



WRITING NOTES

ASU Writing Programs: Vol 19 - Fall 2018 to Spring 2019

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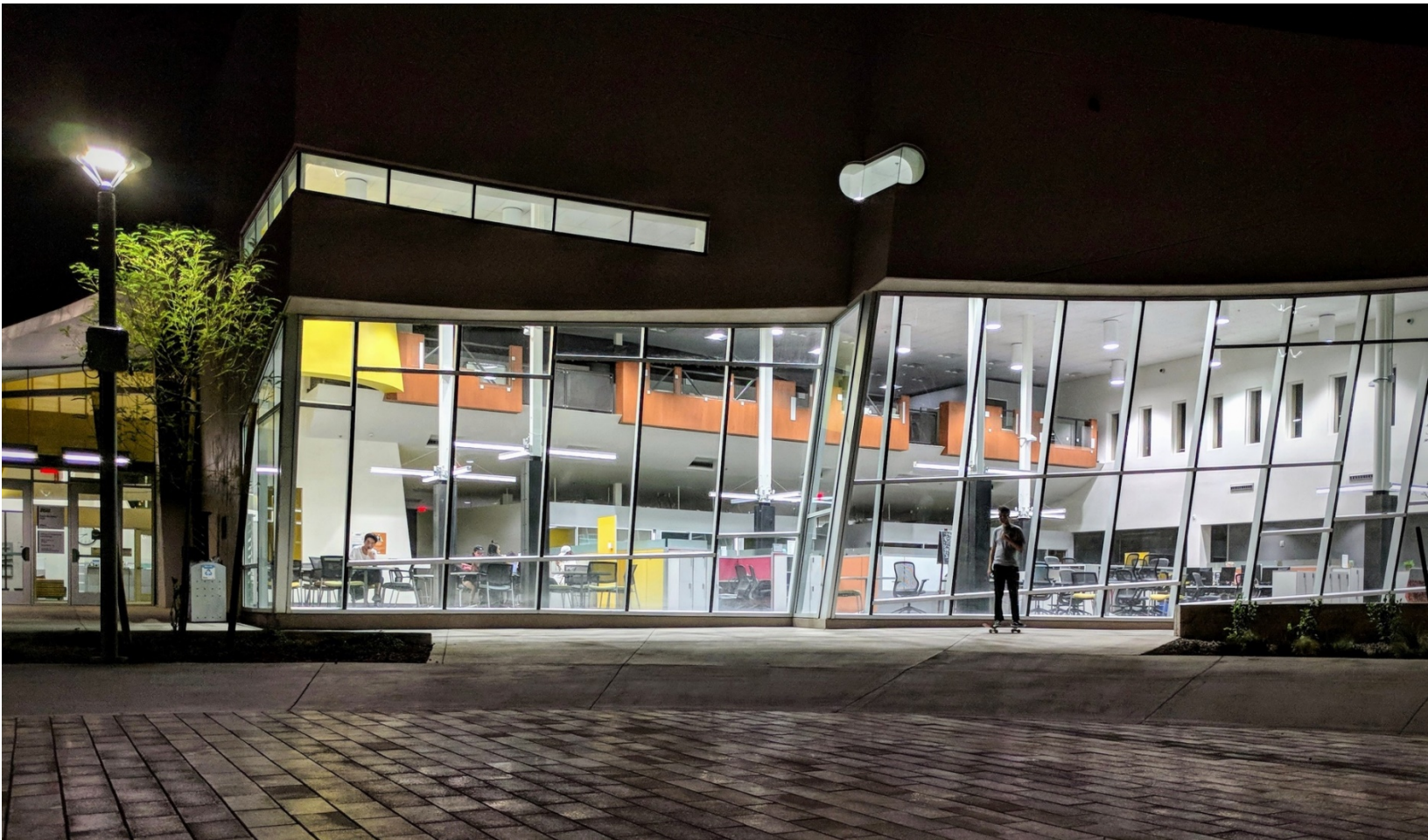
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Original photography by Bruce Matsunaga

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<https://www.flickr.com/photos/asuenglish/albums/with/72157673391712688>

Tribute to Professor Shirley Rose

Elenore Long

Editor's Note:

This tribute is based on Professor Long's remarks at the Department of English's reception celebrating Shirley Rose's 10-year career as Writing Programs Director. Professor Rose has stepped down from the position is taking a new position as President of the University Senate in AY 2019-2020.

