



# WRITING NOTES



PAULETTE ZILLMER, ASU WRITING PROGRAMS INSTRUCTOR, HELPS AN ASU UNDERGRADUATE PARTICIPATE IN WRITING PROGRAMS' 2012 CELEBRATION OF THE NATIONAL DAY ON WRITING (NDOW). (PHOTO COURTESY OF BRUCE MATSUNAGA.)

## In This Issue

By Emily Hooper-Lewis, Editor

Writing is a big part of our lives and not something we do or teach just in our classrooms. Writing is living and living is writing for us. This issue of *Writing Notes* focuses on all the different regions of Writing Programs where writing permeates. From the ViTA project, where we're documenting the day-to-day lives of

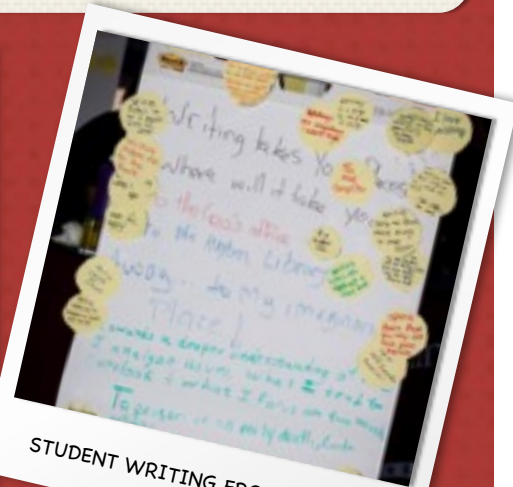
students and teachers in Writing Programs classes; to the our 2012 Celebration of the National Day on Writing; to the English 101 Studio Pilot; to recognizing "Behind-the-Scenes" university writers, writing and teaching writing reaches into almost every aspect of our lives as Writing Programs faculty and our

identities beyond the program. Finally, you'll notice that short bios and headshots of our newest Writing Programs faculty (new TAs, FAs, and Lecturers) run throughout this issue, further illustrating that our faculty truly are the life of ASU Writing Programs.

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STUDENT WRITING FROM NDOW '12

# Notes from the Director: We Teach Everywhere

By Shirley Rose, Director of ASU Writing Programs

Writing Programs teachers teach everywhere. Our classes are scheduled in buildings all over campus, from Durham Languages and Literature (LL) to Verbena Hall in Hassayampa Academic Village (HAV), from the Engineering Building (ECG) to Coor and a dozen or so other buildings around our Tempe campus. Those of us teaching Internet Courses meet in virtual spaces, but we access those spaces from computers in diverse locations such as our homes, our favorite cafes, or our faculty offices.

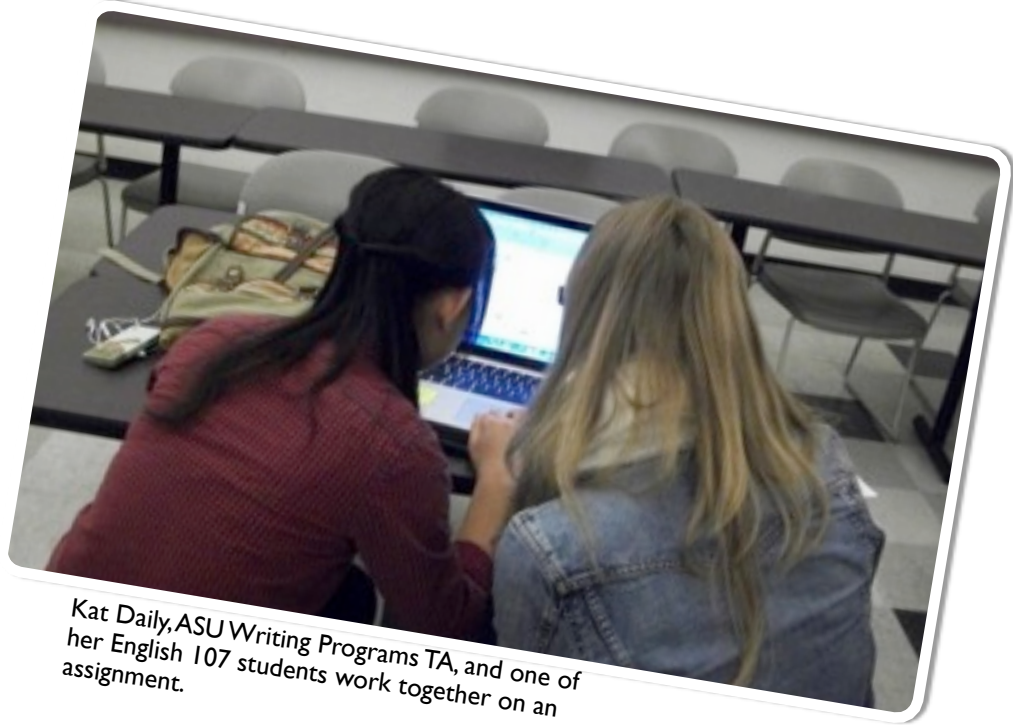
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## OUR TEACHING ACTIVITIES ARE INDEED DISPERSED.

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Our students in iCourses and hybrid sections tell us they access these asynchronous virtual class meetings from equally diverse places, such as their residence hall rooms or their workplaces when they are on break. Our faculty offices where our 200 Writing Programs teachers meet with students for conferences and consultations are dispersed across six floors of LL, plus a few more in Mesquite Hall in HAV. The sites of our teaching activities are indeed dispersed.

This past semester, this dispersion has been especially brought home to me by several circumstances. First, I've had the privilege to visit the classes of several of our new graduate teaching assistants in my role as one of the teachers of the



*Kat Daily, ASU Writing Programs TA, and one of her English 107 students work together on an assignment.*

## Introducing the New TAs



### BRIAN

**Brian Bender** grew up in Kalamazoo, Michigan and earned his B.A. at Western Michigan University in 2012. He's currently working toward an M.F.A. in poetry at Arizona State University. He enjoys hiking and walking dogs.



### JESSICA

**Jessica Brown** is excited to be at ASU working on her Ph.D. in Literature with a particular interest in the Anglo-Saxon period. Jessica grew up in Casper, Wyoming. She earned her M.A. from Brigham Young University and spent the last few years teaching at Southern Utah University. She lived in Ecuador for a year and a half, her favorite book is *The Once and Future King*, and she'll do almost anything for good Indian food.



