eh makes meaning and doesn't afraid of anything': Grammatical Memes and Linguistic Practice on 4chan" (author). *Computers & Writing: Writing in Motion*. University of Michigan, Ann Arbor, MI. 21 May 2011.

---. "'Later, Buddy': The Politics of Loss and Trauma Representation in *Tengen Toppa Gurren Lagann*" (author). *Graphic Engagement: The Politics of Comics and Animation*. Purdue University, West Lafayette, IN. 4 Sep. 2010.

Neigh, Janet. "Recalling Elocution in Creole Poetry Reading." Caribbean Studies Association Annual Conference. World Trade Center, Curacao. 3 June 2011 Conference paper.

"Flight Recitations." *Chapter and Verse Reading Series*. Chapterhouse, Philadelphia PA. 9 Oct. 2010. Creative reading.

Setteducati Verem, Christa. "Teaching Creative Writing: Workshop Challenges." *New Jersey Writing Alliance*. Edison, NJ. 24 May 2011. Conference workshop panel presenter.

---. "Portfolio Assessment." *New Jersey College English Association Conference*. 26 March 2011. Discussion panel.

Performances and Readings

Giura, Maria. "The Long Loneliness." *Cornelia Street Café Second Saturday Readings*. New York, NY. 12 February 2011.

Manivannan, Vyshali. "I Don't Know How to End This" (author). *Yoni Ki Baat: South Asian Vagina Monologues*. Navy Memorial Burke Theater, Washington, D.C. 30 Oct. 2010. Performance.

Contests and Prizes

Giura, Maria. Honorable Mention, Allen Ginsberg Poetry Award for poem, "Mercy." November 2010.

Hubschman, Janis. Artist Grant. Vermont Studio Center. March 2011.

Troyan, Sasha. *Hidden Works* nominated for Pushcart Award. Summer 2010.

---. *Hidden Works* mentioned as a Distinguished Story in *Best American Short Stories*, 2010.

Community Workshops and Presentations

Caruso, Paul. "Getting it Done: A Thesis Workshop" and "How to Write a Master's Thesis." Workshops for graduate students at Fairleigh Dickinson University. September 2010 and April 2011.

---. "Ways of Improving Writing for Upper Level High School Students." Workshops for Teaneck High School. February and March 2010.

Fiore, Mia. "Finding Your Voice." Rise Academy. Newark, N.J. April - June 2011. Workshop Leader.

Giura, Maria. Read children's story *If Only the Islands* (author) in connection with language arts lesson for 3rd grade bilingual students. Abraham Lincoln School #22. Rochester, NY. March 2011.

Morris, Barbara. "MLA Format - Introduction," "MLA Format - Advanced," and "Exploration of the Writing Process." Workshops for undergraduate and graduate students at Fairleigh Dickinson University. September and November, 2010 and February 2011.