Writing Programs Director Shirley Rose's contributions have been tectonic—large-scale processes for building a rich, lively and attentive culture for college writing instruction. To get a sense of the scale on which she has worked, consider the department's description of the ongoing duties of the Director of Writing Programs. It identifies 16 discrete administrative responsibilities within a distributed network of 20 different kinds of stakeholders in and beyond the university, serving approximately 200 teachers teaching 500 classes to over 10,000 students every semester.

This scale was driven home to me when the department was still in the Language and Literature building. Shirley's sense of scale, her capacity for systems thinking, while attending to individual learners' and teachers' experiences in those systems, have been signatures of her leadership style.

Her contributions include attending to the need for Writing Programs to be public-facing—not as merely a branding mechanism or an afterthought, but as steward of a shared, public resource.

The Visualizing Teaching in Action project that Shirley initiated—to cite just one example—is an imaginative and inclusive response to the public nature of writing instruction. Professor Rose defines her vision for ViTA in this way:

The ViTA project (Visualizing Teaching in Action) showcases the semi-public spaces within writing classrooms. Writing is generally conceived of as a solo and private activity. ViTA seeks to make public the activities that go along with writing: teaching, collaborating, brainstorming, and learning from one another (Rose, "The ViTA Project" 8).

That project has "enabled students, teachers, administrators, and others in the public to see what goes on as part of Writing Programs classes" (Rose, "The ViTA Project" 8). Characteristic of Shirley's vision for public facing program design, the ViTA project is proactive. It defines writing instruction on the basis of teachers' and students' mutual learning in the classroom. And it scaffolds this stance with other teachers.

Under Shirley's leadership Writing Programs has participated actively in such venues as Night of the Open Door and National Day on Writing. Because of Shirley's vision as a mentor, at the same time that these initiatives put Writing Programs in direct conversation with the larger community, these projects also sponsored numerous leadership opportunities for graduate students preparing for the job market and future academic and alt-academic leadership positions of their own.

academic and alt-academic leadership positions of their own.

In a cultural-political climate where “writing is everyone’s business—at least everyone *thinks* writing is their business” (Adler-Kassner 157), getting out in front to define the terms of writing instruction at ASU has proven significant cultural work... not only regionally and nationally but internationally as well, as her recently published edited collection with Irwin Weiser’s *The Internationalization of US Writing Programs* attests. Shirley’s contributions as Director have been directly tied to her democratic commitments to the transformative capacity of writing. Those commitments infused, informed, and inspired the Daily Democracy seed grant that Shirley co-led at the Institute for Humanities Research, and these commitments course through her archival research and graduate seminars in archival research methodologies.

For the discipline, she has theorized these democratic commitments in relation to rhetorical invention. “All writers have more to learn” (60)—writes Shirley in *Naming What we Know: Threshold Concepts of Writing Studies*. “Writers never cease learning to write, never completely perfect their writing ability, as long as they encounter new or unfamiliar life experiences that require or inspire writing” (61).

Amid the enormity of her responsibilities as Director of Writing Programs, Shirley has been present to experiences that require or

inspire writing—always available to think carefully about what it means *day to day* to work in the country’s largest writing program for a charter as dedicated to access as to excellence.

Reflecting her characteristic focus on students and how *they* choose to learn, she remarked as soon as Writing Programs’ boxes were unpacked in Ross-Blakley Hall: **“Now that we have begun to settle in and are finding ways to make the space work for us, we can turn our attention to understanding how it works for students** (Rose, “Director’ Note” 2).