# Notes from the Director: We Teach Everywhere

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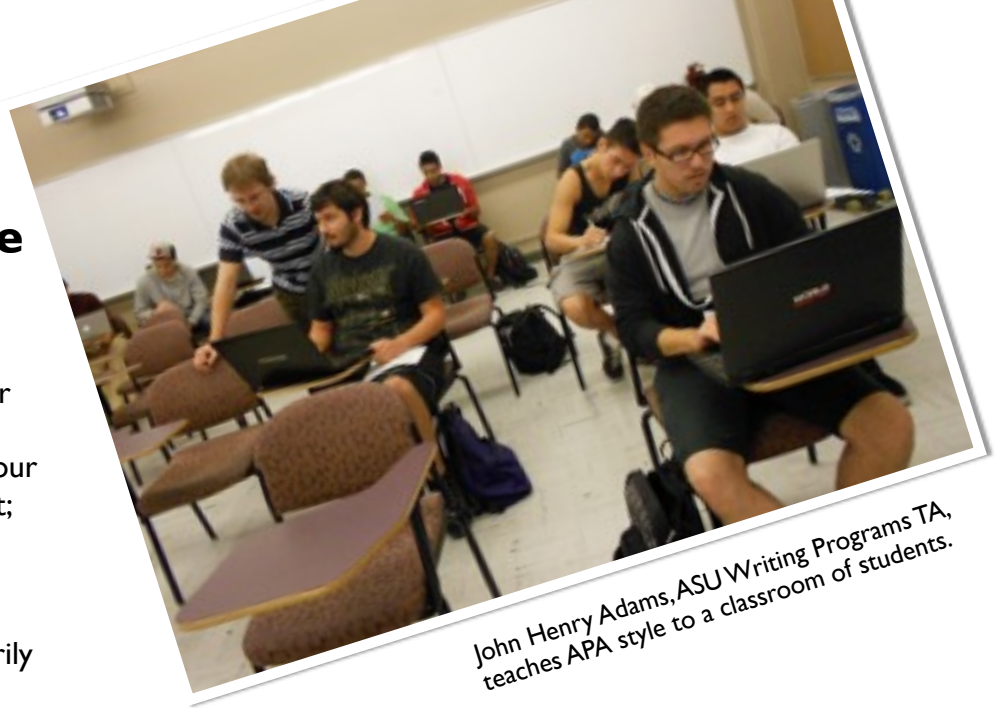
English Department's Seminar for New TAs, and I've also observed class sessions that were part of our Fall 2012 English 101 Studio Pilot; so I've had occasion to take a closer look at several of the classrooms we use. Second, as a result of the flood that temporarily displaced about forty of our teachers from their LL offices, there were a few days when our teachers held writing conferences in a multitude of alternative locations around campus, such as coffee shops and library study spaces, or at tables and on benches outside classroom buildings (thanks to our gorgeous late fall weather here in Tempe), in addition to meeting with students virtually via Skype and other internet-based tools. The third circumstance that's

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THE PHOTOGRAPHS IN THE [ViTA] PROJECT, WITH TAGS ADDED BY TEACHERS AND STUDENTS, HAVE HELPED ME TO REALIZE THE GREAT VARIETY OF CLASSROOM ARCHITECTURES...IN WHICH OUR TEACHERS AND STUDENTS WORK TOGETHER.

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helped me understand that we teach everywhere has been the chance to get a new perspective on where we teach through my examinations of the entries in our Visualizing Teaching in Action (ViTA) project. The photographs in the project, with tags added by teachers and students, have helped me to realize the great variety of (continued on next page)

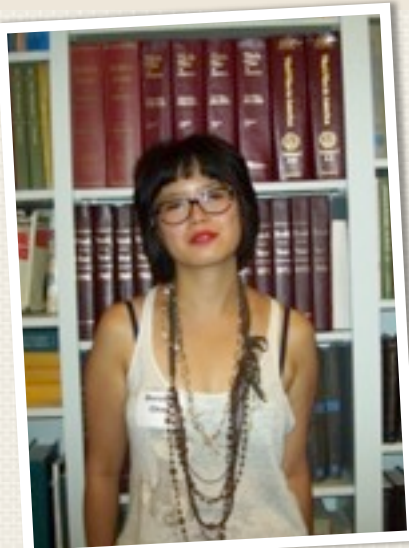


John Henry Adams, ASU Writing Programs TA, teaches APA style to a classroom of students.



## SHERSTA

**Shersta Chabot** grew up in Utah, the oldest in a family of eleven children. After working for several years in corporate accounting, she went back to school and completed a Bachelor's degree in English Literature. She is a first-year Ph.D. student in ASU's Rhetoric, Composition & Linguistics program.



## DOROTHY

**Dorothy Chan** recently graduated cum laude in English with a minor in Art History from Cornell University. She is currently a first-year poet in the MFA program. Though her family lives in Pennsylvania, she considers Ithaca and Hong Kong to be her homes. Her hobbies include wandering art museums, checking out anime tumblrs, and collecting designer toys.

# Notes from the Director: We Teach Everywhere

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classroom architectures—sizes, shapes, and furnishings, including available writing technologies—in which our teachers and students work together.

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## TELL ME: WHAT DO YOUR DREAM SPACES AND PLACES FOR TEACHING AND LEARNING WRITING LOOK LIKE?

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What I've observed this past semester has convinced me that our Writing Programs teachers and students could teach and learn anywhere. Their ability to “hack” even the most awkward classroom space and make it work for them and their ingenuity and perseverance in finding places where they can carry out the work of teaching and learning is inspiring to me.

But that doesn't mean I'll stop dreaming of having attractive, comfortable, clean, and safe spaces specially designed with precisely our needs in mind. Tell me: what do your dream spaces and places for teaching and learning writing look like?



Bob Haynes, ASU Writing Programs Instructor helps a student in his ENG 302 class.



## EMILY

**Emily S. Churg** is thrilled to be at ASU working on her Ph.D. in Rhetoric, Composition and Linguistics. Her main research interest is environmental rhetoric. Originally from Los Angeles, she received her B.A. from the University of California at Santa Cruz and her J.D. from the University of California at Davis. Prior to attending ASU, Emily worked as a litigation attorney at a private law firm, as a law clerk for a federal judge, and at several environmental non-profit organizations. An avid hiker, she is looking forward to exploring the Southwest and to backpacking through the Grand Canyon again.



## DANA

**Dana Diehl** grew up in central Pennsylvania. She earned a B.A. in Creative Writing at Susquehanna University and is currently a first-year fiction student in the M.F.A. program in Creative Writing. Her recent publications include stories in PANK and Salamander.



## REESE

**Reese "Raconne" Conner** is a first-year poetry student in the M.F.A. program in Creative Writing. He graduated with a B.A. in English from The Ohio State University. He appreciates the mid-range game in basketball as well as the jowl fur on cats. He lives with his cat, Pretzel, on the outskirts of Tempe.



