

2006

## Independent writing units: visions, trends, and realities

Linda Noëlle Turk  
*University of Dayton*

Follow this and additional works at: [https://ecommons.udayton.edu/graduate\\_theses](https://ecommons.udayton.edu/graduate_theses)

---

### Recommended Citation

Turk, Linda Noëlle, "Independent writing units: visions, trends, and realities" (2006). *Graduate Theses and Dissertations*. 6053.  
[https://ecommons.udayton.edu/graduate\\_theses/6053](https://ecommons.udayton.edu/graduate_theses/6053)

This Thesis is brought to you for free and open access by the Theses and Dissertations at eCommons. It has been accepted for inclusion in Graduate Theses and Dissertations by an authorized administrator of eCommons. For more information, please contact [mschlangen1@udayton.edu](mailto:mschlangen1@udayton.edu), [ecommons@udayton.edu](mailto:ecommons@udayton.edu).

INDEPENDENT WRITING UNITS:

VISIONS, TRENDS,

AND REALITIES

Thesis

Submitted to

The College of Arts and Sciences of the

UNIVERSITY OF DAYTON

in Partial Fulfillment of the Requirements for

The Degree

Master of Arts in English

By:

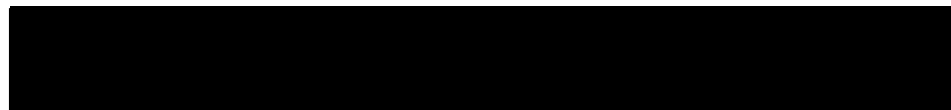
Linda Noëlle Turk

UNIVERSITY OF DAYTON


Dayton, Ohio

December 2006

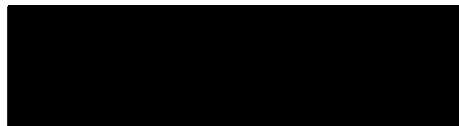
APPROVED BY:



Name 1: Wardle, Elizabeth A.  
Faculty Advisor



Name 2: Wilhoit, Stephen  
Faculty Reader



Name 3: Bardine, Bryan A.  
Faculty Reader

© Copyright by

Linda Noëlle Turk

All rights reserved

2006

## ABSTRACT

### INDEPENDENT WRITING UNITS: VISIONS, TRENDS, AND REALITIES

Name: Turk, Linda, Noëlle

Advisor: Dr. Elizabeth A. Wardle

Currently there is limited published information on the topic of Independent Writing Units. Because writing instruction, pedagogy, and theory are constantly changing, traditional Departments of English may no longer be the appropriate home for composition studies. This thesis explores the subject of Independent Writing Units by conducting a limited regional survey of thirty private and public colleges and universities in three regions of the United States: East Coast, Midwest, and West Coast. The main goal of this study was to document a developing trend in the number of schools moving writing instruction and scholarship from traditional Departments of English to Independent Writing Units, how those units are structured, and whether Independent Writing Units promote an atmosphere that establishes composition studies as a scholarly discipline.

## ACKNOWLEDGMENTS

My special thanks are in order to Dr. Elizabeth Wardle, my advisor, for introducing me to the field of Rhetoric and Composition, as well as for providing encouragement, guidance, and expertise throughout this project and my graduate school experience. She challenged me, but also believed in this research. Her dedication to the field inspired me to want to write this thesis, but it was her suggestions and continuous help that truly made the piece take shape. I would also like to express my gratitude to my readers, Dr. Stephen Wilhoit, and Dr. Bryan Bardine for providing me with feedback on this work, and for helping to teach me what it means to be a writer.

Additionally, I would like to thank my friends and family. I am extremely fortunate to have the support of so many wonderful friends; thank you for your suggestions, for listening, and for believing in this project and me. Finally, thank you to my siblings: Jackie, Frank, and Joanne, and especially to my parents. Time and again, your unconditional love and support have helped me over life's hurdles; this instance has proven to be no different. Whether you knew it or not, each of you helped me write this thesis. For this and so much more, I am eternally grateful.

## TABLE OF CONTENTS

ABSTRACT .....	iii
ACKNOWLEDGEMENTS .....	iv
<b>CHAPTER</b>	
I. INTRODUCTION .....	1
II. REVIEW OF THE LITERATURE.....	13
What Do Independent Writing Units Look Like? .....	13
Why Create Stand Alone Writing Units? .....	17
What Does This Literature Suggest About Independent Writing Units? .....	29
III. METHODS .....	31
IV. RESULTS .....	37
Where is Writing Instruction Taking Place? .....	37
Why is Writing Instruction Taking Place Outside Departments of English? .....	41
Who is Teaching Within Independent Writing Units? .....	47
Where Do We Go From Here? .....	49

## APPENDICES

A. ....	55
B. ....	57
C. ....	60
WORKS CITED .....	103



## CHAPTER I

### INTRODUCTION

The topic of Independent Writing Units, separating writing and rhetoric from traditional Departments of English, deserves attention, research, and ongoing conversation. However, before delving into the subject it is important to first look at the history behind how and why writing instruction ended up in Departments of English at colleges and universities nationwide. It is also essential to explore why Rhetoric and Composition scholars may feel as though English is not the proper home for this discipline. Doing so will provide the foundation for exploring the significance of Independent Writing Units.

