

Roger Williams University

Writing Fellows Pilot Program

2013-2014

Dr. Meg Case, Matthew Ulricksen, Karen Bilotti

History of Writing Fellows Programs

Started at Brown University in early 1980s under Tori Haring-Smith with eight major objectives:

1. To demonstrate that all faculty and students share responsibility for student writing
2. To explore ways in which writing and learning are connected
3. To change both student and faculty attitudes toward writing



(The following numbered items taken from: “Changing Students’ Attitudes: Writing Fellows Programs” by Haring-Smith, published in *Writing Across the Curriculum: A Guide to Developing Programs*, ed. McLeod and Soven, 1992.)

History of Writing Fellows Programs

4. To make writing an integral part of the curriculum, not a feature of isolated courses
5. To reward faculty for their attention to student writing



History of Writing Fellows Programs

6. To encourage students to practice good writing habits, including revision
7. To involve all students, not just the weak writers
8. To provide students with feedback for revision before their writing is judged and graded



Brown University WF Program



Brown's Writing Fellows Program “serves 45 to 50 courses a year, reaching approximately 3,000 undergraduates (60% of the student population in any given year).”

Brown website, “About the Writing Fellows Program”

<http://www.brown.edu/academics/college/support/writing-fellows/about>

RWU Writing Fellows Pilot

Why pilot a Writing Fellows Program at RWU?

1. Successful Writing Peer Tutoring Program

- High student usage: 5,834 appointments for 2012-2013
- Surveys show high satisfaction:

S u r v e y Q u e s t i o n s	Favorability Ratings				
	2010	2011	2012	2013	
The tutors display a clear understanding of course concepts.	98.0	99.0	95.1	97.0	
The tutors communicate effectively.	98.0	98.0	98.1	97.0	
The tutors display enthusiasm when tutoring.	90.1	98.0	92.2	93.0	
The tutors make good use of examples and illustrations when explaining concepts.	91.1	99.0	94.2	96.0	
The tutors encourage me to participate in the tutorial.	90.1	93.1	89.2	93.0	
The Writing Center is an environment conducive to tutoring.	99.0	100.0	96.1	97.0	
Overall, tutoring is educationally valuable to me.	99.0	99.0	96.1	98.0	

RWU Writing Fellows Pilot

2. Importance of writing in learning

“A liberal arts education envisions college as a time for students to think broadly and deeply, to ask questions and be questioned. To be asked to write in college is to be asked to see farther, wider, and deeper, and ultimately to develop one’s own lenses through which to see the world” (147).

(Nancy Sommers, “The Novice as Expert: Writing the Freshman Year,” published in *College Composition and Communication*, Vol. 56, No. 1.)

RWU Writing Fellows Pilot

3. Importance of revision and belief that trained peers can be effective in creating a **conversation** about revision strategies, particularly regarding organization, structure, thesis, focus, idea development, language use, and logical progression.

“The shift involves a move from viewing knowledge and reality as things exterior to or outside of us, as immediately accessible, individually knowable, measurable, and shareable—to viewing knowledge and reality as mediated by or constructed through language in social use, as socially constructed, contextualized, as, in short, the product of collaboration” (71).

(Andrea Lunsford in “Collaboration, Control, and the Idea of a Writing Center,” from *St. Martin’s Sourcebook for Writing Tutors*, 4th ed., 2011, ed. Murphy and Sherwood.)

RWU Writing Fellows Pilot

4. Form a Community of Practice

“This social (as opposed to individual or psychological) theory of learning examines the extent to which communities of practice are (or are not) learning communities, that is, the extent to which communities offer learners opportunities to become active participants in the real work of the community and thus construct identities of participation in relation to that community” (89).

Nancy M. Grimm in “Retheorizing Writing Center Work to Transform a System of Advantage Based on Race” from *Writing Centers and the New Racism*, 2011, ed. Greenfield and Rowan.

RWU Writing Fellows Pilot

Fall 2013

Dr. Meg Case's ENG.270 Course: British Literature I

- 15 students
- 3 Writing Fellows (all English majors)



Matthew Ulricksen's POLSC.200 Course: Constitution

- 12 students
- 3 Writing Fellows (no Political Science majors—one German major, one Legal Studies major, one History and Sec. Educ. Major)



RWU Writing Fellows Pilot

Spring 2014

Dr. Meg Case's ENG.220 Course: Literary Analysis

- 13 students
- 3 Writing Fellows (and 2 Writing Associates –all English majors)

Matthew Ulricksen's POLSC.305 Course: Judicial Process

- 9 students
- 3 Writing Fellows (one International Relations, one Communications with many IR courses, one English major)

Writing Fellow Comments

Writing Fellow Comments

What is strong about this paper:

(Thesis)

You lack a strong central point which encompasses the main idea of your essay. You need to sum up your main idea and place it in one sentence at the end of your intro.