# ViTA: The Life of the Class

By Ryan Shepherd, Assistant Director of ASU Writing Programs

Most of what we do as writing instructors is hidden—tucked away inside classrooms and offices, out of sight from colleagues and administrators. ViTA stands for “Visualizing Teaching in Action.” The goal of the ViTA project is to make visible the work we do with our students: visible to other teachers here or at other institutions, to our students, and to the publics who have an interest in the outcomes of our work. We want to challenge outdated or misguided ideas about what happens in a writing class and to offer each other different options for how to “do” writing with our students.

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“THE GOAL OF THE VITA PROJECT IS TO MAKE VISIBLE THE WORK WE DO WITH OUR STUDENTS.”

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The process of ViTA is fairly simple: after an instructor has volunteered to have us come to his or her class, another volunteer arrives to take pictures of the actual teaching and learning taking place within the classroom. Out of all the pictures taken, the 6-12 best pictures are selected and posted on the ViTA blog (<https://asuwp.wordpress.com/>) by the assistant directors. The instructor and photographer get together to add captions to the pictures. Then, we ask that the instructor send a link to the blog post to his or her students so that they can look over and comment on the pictures, letting us know what was happening from their points of view.



## LAUREN

**Lauren Espinoza** is in the M.F.A. program in Poetry. Her teaching interests lie at the intersection of race, class, gender, sexuality, geography, and the borders of each. Lauren is a member of The Trinity, a poetry cliqua from the Rio Grande Valley, and often thinks about the best way to survive the zombie apocalypse.



## RACHEL

**Rachel Goldman** moved to Tempe from Maine where she earned her B.A. in History and Art History at Bowdoin College. After studying documentary photography at the Salt Institute for Documentary Studies, she worked for a weekly newspaper as a reporter and photographer. Rachel has settled (temporarily) in Tempe after traveling the country for six months and seeing (nearly) every state. She is a creative writer, photographer, and avid runner, currently working towards her M.F.A in fiction writing at ASU.

## ViTA: The Life of the Class

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While pictures for the project so far have only included activities within the physical classroom, we also encourage instructors to include screen captures of writing activity that takes place online (e.g., postings on Facebook, virtual lectures on YouTube, or even just submitting papers on Blackboard).

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**WE ALSO ENCOURAGE INSTRUCTORS TO INCLUDE SCREEN CAPTURES OF WRITING ACTIVITY THAT TAKES PLACE ONLINE.**

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Several volunteers have already been photographed for the blog and their pictures are currently available: John Henry Adams, Katherine Daily, and Brent Chappelow were our three test subjects. In the spring semester, we are asking for more volunteers to take pictures and allow their classes to be photographed. If you'd like to volunteer to be the photographer or the subject, please send an email message to [writingprogramsasu@gmail.com](mailto:writingprogramsasu@gmail.com).



Brent Chappelow and his ENG 107 students as photographed for ViTA.



### KRISTEN

**Kristen S. Holland** is excited to be at ASU working on her Ph.D. in Literature. Her main research interests are Border Studies and Southwestern Literature. Kristen was born in San Leandro, CA, but raised in Punaluu, HI, Bisbee, AZ, and Albuquerque, NM. She earned a B.A. in History and an M.A. in Comparative Literature and Cultural Studies from the University of New Mexico. At present, she is a second-year Ph.D. student in Literature. Prior to attending ASU, Kristen worked as a grant writer and volunteer program coordinator for the Anderson-Abruzzo International Balloon Museum Foundation, as an editor for PR Newswire, and as an instructor of English and ESL at Glendale Community College. Her favorite place on earth is her mother's native island of Sardinia, Italy, to which she hopes to introduce her own daughter next summer.



### ANNETTE

**Annette Hornung** is a second-year Ph.D. student in Linguistics, Rhetoric & Composition. She graduated with an MTESL degree from ASU. Upon completion, she taught English at the University of Marburg and at the University of Goettingen in Germany. She then returned to ASU to pursue a Ph.D. in linguistics, focusing on the acquisition of English for German speakers. When she's not teaching or reading for her own classes, Annette enjoys swimming with the ASU masters and doing yoga.



### ALLEGRA

**Allegra Hyde** is excited to be at ASU doing her M.F.A. in Creative Writing with a focus on Fiction. Originally from New Hampshire, Allegra received her B.A. in American Studies from Williams College. Her hobbies include free-form needlepoint and listening to screampcore, preferably at the same time.



## Fall '12 Convocation: Making the Habits of Mind Visible in our Teaching and Learning

By Emily Hooper-Lewis, Assistant Director of ASU Writing Programs, and Brent Chappelow, ASU Writing Programs TA

During ASU Writing Programs Convocation Fall 2012 the activities in the breakout sessions were linked with the Spring 2012 Convocation activity in which Writing Programs faculty focused on the Habits of Mind as discussed in the [Framework for Success in Postsecondary Writing](#) created by the Council of Writing Program Administrators (CWPA), the National Council of Teachers of English (NCTE), and the National Writing Project (NWP).

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FALL '12 CONVOCATION BREAKOUT SESSIONS FOCUSED ON HOW WE CAN MAKE THE HABITS OF MIND VISIBLE IN OUR CLASSROOMS AND PRACTICES

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During Writing Programs' Spring 2012 convocation breakout sessions, Writing Programs teachers expressed a strong interest in continuing the conversation about the Habits of Mind with particular emphasis on how to incorporate these Habits into their own teaching. In response to that request, Fall 2012 Convocation breakout sessions focused on how we can make the Habits of Mind visible in our classrooms and practices.

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### YOUNGWHWA

**Youngwha Lee** is a first-year Ph.D. student in the Rhetoric, Composition, and Linguistics program. Her research interests focus on TESOL, second language writing, and second language acquisition. She's from South Korea. She earned her master's degree at the University of Pennsylvania. She is excited to be in the TA program at ASU and to be living in Arizona!



### JORDAN

**Jordan Loveridge** is from Moab, Utah and a graduate of Westminster College in Salt Lake City, where he majored in English language and anthropology. Some areas of interest are Old English poetic diction, medieval material culture and rhetoric, community literacy, and composition studies. When not sequestered in academia, Jordan enjoys aquascaping, tennis and board games.



### ALEX

**Alex McElroy** is from New Jersey. He waited tables for five years in Oregon and misses the job terribly, but he is excited for opportunity to teach at ASU.

## Fall '12 Convocation:

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Breakout leaders briefly refreshed participants' understanding of the Habits of Mind and encouraged discussion about individual Habits of Mind and what activities and/or practices might facilitate those Habits in the classroom. Participants brainstormed and reflected on their own practices and wrote suggestions or questions on the provided index cards to help with discussion.