In that student-centered spirit, her contributions as director of Writing Programs have been project-oriented and collaborative, creating a culture of critical institutional reflexivity, framing and pursuing genuine and persistent open questions that matter to the life and well-being of Writing Programs, the Department, College, and University, and beyond.

Her recently published study “A Hybrid Mega-Course with Optional Studio” in *Writing Studio Sampler: Stories About Change*—coauthored with two former teachers here—bears witness to her commitment to this reflexive stance of open institutional inquiry.

Likewise, her new piece on serendipity and the many ways her participation in the Scottsdale Chorus have informed her teaching and administrative work characterizes the grace and receptivity that have infused her leadership style here at ASU for the past 10 years.

Thank you, Shirley, for your vision, investments, grace and good humor. You may be stepping away from this administrative position, but because of your commitments to creating and documenting responsive infrastructure, the culture of honest inquiry, reflexivity, and responsive institutional design that you've dedicated yourself to cultivating here at ASU for the past decade will surely continue to thrive.

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Director's Note

Shirley Rose



Writing Programs began our 2018-19 academic year with an on-campus visit by a team of experts in technologies for teaching and learning writing, who helped us to explore possible directions for developing our use of these technologies in Writing Programs courses. Our consultants were Jeff Grabill, Professor of Rhetoric and Professional Writing and Associate Provost for Teaching, Learning, and Technology at Michigan State University; and William Hart-Davidson, Professor of Writing and Rhetoric and Associate Dean of Research and Graduate Education at Michigan State. Grabill and Hart-Davidson are also the developers of Eli Peer Review software.

The time was right for this consultation for several reasons. First, during our Spring 2018 Writing Program Convocation, WP teachers identified concerns about the actual effectiveness of new technologies that claim to support student learning, such as machine reading and scoring of student writing. Second, although we have taught courses via the internet (“iCourses”) for well over a decade, we offered Writing Programs courses for students in online-only degree programs for the first time in Fall 2018, when we taught seven sections of English 302 for students in online degree programs in

the W. P. Carey College of Business. A third exigence for the technology consultation was ASU’s imminent shift from Blackboard to Canvas for the university’s enterprise-wide learning management system and the need for planning for training and setting priorities for expectations of teachers’ and students’ uses of these LMS during the transition. A fourth reason was ongoing development and maturation of Writing Programs’ use of Digication digital portfolio software for showcasing student work, program assessment, and research on student writing.

Our goals for the consultants’ visit, then, were to get their help in three important areas: 1) developing guidelines for evaluating digital technologies’ usefulness and appropriateness for our writing program’s context, goals, and mission; 2) developing strategies for gaining institutional support for adoption and implementation of new technologies; and 3) developing guidelines for determining when adoptions of technologies need to be program-wide and when they should be each individual teacher’s choice.

Writing Programs teachers contributed to preparations for the consultants' visit by responding to a survey of their use of digital technologies for teaching and learning writing and participating in a Town Hall session pre-visit to identify shared concerns and goals related to teaching and learning technologies. During the visit, WP teachers attended open meetings with consultants to share their insights and concerns.

A full discussion of the consultants' report is beyond the scope of these notes, so I will mention only a few highlights from "Care, Courage, Critique, and Creativity." The report began with a statement of three core beliefs that guided the review: 1) "Reducing costs and enhancing learning are different goals"; 2) "Grading is not the same as feedback"; and 3) "Machine Learning may have a role in writing instruction in the longer term." The consultants recommended several action steps for Writing Programs, including the following: 1) Develop a statement of values related to technology and learning that can guide conversations and decisions about digital learning; 2) Invite conversations about machine learning in writing instruction focused on student success and aligned with our values; 3) Seek to develop partnerships and alliances to promote digital learning on campus consistent with our values; and 4) Develop a peer mentoring program wherein experienced online/internet teachers lead small groups of colleagues in developing their online/internet teaching practices.

In Spring 2019, the Writing Programs Committee formed a task force to address the first recommendation, to develop a statement of values for technology and learning to guide conversations and decisions. The task force completed its work and we plan to circulate the final version of the statement of values by finals week. This values statement will provide strong grounding for conversations with Writing Programs stakeholders about future directions for our uses of technologies.