(Organizational plan)

Your structure is a little confusing. Without a thesis it is difficult to understand the point you are making. You mention Lincoln in your intro and then do not mention him again until at the very end in a rushed manner. You need to spread out your ideas and focus on each

(Use of evidence)

You require outside sources to back up your main points. I really like your use of Supreme Court Cases to support your claims. Also you quote the Constitution but you need to cite it right after the quote. Also there is no works cited page at the end.

(Conclusion)

Your conclusion is very rushed. You take your own stance which is very good, but it becomes confusing and the entire thing is a run-on. Also your part about Lincoln is too random. He needs his own paragraph as he is mentioned in the intro.

(Mechanics/Grammar)

You need to make sure you continue speaking in the same tense throughout your paper. Clinton is no longer president so you must always refer to his presidency with the past tense. Also many phrases or words were awkwardly used and I either changed them or deleted them from your paper to help with the fluidity.

Writing Fellow Eval – Student 1

Essay 4

President Clinton could have had the constitutional case for keeping troops on Bosnian soil by making an executive agreement with Bosnia to keep troops there if they are threatened by the Serbian military. With this he can skip having to make a treaty with Bosnia where he would have to get it ratified by two-thirds of the Senate. As President he is also the Commander in Chief of the United States Military which the constitution specifically states the president “shall be Commander in Chief of the Army and Navy of the United States, and the Militia of several states, when called in actual Service of the United States”. This Statement in the Constitution infers the president using military force to his discretion but , when it seems the president has overstepped his power it is up to the Supreme Court and Congress to check the president. With the rise of the cold war were President Johnson would get full authorization of using military force in Vietnam without Congresses officially declaring war. Congress can counter react to the president’s military action by cutting funding of the military. But, in reality not many congressmen and women would cut funding of the military in fear of looking like they aren’t supporting the troops by the public eye. Also even though Congress is the only one that can declare war Clinton can still use presidential emergency powers which were made by President Abraham Lincoln during the civil war.

Writing Fellow Eval – Student 1

In my opinion of the Presidents strong military power I feel that it is to good to have the President make military decisions along with his advisors to help him make to make that right chose to get something done quickly when it comes down to national security of the country, than the option of waiting for congress to be called in to session for them to slowly chose to declare war or not. I still do feel that after the initial decision is made that Congress should be able to evaluate whether or not the President is stepping over the line with his power than limitations can be made from there. With the example of President Lincoln breaking the Constitution to essentially to save and protect the Constitution by keeping the Union together during the Civil War, even though he didn't get Congresses approval until after he made actions he still would after the fact get their approval. I feel that if he didn't make that quick decisions that America wouldn't be the way it is today. So in relation to President Bill Clinton keeping the military in Bosnia to keep peace besides the fact that Congress didn't want him to I feel he made the right choice.

Writing Fellow Eval – Student 2

However, the majority opinion of the Court in *Connecticut v. Griswold* did not include the Fourteenth Amendment among those protecting privacy, this was instead included in a concurring opinion by Justice Harlan (Epstein and Walker 2012, 496) – making the precedent for including substantive due process in the case of Terry Schiavo somewhat shaky. Regardless, my ruling on this case would be based firstly on the established Constitutional right to privacy in medical decisions/procedures, as shown in the previous cases, and the Court's ruling in *Cruzan v. Director, Missouri Department of Health* (1990).

Student Revision

My ruling would also take note of a very relevant past decision by the Court: *Cruzan v. Director, Missouri Department of Health* (1990). Nancy Cruzan was a patient found by doctors to be in a “persistent vegetative state” (Epstein and Walker 2012, 522), meaning Nancy was unresponsive and showing no cognitive functions (Epstein and Walker 2012, 522). When Nancy's parents requested she be taken off life support, the hospital refused (Epstein and Walker 2012, 522). In an argument similar to that of Terry Schiavo's husband, Nancy's parents sued, claiming Nancy had a right to end medical treatment (Epstein and Walker 2012, 522). The court's ruling has strong implications for the hypothetical Terry Schiavo decision. The Court ruled in favor of Nancy Cruzan's parents. Chief Justice Rehnquist said in the opinion of the court: “We assume that the United States Constitution would grant a competent person a constitutionally protected right to refuse lifesaving hydration and nutrition” (Epstein and Walker 2012, 522). Meaning, at the time, the Court believed the U.S. Constitution protected a conscious, aware individual's right to refuse any sort of treatment. _____



itadmin

Explain this case. You mention the case but then do not elaborate until two paragraphs later. I would move this sentence to right before the paragraph concerning *Cruzan v. Director* to allow for a smoother transition