Breakout leaders began sessions by asking participants to identify which Habit(s) they were interested in discussing first. Next, participants spent a few minutes thinking about what they continually do in their own classes to cultivate the Habits of Mind and then shared their practices with one another. Then participants brainstormed about additional ways to incorporate the Habits of Mind into teaching practices, syllabi, homework assignments, readings, writing projects, etc. Finally participants discussed whether and how they might articulate their cultivation of the Habits of Mind in order to make them more visible in their teaching and classrooms.

Fall 2012 Convocation breakout leaders included TAs Dan Bommarito, Brent Chappelow, Emily Cooney, Michael Notchka, Tina Santana, Alaya Swann; Instructors Shavawn Berry, Lindsey Donhauser, David Pegram, Ivan Wolfe; and Lecturers Meghan Bacino, Katherine Heenan, Ellen Johnson, Dana Tait, and Cornelia Wells.



### CRYSTINE

**Crystine Miller** is delighted to be at ASU working on her Ph.D. in English Literature. Crystine is from Lewistown, Montana and received her B.A. from Carroll College in Helena Montana. She received her M.A. from the University of Oregon in English Literature in 2010. Her studies focus on borders, immigration, foodways, and constructions of space in ethnic American literature with a special focus on Latino literature. She loves cooking and exploring the deserts of Arizona.



### CASIE

**Casie Moreland** is originally from Mineola, TX. In 2011, she received her M.A. in Rhetoric and Composition from Texas State University in San Marcos, TX. her research interests include Critical Race Theory, Second Language Writing, and Dual Enrollment Programs. Casie eats gummy bears and peanuts when she writes.



### MEGHAN

**Meghan Nestel** is delighted to be at ASU working on her Ph.D. in Literature with a focus on Medieval Literature. Born and raised in Salt Lake City, Utah, Meghan received her B.A. in English and history there from Westminster College. She has worked as an education specialist for a fire department, a grader for a high school English department, and a tutor—all jobs that helped her realize her passion for teaching. Meghan is thrilled to be on a life path that lets her mesh teaching with her lifelong obsession with twelfth-century England.



# National Day on Writing 2012 Celebration

By Paulette Zillmer, ASU Writing Programs Instructor

Where does writing take you? To the National Day on Writing, of course! As an organizer of NDoW for the past two years, I can confidently say that this year's celebration represented the spirit and sentiment of the event with the added flair that ASU Writing Programs brings (\*insert bubbles and candy here\*).

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NDOW WAS ESTABLISHED "TO DRAW ATTENTION TO THE REMARKABLE VARIETY OF WRITING WE ENGAGE IN, AND TO HELP WRITERS FROM ALL WALKS OF LIFE RECOGNIZE HOW IMPORTANT WRITING IS TO THEIR LIVES."

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The National Council of Teacher's of English gives NDoW an active purpose. NDoW was established "to draw attention to the remarkable variety of writing we engage in, and to help writers from all walks of life recognize how important writing is to their lives." As part of our task to make Writing Programs visible to the rest of the campus, NDoW gives us first-class opportunity to showcase our personalities and talents as teachers and scholars while also helping the rest of campus connect to writing. Everyone writes, and NDoW stages ASU Writing Programs as the premier campus location for launching your writing.

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DAWN

**Dawn Opel**, Ph.D. student in Rhetoric, Composition & Linguistics. Dawn earned a B.A. at Wake Forest and a J.D. from UNC-Chapel Hill, and was a federal law clerk and a nonprofit attorney. After a few years as a stay-at-home mom and overzealous book club member, she found her way home to Guilford College, receiving a B.A. in English and a serving as a teaching assistant in writing courses. Her scholarly interests include feminist rhetorics and women's leisure reading practices, academic and technical/professional writing, and writing program administration.

## Introducing the New FAs



RACHEL

**Rachel Andoga** is a graduate of Davidson College and recently completed her M.F.A. in poetry at Arizona State University. In addition to teaching composition and creative writing at ASU, she also tutors at Chandler-Gilbert Community College.



JENNIFER

**Jennifer Baum** is pursuing her MTESOL at ASU. Her areas of interest are L2 composition and literacy narratives. This is her first semester teaching L2 Composition. Previously, she taught ESL in Los Angeles and France. She has an M.F.A. in filmmaking at University of British Columbia and her films have screened in NY, San Francisco, Seattle, Vancouver, Toronto, Tokyo, and Havana. She has been published in the Village Voice, Canadian Jewish Outlook, and The Jewish Observer. She is currently working on her first novel.

## NDOW 2012

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This year's celebration kicked off the English Department's larger Homecoming celebration. We held ceremonies for various writing awards, including the "Behind-the-Scenes" Writer of the Year Award and the Randel and Susan McCraw Helms Writing awards. Both awards are very valuable to celebrate the variety of writing that happens on the ASU Tempe campus. The "Behind-the-Scenes" Writer of the Year Award recognizes a staff member at ASU for their contribution as a writer who isn't normally in the limelight. The Helms awards give students the opportunity to submit work in the categories of Poetry, Short Story, and Scholarly Essay.



An ASU undergraduate participates in Writing Programs celebration of NDoW '12.

The NDoW booth was abuzz all day with activity. Individuals came and wrote on notepads, paper bubbles, and on the ASU Writing Programs Twitter and Facebook pages. Keeping with The English Department's Homecoming theme of "Start Here, Go Anywhere," we asked participants to answer the question, "Where does writing take you?" Of course, we didn't look for right answers or even correct answers. The variety of answers spoke to the different paths writers take to get to a variety of specific "places." NDoW highlighted the different journeys of our writers.

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## ELIZABETH

**Elizabeth Ferszt** is a new F.A. at ASU with over 25 years of teaching experience including at Ferris State University in Big Rapids, Michigan. She has a B.A. from U Michigan, Ann Arbor; an M.A. from U South Carolina, Columbia; and a Ph.D. from Wayne State U, Detroit. She is the author of two YA novels (historical fiction) based on the life of transatlantic poet Anne Bradstreet. She currently teaches English 101, 102, and 301 in Writing Programs.



## MARK

**Mark Sidey** and his wife, Deb, are relatively new to the valley having lived most of their lives in Ohio and Indiana. Mark obtained his Ph.D. in rhetoric and composition from Purdue University. He has taught various composition classes for over 15 years.



## CHRISTY

**Christy Skeen** began her teaching career in August 2004, as an adjunct at Phoenix College. In 2007, she became the ESL faculty chair at Rio Salado College, where she discovered her passion for working with international students. In 2009, she and her family moved to Ohio, where she began teaching international students in the College of Business at Ohio University. Recently, in July 2012, Christy moved back to Tempe and began teaching international students in the Writing Programs at ASU.