Associate Provost William Hart-Davidson

Memorial for Katherine Heenan

Elizabeth Lowry



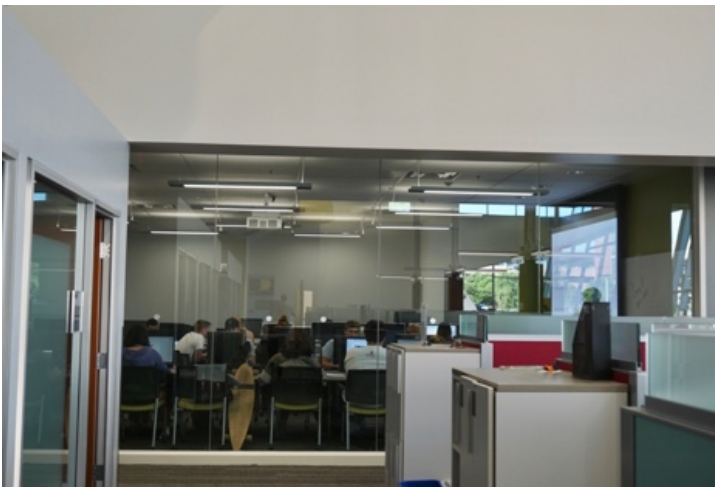
Katherine Heenan, a Principal Lecturer in the department, passed away on March 23rd, 2019. Katherine joined the department in 1999, and this was her twentieth-year teaching at Arizona State.

Katherine was born and raised in Chico, California. She graduated from Live Oak High School in 1981, and she earned her BA and MA the Chico State University and her PhD at the University of Connecticut-Storrs. Here at Arizona State University, Katherine quickly became known not only for her warmth and friendliness, but also for her technological savvy, and for her work implementing the use of digital portfolios within the Writing Programs via Digication. Katherine taught numerous Writing Programs classes over the years, including English 105 and WAC. She loved her job...and it showed. She spent countless hours assembling innovative and inspiring assignments for her students and mentoring others to do the same. Katherine took student writing seriously, responding extensively to their work through a variety of different media, including recorded audio comments. Her students appreciated the time and thought she always put into her classes and assignments. She was without question an exceptional teacher and mentor.

Furthermore, Katherine was both a cat person *and* a dog person—she loved animals and had many pets, pictures of whom she kept in her office. (Mostly notably, her two cats, Rocky and Monty). Katherine was a great friend: refreshingly open, honest, and down-to-earth. She enjoyed the X-Files, the UConn Huskies—especially the women’s basketball team, good beer, and nights in the hot-tub with her husband under the stars. Her unique generosity of spirit and her sense of humor will be greatly missed.



National Day on Writing was organized in the lobby of Ross-Blakley Hall. Students practiced different forms of contemplative writing on the topic of writing for success.



More workshops and classes are held in the computer room, RBH 115. In this photo, students diligently pay attention to a lecture.

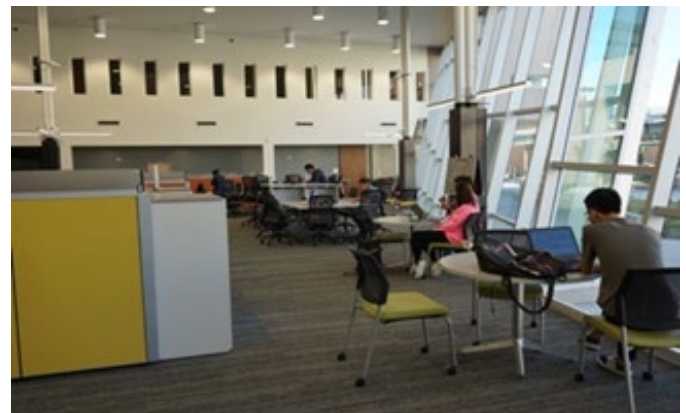


With access to technology in the common space, instructors can collaborate on their assignments.

