



DIVISION of UNDERGRADUATE EDUCATION and ACADEMIC PLANNING

WAC/WID NEWSLETTER

We collaborate to serve students and enhance learning

A Year in Review

The academic year 2018-2019 was busy for Writing Across the Curriculum/Writing in the Discipline (WAC/WID) on campus. A number of faculty teaching courses that fulfill the Graduation Writing Assessment Requirement (GWAR) from across the university participated in the GWAR Mentoring Program (GMP), a faculty learning community launched in the spring of 2016 to support faculty teaching GWAR courses. We sponsored monthly writing pedagogy workshops, featuring topics such as using board work to teach writing, peer response, and teaching grammar to non-native speakers. We worked closely with the Committee on Written English Proficiency (CWEP) to revise lower division writing requirements in order to comply with a Chancellor's Office executive order that required us to eliminate English 214. We also began planning for a new writing certification that will allow SF State faculty demonstrating expertise in teaching and assessing student writing to gain official recognition for their expertise and support other faculty on campus (more information to come by spring, 2020).

Unfortunately, we said goodbye to Jennifer Swanson, associate director of WAC/WID since spring of 2016 and long-time faculty coordina-

tor at the Learning Assistance Center where she helped to assess the needs of students seeking tutoring and connect them to appropriate resources and academic support. Jennifer was instrumental in her role as associate director of WAC/WID, helping to design the GMP, develop writing pedagogy workshops and offer support to faculty teaching writing. We will sorely miss her, but wish her great success in her new endeavors. Finally, we welcome [Jolie Goorjian](#), full-time lecturer in the Departments of English Language and Literature and Comparative and World Literature (CWL), as the new interim associate director of WAC/WID. While completing her graduate studies in the Departments of English and CWL department at SF State, Jolie began her teaching career as a 7th and 8th grade French teacher, and in 2001 she began teaching at SF State. She teaches one of the first and few First-Year Composition courses with Community Service Learning, and was a mentor to colleagues and instrumental as co-lead-er in reshaping First-Year Composition's curriculum in response to [Executive Order 1110](#). Welcome, Jolie! [Juliana van Olphen](#) continues to serve as director of WAC/WID.

Written English Proficiency Requirements and Pathways

Please note that, effective Fall 2019, ENG 214 or ENG 215 should no longer be a prerequisite for GWAR courses; A2 continues to be a prerequisite for GWAR and the Committee on Written English Proficiency (CWEP) highly recommends that students complete the A2-Area E pathway prior to entering GWAR. Transfer students who have satisfied Area E at another institution may not have a second semester of writing instruction equivalent to SF State's new Area E courses.

Area A2/First Year Experience (FYE) (Writing for entering freshmen)

Completion demonstrated by either:

- ENG 105: Grade of C- or better
- ENG 114: Grade of C- or better
- ENG 202: Grade of C- or better
- ENG 209: Grade of C- or better
- Score of 3 or higher on AP exam (Language/Composition or Composition/Literature exams)
- Grade of C- or better in equivalent course elsewhere (transfer students)

Please note the following English/CMS courses may be taken as supplementary writing courses by students:

-ENG 204, ENG 208 or ENG 212



Area E/First Year Experience (FYE) ¹

Completion demonstrated by either:

- ENG 216, ENG 217 (CMS), or ENG 218 (English majors): Grade of C- or better
- Other departments' Area E courses
- Grade of C- or better in Area E course elsewhere (transfer students)
- Area A4/ENG 214 or ENG 215 equivalent will still be offered for continuing students who started prior to Fall 2019 ²



Complete GWAR (Graduation Writing Requirement)

Completion demonstrated by either:

- Designated GWAR class in the major passed with a grade of C- or better ³
- ENG 414: Grade of C- or better (for students with Bulletin rights 2011 or earlier or those who do not have access to a GWAR class)

¹ A2 is a prerequisite for Area E courses

² Please note that ENG 214 can no longer be a prerequisite for GWAR beginning Fall 2019

³ Individual departments or programs may choose to raise the passing grade for GWAR designated courses to a C; this information should be included in the bulletin.

Teach Writing Through Better Peer Feedback

Eli Review, an online platform that helps instructors create feedback-centric classrooms, will be **FREE** for students this fall. Thanks to the collaborative efforts of WAC/WID and faculty in the Department of English Language and Literature, the university approved a university-wide institutional license so students in your classes can try the platform at no cost this coming year

Many faculty at SF State have been using Eli Review for many years and appreciate the benefits to them and their students. Eli Review was designed by writing instructors and is grounded in writing theory and robust evidence for what helps students learn to write. Through the platform, students can submit small bits of writing, review peers (anonymously, if desired), write revision plans, and resubmit revised work. Students become better writers through practicing feedback and becoming more critical readers and reviewers. Finally, Eli Review generates powerful student- and class-level data that allows instructors to track student engagement and intervene with students who may be falling behind.

Perhaps most importantly, Melissa Meeks, faculty development director of Eli Review, leads a thriving learning community of SF State faculty who meet via zoom every Friday morning to support each other and learn more about writing pedagogy using Eli Review.

Upcoming opportunities to learn more about Eli Review

- Click [here](#) to sign up for online workshops September 9-13, October 14-18, and November 11-15 if you are preparing for Spring, 2020 classes.
- Getting started with Eli. We've scheduled a one hour Zoom session with Dr. Melissa Meeks so that you can set up your Eli Review account, integrate with iLearn and create clear sign-up instructions for your students. We will meet Wednesday, August 21 at 10:00 a.m. Click [here](#) to join the Zoom meeting.
- We will continue our weekly Eli Office 1/2 hour webinars with Melissa every Friday at 10:00 am. Click [here](#) to see all of our webinar conversation topics for the year (scroll to the bottom of the document for Fall, 2019).
- Click [here](#) to see the slides and recordings from last year's Eli Review webinars. We also have an email list for those of us involved working peer learning in our courses.

If you are new to Eli Review next semester please send [John Holland](#) an email and one of us will be in touch to help you get started.

To learn more about the pedagogy that drives Eli, click [here](#).

Anne Beaufort's¹ Framework for Writing Expertise²

As we begin the 2019-20 academic year, we wanted to share with you a useful framework to consider as you design your courses and assign writing to your students. This framework helps us to consider the different types of knowledge students need in order to be able to successfully complete writing assignments. Many of us have been thinking and writing in our disciplines for so long that we've forgotten what it may be like for students entering our discipline for the first time. The following types of knowledge are important to students who are learning how to think and write in new ways:

- **Subject-Matter Knowledge** refers to what the writer writes about. What does the writer know about the subject? What existing knowledge do they have or what knowledge have they gained through observation, reading, reflection, or imagination?
- **Genre Knowledge** refers to the type of document (lab report, op-ed, grant proposal, blog post, etc.) to be written. How aware is the writer of the type of document and its features (structure, content, length, tone, format, etc.) as well as its limitations?
- **Rhetorical Knowledge** refers to the audience for the writing. Who is the target audience(s) for the writing and how aware is the writer of the audience? Why does the audience want to read the document, and what is the relationship between reader and writer?
- **Process Knowledge** refers to how the writer writes. Does the writer understand how to go about writing a particular document? Writing usually requires planning, drafting, feedback, revision, and editing, but the specifics of the writing process vary depending on the type of document.

¹ For more information, see: Beaufort, A. (1999). *Writing in the Real World: Making the Transition from School to Work College Writing and Beyond: A New Framework for University Writing Instruction*. New York: Teachers College Press.

² Many thanks to Professor Jennifer Trainor in the Department of English Language and Literature for sharing Beaufort's research.