# NDOW 2012

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Looking at the images from the event, we could put together a map of the places writing has taken participants. Places like “a new world,” “the moon,” “my imagination,” and “to bed,” were among my favorites.

Keeping with The English Department’s Homecoming theme of “Start here, go anywhere,” we asked participants to answer the question, “Where Does Writing Take you?”

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KEEPING WITH THE ENGLISH DEPARTMENT’S HOMECOMING THEME OF “START HERE, GO ANYWHERE,” WE ASKED PARTICIPANTS TO ANSWER THE QUESTION, “WHERE DOES WRITING TAKE YOU?”

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The energy of the event can be attributed to ASU Writing Programs as a whole. The “get the word out” campaign worked. Instructors invited students, even going so far as to physically bring entire classes over to give them the opportunity to participate. The NDoW booth never reached a lull. Soapy bubbles and candy aside, the NDoW booth gave people a place to be excited about writing, and I think that’s pretty fantastic!

On Monday, October, 22, 2012 writing was celebrated and given a voice on our campus. If any of you all wish to join me and the rest of ASU’s NDoW team next year, please contact me ([paulette.zillmer@asu.edu](mailto:paulette.zillmer@asu.edu)). I’m looking forward to planning and being a part of ASU’s NDoW celebration again next year!



Alice Daer, English Department Assistant Professor, and Demetria Baker, ASU Writing Programs’ Program Manager, sport their Writing Programs t-shirts at Writing Programs’ 2012 celebration of The National Day on Writing. (Photo courtesy of Bruce Matsunaga)

## Introducing the New Lecturers



### MEGHAN

**Meghan Bacino** earned her Ph.D. in Rhetoric and Composition Studies from Michigan State University in 2008. She specialized in Rhetorical Genre Studies and is currently interested in the scholarship of teaching, creative nonfiction, and new approaches to teaching “invention.” Meghan also enjoys painting, music, and screenwriting.



### KATHLEEN

**Kathleen Hicks** has been teaching for ASU Writing Programs since 2000. She was recently promoted to Lecturer and is now serving as Online Education Coordinator. Her primary teaching interests are professional writing and distance learning. She is currently seeking a certificate in Instructional Design online at George Washington University.

# Molly Brush Wins “Behind-the-Scenes” Writer of the Year Award

By Debra A. Schwartz

Molly Brush thought she was in trouble. Liz Smith, her supervisor, had called Brush into her office. *What did I do wrong?* After the meeting Brush left in a daze.

“I just sat down and started working again,” said this year’s winner of the “Behind-the-Scenes” Writer of the Year Award. “I was happy when [Liz] told me about the award. I had no idea I had been nominated. It was a complete surprise when I found out I had won. My coworkers – they found out later when Liz told them,” Brush said.

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**“I THINK THE BEST PART WAS SEEING HER REACTION. I COULD TELL THE HONOR MEANT SO MUCH TO HER,” SAID SMITH.**

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Smith, who nominated Brush for the award, said, “I was very excited to hear Molly had been chosen, but I almost knew in my heart that she would be. She’s one of the best writers and editors I’ve had the honor to work with, so I thought she had a good chance.

“I think the best part was seeing her reaction. I could tell the honor meant so much to her,” said Smith, Outreach Director of the Walter Cronkite School of Journalism and Mass Communication & Office of the University Vice Provost at ASU.

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ELLEN

**Ellen Kennedy Johnson** enjoyed her first semester as a Writing Programs Lecturer teaching in the new A/B format and became a founding member of the new Committee for Innovation in Online Technology (CIOT). This summer she will be participating in the inaugural European Conference on Technology in the Classroom in Brighton, England.



DANA

**Dana Tait** is new as a lecturer, but she has been associated with ASU since 1994. Originally from Georgia, Dana has lived in Arizona for more than 20 years. She spends her free time with her husband Tim, an ASU alumnus, and their retired greyhound Strider.



CORRI

Cornelia “Corri” Wells, as the faculty adviser for the Prison Education Awareness Club (PEAC), in conjunction with overseeing The Pen Project internship, oversaw the design of a new PEAC logo this semester, below, and has been deeply involved in planning the Department’s second annual Prison Conference (to be held March 29, 2013 – our keynote speaker is D.C. journalist Alan Elsner). She has been nominated for the Outstanding Advisor Award of the 2<sup>nd</sup> Annual Pitchfork Awards to be decided this February. In October, she presented a prison education paper at the Western Rhetoric and Literacy Society conference in



## Molly Brush Wins “Behind-the-Scenes” Writer of the Year Award

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ASU Writing Programs Director, Dr. Shirley Rose, and Dr. Bruce Glenn, an Instructor in the program, had the idea for the award while considering how to recognize all of the good writing taking place all of the time all around the university.

“Our desire was to recognize the hard work of many staff writers at ASU who deal with challenging and even stressful rhetorical situations everyday, yet rarely if ever receive public recognition,” Glenn said.

The first award was given in 2010 to Linda Pedersen of the Provost’s Office. In 2011, the second award went to Colin Boyd, a staff writer for the W.P. Carey School of Business.

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Molly Brush and her supervisor Liz Smith



Winnipeg, Canada. As Disciplinary Faculty with Barrett, The Honors College and given the more than 120 ASU students who have published OpEd type essays written for her classes, Wells has begun drafting an article on first-year composition and civic engagement to submit to FYHC (First-Year Honors Composition). She is also outlining a persuasive writing text with a civic engagement focus (working title: Person to Persons: Persuasive Passion). She hopes to have a complete draft by summer’s end. Meanwhile, Wells’ poetry self “Corri Elizabeth” published one poem this semester, “Learning to Read in a Southern Accent,” in South Loop Review, and her prose self “Cornelia Wells” published a creative nonfiction piece, “Dear Providence,” in Lalitamba.



## Writing Programs/SOLS First-Year Composition Cohort Enrollment Partnership

By Alison Sutherland, ASU Writing Programs TA

This Fall semester Writing Programs completed our third year of partnering with the School of Life Sciences. We have a small but growing number of instructors who can speak to the unique experience of teaching first-year composition studies to a cohort full of science students.

SOLS freshmen come in to pre-designated ENG 101 or 105 classes as a science-focused cohort. They know their classmates well, because they move as a group from a statistics lecture or biology lab into our first-year composition courses.

We have been able to design some great curricula for this partnership so far, and we look forward to seeing how things will develop in the future. If anyone is interested in teaching in this exciting cohort enrollment project, please contact Alison at [Alison.Sutherland@asu.edu](mailto:Alison.Sutherland@asu.edu).