One Year at Ross-Blakley Hall

Rong Ren

It has been a year since our move to Ross-Blakley Hall. The open space in the building is used more often for events and activities. More and more people choose to work and study here, making our building full of dynamic encounters. The following photos show how people make use of this innovative new space.

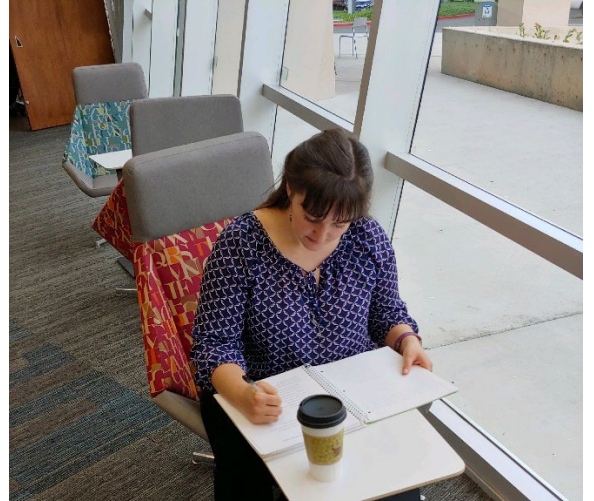


Many instructors choose to have conferences with students in the open space of the first floor gallery and many students decide to study here.

Meeting the New Graduate TA's

Rebecca Chatham

I came to ASU from University of Arkansas to pursue my PhD in English Education. I'm a proud Montana girl who loves snow, steak, and a good football game (Go Griz!). I love singing; reading; my cat, Muffin; my family; and my fiancé, whom I get to marry this June!



Ryan Dekker

Prior to ASU, Ryan had lived his whole life in Georgia, graduating from the University of Georgia with a Linguistics BA and MA. The MA was earned while working for UGA as an IT Professional. He has since retired from IT but has kept his interests in running, reading, and baseball.

Basil Arnould Price

Basil Arnould Price is a Ph.D Student in Literature (Medieval). He received his MA (Medieval Studies) from the University of York (2018) and his BA/BFA (Medieval Studies/Digital Art) from the University of Oregon (2017). His research concerns the post-classical Íslendingasögur, a maligned genre of medieval Icelandic sagas dating mostly c. 1400 CE - 1500 CE. His other research interests broadly include and intersect with folklore studies, Jewish studies, and gender studies.



Xiao Tan

My name is Xiao Tan, a first-year doctoral student enrolled in the Writing, Rhetorics and Literacies program. I've been teaching English to ESL students for 3 years before coming to the United States. My research interest includes L2 literacy and multimodal literacy.



Meanwhile, let's welcome the other new Teaching Assistants who joined Writing Programs in 2018!

Academic Status Report Presentation

Rong Ren

On January 18, 2019, Frey Corey, Vice Provost for Undergraduate Education, gave attendants for Spring Convocation an exceptional presentation on the importance of Academic Status Report (ASR) and how it was used.

First of all, he addressed the importance of using ASR, which would allow both advisors, students and teachers keep track on students' academic performance. If teachers provided instant feedback on students' academic performance through ASR, which was not limited to students' grading, advisers could better communicate with students about their progress and gave advice with pertinence. At the same time, during the presentation, Mr. Corey clarified that ASR was not only for 100- and 200-level classes, but also for classes at all levels, including graduate classes.

Since students could easily access to the report from MyASU, Mr. Corey emphasized that teachers should update the report weekly, which could also keep the communication between teachers and students transparent. He also went through the process step by step by showing to teachers how to update ASR through MyASU.

The whole presentation was fairly informative. Mr. Corey used his humor clearly address the importance of updating ASR. Many teachers also brought up with some good at the end of the talk, which resonated with other teachers.