Writing Fellow Eval – Student 2

implications for the hypothetical Terry Schiavo ~~decisionsituation~~. The Court ruled in favor of Nancy Cruzan's parents. Chief Justice Rehnquist said in the opinion of the court: “~~We~~ we assume that the United States Constitution would grant a competent person a constitutionally protected right to refuse lifesaving hydration and nutrition” (Epstein and Walker 2012, 522).



itadmin

Explain quote, you cannot end a paragraph with a quote. Just give a one sentence interpretation of the quote

Student Revision

Nancy Cruzan's parents. Chief Justice Rehnquist said in the opinion of the court: “We assume that the United States Constitution would grant a competent person a constitutionally protected right to refuse lifesaving hydration and nutrition” (Epstein and Walker 2012, 522). Meaning, at the time, the Court believed the U.S. Constitution protected a conscious, aware individual's right to refuse any sort of treatment.

Writing Fellow Eval – Student 3

Congress has ~~so~~ many powers ~~that they~~ which are ~~have been~~ divided into three ~~types~~ categories. First there are expressed powers which are specifically written in the ~~constitution~~ Constitution under Article 1. ~~Then~~ Second, there are implied powers which are believed to be suggested in the ~~constitution~~ Constitution. ~~Third~~ Finally, there are inherent powers which, like the implied powers, are ~~and these powers are also~~ not explicitly stated in the ~~constitution~~ Constitution like implied powers. ~~Each power gives Congress more authority and makes them stronger as we sit back weak and unable to fight back.~~ (Be very careful of how much personal voice you put into your essay. You do not want to come off as biased. Your essay should have opinion, but also be somewhat objective). (Maybe you could say, “I feel that each power granted to Congress provides it with another level of authority that should be closely regulated).

Student 3 Revision

Congress has many powers which are divided into three categories. First there are expressed powers which are specifically written in the Constitution under Article 1. Second, there are implied powers which are believed to be suggested in the Constitution. Finally there are inherent powers which, like the implied powers, are also not explicitly stated in the Constitution. I feel that every power granted to Congress provides it with greater authority that should be closely regulated.

Writing Fellow Eval – Student 3

In examining Congress' powers more closely, it is useful to look at its expressed powers.~~To get into more specifics about Congress's powers let me first talk about their expressed powers.~~ (Try to be formal in your wording when writing academic papers). Some believe that~~“~~The 27 expressed powers of Congress listed in Article I, Section 8 of the Constitution grant the legislative branch a huge amount of authority over American national policy, both foreign and domestic.”~~(Shmoop Editorial Team 2008).~~ ~~The more important~~Significant powers are include the power to tax, ~~the power~~ to regulate currency and commerce, borrow money, declare war, and ~~to~~ raise an army and maintain a navy. These powers are given to regulate basic policies on war and peace. ~~Under this they~~Expressed powers also grant Congress the responsibility of supervising also have the power to the national postal ~~service.~~ ~~punishing~~ counterfeiters and pirates~~.~~ ~~The power to organize~~ organizing all federal courts below the Supreme Court, provide and providing copyrights and patents to protect inventors' and artists' works. ~~So there are some things that the people should not entirely have a say in such as foreign policy or the punishment of people hurting our country. But if there is a big uproar about a decision congress makes to the point where a majority is against it, something should be done about it.~~ (Try to reword this last sentence more formally).

Student 3 Revision

Some believe that “The 27 expressed powers of Congress listed in Article I, Section 8 of the Constitution grant the legislative branch a huge amount of authority over American national policy, both foreign and domestic.”(Shmoop Editorial Team 2008) Significant powers include the power to tax, to regulate currency and commerce, borrow money, declare war, and raise an army and maintain a navy. These powers are given to regulate basic policies on war and peace. Expressed powers also grant Congress the responsibility of supervising the national postal service, punishing counterfeiters and pirates, organizing all federal courts below the Supreme Court and providing copyrights and patents to protect inventors’ and artists’ works. Foreign policy and the punishment of criminals against the United States are two areas where the average citizen should not have a vote on. While the people have the right to have a say in what our country does, there are some things that people are just not trained to handle. But if Congress makes a law on these policies that the majority of the country does not agree with then it should be reviewed and discussed. _____

Writing Fellow Eval – Student 3

All three Branches are important for their own reasons and too much power should not be given to one branch of government. With so much power in the Legislative Branch, the other two seem almost unnecessary. ~~While Congress seems to have unlimited power it should be split more evenly between the other two branches as to not have one giant powerhouse make all the decisions.~~ Try saying something like, “Therefore, I contend that...”

Student 3 Revision

All three Branches are important for their own reasons and too much power should not be given to one branch of government. While there is a system of checks and balances I still believe congress has too much say, overall. With so much power in the Legislative Branch, the other two seem almost unnecessary. Therefore, I contend that Congress should be regulated more by the other two branches.

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