# Molly Brush Wins “Behind-the-Scenes” Writer of the Year Award

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Winners are selected based on four primary criteria. The work: (1) effectively communicates to a range of audiences; (2) shows commitment and dedication to the challenging craft of writing; (3) usually does not carry a byline or receive public recognition due to a “behind-the-scenes” position; and (4) contributes significantly to ASU’s mission of serving students and the community.



(left to right) Shirley Rose, Bruce Glenn, Molly Brush, Liz Smith, Maureen Daly Goggin

Brush not only writes the Cronkite School’s high volume of press releases, but also is the voice behind its print and online college communications – including brochures, presentations, invitations, Web copy, events listings, and more.

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## WINNERS ARE SELECTED BASED ON FOUR PRIMARY CRITERIA

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In Smith’s words, Brush is “the quiet force behind *The Cronkite Journal*, the school’s annual ad-free, 120-page magazine.” The (continued on next page)



An ASU undergraduate points to his “bubble” at NDOW ’12.



Audrey Richardson, one of ASU Writing Programs’ student workers, cuts out more “bubbles” at NDOW ’12.



Helms Award winners Alexandra Francoise Comeaux, Jennifer Murphy, and Heath Wilcock are presented with certificates for their awards by Maureen Daly Goggin, Chair of the ASU Department of English, at NDOW ’12.



# Molly Brush Wins “Behind-the-Scenes” Writer of the Year Award

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publication’s audience consists of more than 10,000 alumni, donors and media professionals each year.

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“THE TACTFUL MANNER IN WHICH SHE IS ABLE TO BREAK DOWN [STUDENT] WORK, WITHOUT BREAKING THEM DOWN, [IS] A RARE AND ADMIRABLE EDITORIAL SKILL,” SMITH SAID.

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As managing editor of *The Cronkite Journal*, Brush writes and repurposes articles as well as mentors the magazine’s interns. “The tactful manner in which she is able to break down [student] work, without breaking *them* down, [is] a rare and admirable editorial skill,” Smith said. In addition, she edits and proofreads “everything that goes out of our office, her eagle-eye the silent guardian of our simple standard of perfection, and nothing less,” Smith said.



“I don’t think I ever imagined winning an award like this,” Brush said. “I’ve worked hard over many years to become the best writer I can be, and it’s very rewarding to be recognized for that.”

(continued on next page)



An ASU undergraduate participates in NDOW '12.



Shirley Rose, Director of ASU Writing Programs, writes her own response to the prompt “Where can writing take you?” at NDOW '12.



## iPad Competition Sponsored by the Collaborative Network for Online/Hybrid Teachers at TOWN Center

Paulette Zillmer was the happy winner of CIOT's iPad drawing!

Thanks to everyone who posted a profile on TOWN Center!

# Molly Brush Wins “Behind-the-Scenes” Writer of the Year Award

(continued from previous page)

Experience, Brush said, taught her “writing takes practice, patience and perseverance – it doesn’t happen overnight. Even the best writers struggle and get frustrated, and it’s important to keep working at it and not get discouraged.”

What makes a good writer? “I think the best writers have the ability to write in such a way that their readers don’t notice the writing,” Brush said.

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**“I THINK THE BEST WRITERS HAVE THE ABILITY TO WRITE IN SUCH A WAY THAT THEIR READERS DON’T NOTICE THE WRITING,” BRUSH SAID.**

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“That sounds counterintuitive, but what I mean is that good writing, whether it’s a newspaper article, a magazine story, a book, or something else, draws in readers and makes them forget the individual words and sentences and instead get lost in the story. Good writers write so that readers focus on what they’re saying, not how they are saying it.”



(All photos for this story and the NDOW '12 courtesy of Bruce Matsunaga)



Ryan Shepherd, Assistant Director of ASU Writing Programs, sets up the Writing Programs Twitter and Facebook feeds at NDOW '12.



## Writing Programs T-Shirt/Temporary Tattoo Competition to Win a Kindle Fire HD

Congratulations to Kerri Linden Slatius, winner of the Kindle Fire HD!

Writing Programs faculty posted pictures of themselves in their WWP t-shirts or sporting WWP temporary tattoos to our Facebook page, each for a chance to be entered into a drawing for the Kindle. Thanks to everyone else who posted pictures!



An ASU undergraduate student places his “bubble” onto the poster boards asking “Where does writing take you?” at NDOW '12.



# Braving the English 101 Studio Pilot

By Tina Santana & Robert LaBarge, ASU Writing Program TAs

The studio pilot is a trial of an innovative delivery model.

The studio format operates like a hybrid – students attend one 75 minute lecture once a week and complete online work outside of class. What makes the studio pilot special is that students have the added bonus of attending *optional* workshops held Monday-Friday for 75 minutes, the topics of which coincide with the writing projects.

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**WORKSHOPS THEN – ASIDE FROM A LECTURE POPULATION OF FIFTY STUDENTS – ARE THE DEFINING ATTRIBUTE OF OUR STUDIO MODEL**

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Workshops then – aside from a lecture population of fifty students – are the defining attribute of our studio model.

In order for workshops to be relevant to every student across the five studio sections, the courses share a curriculum. That is, the cohort of teachers, Katherine Heenan, Robert LaBarge, Kent Linthicum, Benjamin Minor and Tina Santana, met over the summer to devise a shared sequence of three assignments while paying particular attention to identifying workshop topics that would meet students' needs.

Identifying topics that would be useful to many students, while ensuring that essential information about course assignments, expectations, and performance were clearly communicated to students, has been one of the greatest challenges for the pilot teachers. Writing Programs Director, Professor Shirley Rose, who served in a researcher role for the pilot, suggested we choose workshop topics by focusing on students who might need just a little more help.

Our curriculum planning assumed that students would attend workshops, but we experienced increasingly low turn-outs over the course of the semester. In response, we struggled (and will continue to struggle next semester in the 102 studio pilot) to entice students to come on their own accord, but it was clear from early on that we needed to help them make the decision to attend workshop.

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**IT WAS CLEAR FROM EARLY ON THAT WE NEEDED TO HELP [OUR STUDENTS] MAKE THE DECISION TO ATTEND WORKSHOP.**

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Around the middle of the semester we switched our focus to marketing the workshops. To “sell” the added benefits, we developed self-assessments for students to use (see below). They were designed to be simple



Corri Wells, ASU Writing Programs Lecturer, gives a lesson in utilizing library research databases to one of her ENG 102 classes.

# Braving the English 101 Studio Pilot

(continued from previous page)

“yes” or “no” questions that helped students recognize what they did, did not and still needed to know about the writing project to be successful. For instance, the following is an example of one week’s workshop topic and corresponding self-assessment questions.