For more information, please visit:

<https://students.asu.edu/asrr>

https://asu.service-now.com/kb_view.do?sysparm_article=KB0010501

Back-to-School Supplies Drive



Adelheid Thieme



Many thanks to all those who contributed to the Writing Programs' annual back-to-school supplies drive in August. The Dream Center, part of the St. Vincent de Paul Family Dining Room in downtown Phoenix, is grateful for your donations. In its third year, this drive is benefiting children from limited-income families that participate in the Dream Center's educational program. Every night, approximately 400 individuals congregate in the public dining room for a free meal provided by the St. Vincent de Paul Society. Most of those individuals are families with school-age children who live in the surrounding low-income neighborhood or are homeless.

While the adults are still seated at the dining room tables after the meal, the children assemble in a separate section of the dining room where tutors assist them with their homework assignments or engage in educational activities such as art projects and a game of chess. Many of the families subsist on an income below the poverty limit, and expenditures for school supplies are not supported by their budgets.

This is where back-to-school supply drives like the one of the Writing Programs at Arizona State University come in. The picture on the left shows the result of this year's drive: many school related items that children need to be successful in school, but that their parents cannot afford, such as backpacks, notebooks, pens, pencils, markers, glue, and scissors. Your generosity is very much appreciated!

The Dream Center at 420 W Watkins Rd, Phoenix, AZ 85003, is also always looking for tutors willing to interact with children ages 4-14 and help them develop their academic skills. Opportunities to help experienced tutors or lead children's activities in the Family Dining Room weekdays from 4-6:30 pm are plentiful. For more information, call (602) 254-3338 or visit the St. Vincent de Paul website at <https://www.stvincentdepaul.net/>.

National Day on Writing

David Vaughan DeVine

* How did writing change your life?

writing has changed my life with expressing my experiences and moments of my life. It has helped me open a world to view different perspectives and showing people my ideas. Through writing, it has helped me put my feelings in a piece to express the situations and concepts going on in our world. Writing aids us to ~~express~~ express our voices for people to hear.



For National Day on Writing, 2018, ASU Writing Programs participated by inviting students to write on three prompts:

- How has Writing Changed Your Life?
- When has Writing Helped You Succeed?
- When have You Written Something which has Helped You Succeed?

Students' responses were varied and inspiring, as they wrote about how writing has helped them get to where they were in October of this year.

To quote one student:

“My writing has helped me succeed by allowing me to communicate my thoughts to my friends and my peers. I am a quieter person, so expressing my thoughts verbally has always been a challenge. By writing down my ideas, I am able to express my gratitude to others. Other ways that it has helped me succeed is by my college applications. In many of my essays, I was able to express why I was a good fit for a school rather than focusing on my GPA only.”

Many students reflected on the nature of writing and their own experiences as students *and* as writers, where those two terms were not always synonymous.

ePortfolio Showcase and Award Ceremony

Rong Ren

ePortfolio Showcase and Award is held in the morning on January 18, 2019, during the Writing Programs Spring Convocation.



Students and teachers demonstrated their outstanding ePortfolios to the attendants. This year, we had a new presentation session in RBH 117 and 115, where students who won the award had a chance to present more details about their ePortfolios, their designing process as well as the rationale behind.

The concurrent showcase was held at RBH adjacent area. For teachers who didn't attend the presentation, they could have a one-on-one conversation with students and teachers who were presenting their work. We attached QR code to the poster this year, so visitors had easier access to students' and teachers' ePortfolio on their own devices during the showcase session.





After the showcase and presentation, ePortfolio Award was presented at RBH breakroom at noon. People gathered together to celebrate this special moment for all the students and teachers who won the ePortfolio Award. They received an award with prizes from Department of English chair, Krista Ratcliffe and Writing Programs Director, Shirley Rose.



Exemplary ePortfolio Showcase Winners

Each name is attached with a hyperlink to the ePortfolio

Students

[Alve Diaz](#) ENG 302

Teacher: Andrea Severson

[Charlotte Sandy](#) ENG 105

Teacher: Thomas Bonfiglio

[Valentina Rivera](#) ENG 101

Teacher: Nate Bump

[Alexis Fulleros](#) ENG 302

Teacher: Andrea Severson

[Hanna Pogue](#) ENG 105

Teacher: Thomas Bonfiglio

[Emmalyn Jones](#) ENG 105

Teacher: Elizabeth Hamm

[Gemini Boudrie](#) ENG 105

Teacher: David Boyles

[Ryan Wadding](#) ENG 475

Teacher: Sarah Duerden

[Alexis Norton](#) ENG 101

Teacher: Ekkarat Ruanglertsilp

[Matthew Doherty](#) ENG 302

Teacher: Adelheid Thieme

[Linda Pan](#) ENG 472

Teacher: Katherine Heenan

[Jorge Camilo Pinilla](#) ENG 101

Teacher: Katie Alford

Teachers

[Ekkarat Ruanglertsilp](#)

[Andrea Severson](#)

[Alexandra Comeaux](#)

Spring Composition Conference

Rong Ren

The ASU Composition Conference was held on February 16, 2019 at Ross-Blakley Hall. Writing Teachers from Arizona State University, the University of Arizona, and the Maricopa Community Colleges actively attended and shared their experiences on teaching practices, creating writing assignments, and managing classrooms.



People were attending the sessions.



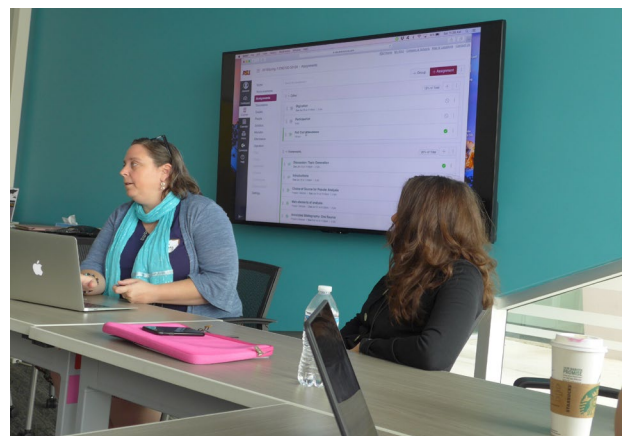
Instructors enjoying breakfast before the keynote talk.



Valerie Fazel, one of the winners of Receiving a Teaching Award from Shirley Rose, the Director of Writing Programs.



Dr. Jacob Greene, delivered the keynote presentation.



Teachers presenting during the conference.

Your Life in Haiku: Review on 2019 Open Door

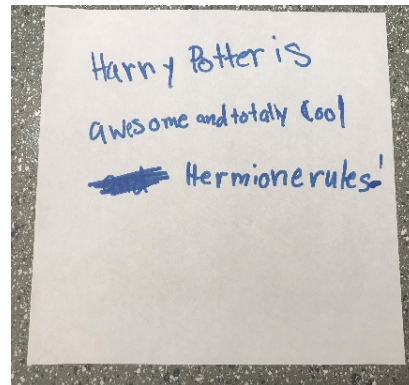
Rong Ren

The annual ASU Open Door took place at 1 pm on February 23rd, 2019. There were a series of activities happening in the atrium of Ross Bleckley Hall. David DeVine and Rong Ren, Assistant Directors from Writing Programs, organized a session – “Writing Takes Place: Your Life in Haiku”. We really appreciate the assistance from Graduate Scholars of English Association (GSEA), who also volunteered to participate into this event.



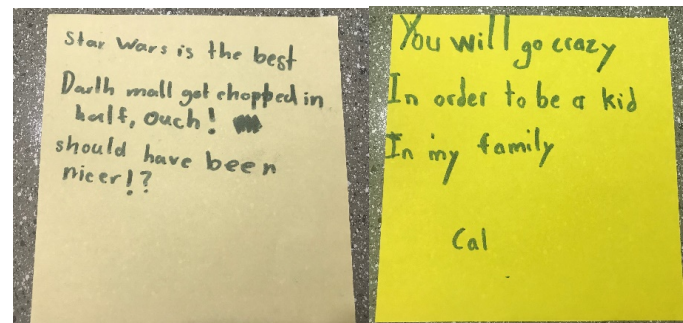
With the help of parents and our nice volunteers, children were able to count syllables and write about their favorite things in their life.