**THE SELF-ASSESSMENTS BOOSTED WORKSHOP ATTENDANCE FOR A SHORT TIME, BUT WE NEVER COULD MAINTAIN THE TEN STUDENTS PER DAY MINIMUM WE AIMED FOR.**

“Week 8 (10/15-10/19):

TOPIC - Draft Workshop: Developing Blog Entries and Evaluative Criteria

- Do You Need to Attend this Workshop?
  - Are your annotations focused by evaluative criteria?
  - Have you had someone navigate your links successfully?
  - Does your introduction prepare a reader for the project?
  - Do you have at least 500 words drafted?”

The self-assessments boosted workshop attendance for a short time, but we never could maintain the ten students per day minimum we aimed for. This goal was meant to target about 20% of each class; the number of

students we assumed would benefit from the extra help during the workshops.

Aside from the low workshop attendance we couldn’t seem to boost, each of the studio instructors experienced major retention problems. In fact, across the five sections we taught 241 students, but on average 9% withdrew on their own, 13% failed due to absences, and 12% failed due to very poor work or not completing assignments. We suspect that these numbers are due to the large classroom environment; students may have felt less invested in class due to the large computer lab spaces where they met or the 50 student per section cohort. Other factors might include online attendance requirements or an attitude of “optionality” perhaps inadvertently fostered in student consciousness. Even the instructors largely felt that they had a more difficult time than usual developing working relationships with students due to the larger-than-normal class sizes.

But all new projects experience speed bumps in their early phases, and although we have experienced our share so far this semester, we are learning with every opportunity we can. Looking forward, we are optimistic that the problem of elective workshop attendance is manageable – we have already begun figuring how we will market next semester’s workshops to help students choose to attend workshops. We will also be working to increase retention by finding ways to make the large classrooms *feel* smaller. Ideas include assigning more group work and requiring that students visit their professors during office hours (once or twice over the semester).



Kacie Kiser, ASU Writing Programs TA, explains an upcoming draft to a classroom of WAC 107 students.



# Kudos and Milestones

Compiled by Egyirba High, ASU Writing Programs Instructor

**John Henry Adams** had the privilege of participating in a seminar this summer on "Printed Books to 1800: Description and Analysis" at the Rare Book School in Charlottesville, VA, which is among the foremost institutes for bibliographic study in the world.

**Cindy Tekobbe Cowles** presented a paper, "Pinterest: A Site for Fresh Eyes," at the 13th annual International Association of Internet Researchers (IR13) conference at MediaCityUK, Manchester, United Kingdom in October. In November, her paper, "A Site for Fresh Eyes: Pinterest's Challenge to 'Traditional' Digital Literacies" was accepted for publication in the journal of *Information, Communication and Society*.

**Maureen Goggin** published a book this fall, with Andrea Feeser, and Beth Fowkes Tobin called *The Materiality of Color: The Production, Circulation, and Application of Dyes and Pigments 1400-1800*. Farnham, UK: Ashgate, 2012. She also published some articles and chapters, including, "Teaching Students to Create rather than Demonstrate and Consume Knowledge: A Posthuman Perspective on Rhetorical Invention and Teaching," in *Insight: A Journal of Scholarly Teaching* 7 (2012): 9-16. She published "The Extra-Ordinary Red in Eighteenth- and Nineteenth-Century Needlework Samplers," in *The Materiality of Color: The Production, Circulation, and Application of Dyes and Pigments 1400-1800*, with co-

editors, Andrea Feeser, and Beth Fowkes Tobin, Farnham, UK: Ashgate, 2012. 29-43. Additionally, with Andrea Freeser and Beth Tobin, she published, "Coloring the World: An Introduction." *The Materiality of Color: The Production, Circulation, and Application of Dyes and Pigments 1400-1800*, Farnham, UK: Ashgate, 2012. 1-10. Maureen also gave several conference presentations including, *YARN BOMBING: Transcultural Political, Cultural, and Aesthetic Rhetorical Expressions* at the Western States Rhetoric and Literacy Conference in Winnipeg, Canada, 19 October 2012; *(De)Constructing Gender in Needle and Thread: Political Assertions and Gender Bias*, at the Conference on International Historians of Art (CIHA) in Nuremberg, Germany, 20 July 2012; *Suturing Adversity in Estranged Spaces: Kairos and Meaning Making in Women's Needlework Samplers* at the Multiculture or Culturalism Conference in Bucharest, Romania, 7 June 2012; and *The Role of Turn of the Nineteenth-Century Memorial Samplers in Gendering Sentiment and Mourning Practices* at the Rhetoric Society of America in Philadelphia, PA, 25 May 2012.

**Peter Goggin** participated in the 2012 Lecture series on Sustainability, Environmental Rhetoric, and the American Landscape at the Comparative Literature program in the Faculty of Philology, Babeş-Bolyai University, Cluj, Romania, 13 May to 28 May, 2012, and the 2012 Globalization and Literacy

Sponsorship in Islands (and other Geographical Oddities): A Case Approach to Inter, Intra, and Trans-National Rhetorics and Literacies at Western States Rhetoric and Literacy Conference in Winnipeg, Manitoba. October 20, 2012.

**Kaitlin Gowan** had an article published in the academic journal *Wordsworth Circle* (Vol. 43, Issue 3) co-authored Dr. Mark Lussier entitled "The Romantic Roots of Blade Runner."

**Emily Hooper-Lewis** presented at two conferences over the summer. In June, she gave her paper, "Curricular Control in the FYC Classroom: A Cohort Enrollment Project with the Biological Sciences" at the International Writing Across the Curriculum Conference hosted by Georgia Southern University in Savannah, GA. In July, she presented some of her other work, "Leveraging Passion and Affinity in the FYC Classroom" at the Council of Writing Program Administrators Conference hosted by The University of New Mexico in Albuquerque, NM.

**Kacie Kiser** presented at several conferences including, "Positions Statements as a Forgotten Dream: Designing Composition Pedagogy that Connects with Multilingual Writers," (a panel discussion with Kevin Eric DePew and Angela Dadak at the NCTE Annual Convention, Las Vegas, NV, November 15-18, 2012. She also presented "What is My English

## Kudos and Milestones

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Worth? Linguistics Capital in the Writing Classroom," a featured panel with Paul Kei Matsuda and Yuching Jill Yang at the Thomas R. Watson Conference on Rhetoric and Composition, University of Louisville, October 18-20, 2012. Additionally, she presented "Defining Voice in the Teaching of Writing," Symposium on Second Language Writing, Purdue University, September 6-8, 2012. Finally, "Theoretical Perspectives on Writing Program Design for Multilingual Writers," Council of Writing Program Administrators, Albuquerque, NM, July 19-22, 2012.

**Keith Miller's** essay, "Charging Treason While Committing Treason: Patricia Roberts-Miller's Cunning Projection as a Conceptual Framework for Understanding Barack Obama's Identity Critics" will be published in the selected proceedings of the conference of the Rhetoric Society of America, which met in Philadelphia in Spring, 2012. His solicited essay-length book review of five books on Martin Luther King's rhetoric—an essay titled "Martin Luther King, Jr., Fannie Lou Hamer, and the Landscape of Civil Rights Scholarship"—is forthcoming in the journal *Rhetoric and Public Affairs*. His solicited short essay on Jim Corder is forthcoming as part of a general discussion of Corder that is forthcoming in the journal *Rhetoric Review*. In September, he served on a panel following the screening of *Booker's Place*, a one-hour documentary film about Booker Wright that was screened at the Tribeca Film Festival and praised in the *New York Times* and *LA Times*. The film started as a research project by an ASU undergraduate, Yvette Johnson. Also on the panel

were Johnson, her ASU teacher Sherry Robertson, and film director Raymond DeFelitta. Neal Lester ran the program at Tempe Arts Center as part of his Project Humanities. They are scheduled to do a similar screening and similar panel as a Featured Session at CCCC in Las Vegas in March, 2013. In October, Keith attended the dedication of a statue and garden honoring civil rights pioneer, Fannie Lou Hamer. The dedication was held in Ruleville, MS. He is now writing a book about *The Autobiography of Malcolm X*.

**Meredith Moss** received the Graduate Research Support Program grant from the Graduate and Professional Student Association to support her dissertation research. She also presented a paper, "The Use of Navajo English in Promoting Navajo Language Revitalization" at the American Anthropological Association's Annual Meeting in San Francisco, CA in November, 2012.

**Dawn Opel** (PhD Rhetoric, Composition & Linguistics) presented her paper entitled "Betting on the Table: Thomas Jefferson's Hybrid Hospitality and Political Gamesmanship" at the 38th annual Meeting of the Southern Comparative Literature Association on October 26, 2012, in Las Vegas, Nevada.

**Shirley Rose** presented talks in two sessions at the 2012 WPA Summer Conference in Albuquerque in July 2012: "WPA Seminar as a Professional Community: Workshopping Program Design" and "Placing Your 'Brand': Writing Programs Visibility Work and Identity Construction."

She also published a chapter co-authored with Susan Curtis and Kristina Bross, "Publicly Engaged Graduate Research and the Transformation of the American Academy," in *Collaborative Futures: Critical Reflections on Publicly Active Graduate Education*, Amanda Gilvin, Georgia M. Roberts, and Craig Martin, Eds. Syracuse, NY: Graduate School Press of Syracuse University, 2012. 83-101.

Over the summer, **Debra Schwartz** designed and taught a master class in composition online at Bryan University in Tempe. The course, titled Introduction to Graduate Research, involved initiating students in the ways of: (1) qualitative research methods, (2) components of a Master's thesis, and (3) guiding students through writing projects including a 20-page literature review. It was the first time Schwartz designed an online course and worked with instructional designers. The effort involved not only creating a syllabus and course map, but also online activities beyond class time including chat room questions and multi-modal experiences (surveys, quizzes, etc.). Classes were online yet conducted in real time face-to-face through cameras and audio equipment. The experience involved learning a new online course delivery program (Collaborate, formerly "Eliminate!") and learning how to engage students in an online environment. Examples included having them write on the shared whiteboard, add to PowerPoint slides Schwartz created for class meetings, and taking students out onto the Web to guide them and illustrate various points.



# Kudos and Milestones

(continued from previous page)

**Ryan Shepherd** and **Peter Goggin** published an article, "Reclaiming "Old" Literacies in the New Literacy Information Age: The Functional Literacies of the Mediated Workstation" in *Composition Studies* 40.2 (2012).

**Cindy Tekobbe Cowles** and her husband, Chris, celebrated their 23rd wedding anniversary on August 5, 2012.

**Peter Goggin** and **Maureen Daily Goggin** welcomed their new niece, Sarah Elizabeth Goggin, born to Christopher and Deborah Goggin in London, England on October 19, 2012.

**Kaitlin Gowan** got engaged to her fiance Adam over the summer while vacationing in Italy.

**Janice Kelly** has been working at ASU for 30 years as of this past November.

**Cornelia "Corri" Wells'** took advantage of ASU's amazing health coverage to have her spine rebuilt this past summer after 8 years of full-time employment at ASU. 6 months and many hours of physical therapy later, she is "virtually pain free for the first time in decades."

## PHOTOS FROM FALL '12



# PHOTOS FROM FALL 2012



## CONTRIBUTORS

BRENT CHAPPELOW  
EGYIRBA HIGH  
EMILY HOOPER-LEWIS  
ROBERT LABARGE  
SHIRLEY ROSE  
TINA SANTANA  
DEBRA A. SCHWARTZ  
RYAN SHEPHERD  
ALISON SUTHERLAND  
PAULETTE ZILLMER

## EDITORIAL TEAM

EDITOR & DESIGNER,  
EMILY HOOPER-LEWIS

CONTRIBUTING EDITORS,  
EGYIRBA HIGH &  
DEBRA A. SCHWARTZ

SUPERVISING EDITOR,  
SHIRLEY ROSE

## Call for Submissions: Writing Notes Spring '13 Issue

*Writing Notes* is looking for contributors for the Spring edition. We invite **book reviews** of approximately 500 words on pedagogical texts of interest to the Writing Programs. Also, we ask for other article submissions or ideas.

Additionally, we ask for 150-word submissions on **"Classroom Strategies that Work,"** a continuing segment devoted to sharing the practices we employ in our own classrooms with other Writing Programs teachers.

Have any article submissions or suggestions? Please share them with us. And don't forget to submit your **Kudos** and **Milestones** during the next semester. Submission information will be sent out early in the semester. If there is

something that we have not mentioned that you would like covered in *Writing Notes*, please let us know.

Want to discuss what you've read in this issue? We welcome your feedback!

Visit the Writing Programs Blackboard site and comment in the "Writing Notes Fall '12" discussion board, and/or email Shirley Rose ([shirley.rose@asu.edu](mailto:shirley.rose@asu.edu)) and/or Emily Hooper-Lewis ([emily.hooper@asu.edu](mailto:emily.hooper@asu.edu)) to provide your feedback/ commentary.

**Writing Programs  
Arizona State University  
Department of English  
Box 870302  
Tempe, AZ 85287-0302**