The topics were quite diverse with their great imagination and creativity, ranging from school life to love in family, from their favorite characters to their hobbies. As the activity proceeded, we combined folding origami with writing Haiku, which attracted a lot more children to come over. They wrote down their thoughts, folded them into origami and passed them to their family.



The whole afternoon was full of joys and laughs. By the end of the activity, writing poems became accessible for children. What they wrote showed that how closely life could be connected with literature, and how easily they could utilize language to express themselves.

In the afternoon from 1pm to 6pm, approximately 15 families attended our activity.



Researching Occupants' Satisfaction with and Use of the TA/FA Neighborhoods in RBH

Olivia Rines

2017 was an exciting year for the English Department, as it marked our transition from the Durham Language and Literature Building to newly renovated Ross Blakley Hall. During this transition, the faculty and staff overseeing the move met with groups representing the various cohorts of the department to ensure that the space would meet everyone's needs. Like many, I highly anticipated the move from a dated and closed off office to an open-air neighborhood where I could easily interact with other members of the department.

However, no work environment is perfect,

and some people have voiced concerns regarding their new office spaces. When I was tasked to complete a research project related to Writing Programs, my thoughts immediately turned to our new building. In particular, I was interested to see how the space is being used, what types of actions and interactions the space encourages (or discourages), and how satisfied workers are overall with the space. Given my role as a TA, I decided to narrow the parameters of the project to the TA/FA neighborhoods.

Despite the current trend towards open air office spaces, current research on worker satisfaction with their office spaces indicates

that open workspaces intensify the cognitive workload and reduce workers' psychological privacy (De Croon, Sluiter, Kuijer, & Frings-Dresen, 2005). Open workspaces can also discourage face-to-face interaction because workers feel overstimulated, leading to a decrease in worker satisfaction (Kim & de Dear, 2013). However, this research was conducted solely in the corporate sector and therefore only considered workers who were required to spend 40+ hours/week in the space. Given that TAs and FAs are only obliged to spend four hours/week in their office space, I was curious whether the results would differ for this group.

To answer this question, I designed a survey to explore the TAs and FAs' thoughts on and use of RBH. Consisting of two parts, this survey first evaluates workers' satisfaction with various components of the space (temperature, lighting, visual privacy, etc.) and then asks participants to expand on these opinions by considering whether RBH is an effective space for actions such as meeting with students, working on projects, and interacting with members of the department. In addition, the survey provides room for individuals to offer general comments on both their satisfaction and the effectiveness of the TA/FA neighborhoods. My hope was that the anonymity of the survey

would allow participants to speak more openly, thus providing me (and in turn, the department) with a more accurate understanding of the occupants' perspectives on the space.

This survey was emailed to participants in November, and I am excited to analyze the results in the coming weeks. My goal is to synthesize responses into an easily digestible report available to all members of the department. This report will prove useful in understanding occupants' varied responses to the office space in RBH and will potentially expose ways of improving the environment to meet the needs of the inhabitants and better facilitate a healthy and productive work environment.

De Croon, E., Sluiter, J., Kuijer, P., & Frings-Dresen, M. (2005). The effect of office concepts on worker health and performance: A systematic review of the literature. *Ergonomics*, 48(2), 119-134.
Kim, J., & de Dear, R. (2013). Workspace



Ross Blakley-Hall 101: TA and FA Neighborhoods



Holly E. Jacobson presenting in Ross Blakley Hall

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Writing Notes is published by ASU Writing Programs in association with the Department of English. Back issues can be found at english.clas.asu.edu/about/writing-programs/News

Upcoming Events

Fall Convocation
National Day on Writing
Spring Convocation
ASU Composition Conference

August 19, 2019
October 20, 2019
January 31, 2020
February 15, 2020

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