Every year tens of thousands of first-year students enter the arena of postsecondary education. While the paths of many of these students are uncertain, one thing is almost an automatic given; they will be responsible for completing the first-year composition course (FYC). The history of the phenomenon known as FYC dates back to the 19<sup>th</sup> century, and the circumstances out of which FYC was born was in large part due to postsecondary institutions not wanting their pupils to be disgraced every time they put a pen to paper (Goggin 19). FYC was introduced when

"the study of rhetoric fell into minor importance in U.S. higher education" (3). The traditional classical college fell during this time and courses in rhetoric were eliminated from college curriculums and replaced with composition courses, which traditionally have been taught in Departments of English. This shift meant that no longer was the importance of rhetoric stressed in the classroom, but rather the mechanical literacy and correctness that became the foundation of FYC. Prior to the shift, classical colleges offered a curriculum designed to "build piety and strength of character" and provided routes for the pulpit, the bar, and politics (4). Those attending college at that time were not there for formal training to become a preacher, lawyer or politician as they were already born into communities that could offer access to those positions. Instead, education was a means designed to cater to those born into these aristocratic social orders (4). Yet when those who acquired wealth and credibility via an education replaced being hired into an apprenticeship simply because of familial connections, no longer were courses of the classical variety such as Greek, Latin, math, rhetoric, grammar and philosophy thought to be relevant for modern life (4-5). Replacing the primarily recitation method that was employed in classical education were three ideals intended to transform higher education in the United States: "a research ideal, a liberal culture ideal, and a utility ideal" (4-5). These ideals would eventually lead those creating

postsecondary curriculums to take a closer look at the importance of writing both at universities and in society.

The research ideal was concerned with the creation of knowledge, the liberal culture ideal strived toward the preservation of knowledge, and the utility ideal focused on the use of knowledge (Goggin 5-6). With the inception of these ideals, the former classical system was replaced by emerging modern disciplines that concentrated more on writing and less on oral recitation. Yet, as writing replaced oral recitation, a paradox existed in that writing still served the "very old goal of demonstration of knowledge" (9). With this shift, it became evident that the people who were previously considered "well educated" were those who could recite passages from memory; this skill was no longer adequate in a society where running a successful corporation required much more than the ability to orally regurgitate facts. Due to increasing economic demands for more literate workers, the five canons of rhetoric – invention, arrangement, style, memory, and delivery – saw their demise in universities. Influenced by a pressing social problem concerning a Harvard entrance exam, first-year composition courses saw their inception in Departments of English nationwide.

In 1874 after Harvard began implementing written entrance exams, shock rippled through the academic community when "more than half of the candidates – the products of America's best preparatory schools –

failed the Harvard exams . . ." (Connors 11). That college freshmen could not write was an urgent matter, and so Harvard, impatient for an immediate solution, created FYC. Under the direction of Adams Sherman Hill, the first composition course was offered as a two-hour, two-semester course based on his book, *Principles of Rhetoric* (Goggin 18). This course was offered at the sophomore level until 1885 "when it was moved, with much controversy, to the first year" (18). Although under scrutiny, the course spread nationwide, and over one hundred years later, is still offered, primarily in its original form and primarily in Departments of English.

Composition courses became housed in Departments of English and were charged with teaching mechanical correctness. Classes were generally large and afforded little to no interaction between the teacher and the student, daily assignments were turned in, marked in red, returned and either the student turned the corrected papers back in, or tried to do better on the next assignment (Connors 13). The course was mandatory, but teachers specializing in writing were not. More often than not, those teaching FYC were and still are graduate student teachers, part-time instructors, or literary professors having trouble finding work in their field (Crowley 5). Out of the obsession with teaching American boys how to write, become more literate, and be less likely to disgrace themselves and their institutions, came a course which was housed in

Departments of English and taught not by composition scholars, but by part-time professors, graduate students, or unemployed literature faculty.

At that time, the lack of composition scholars in the FYC classroom was due to professional faculty seeing little value in teaching a course that produced no research (Crowley 4). However, FYC eventually led a select group of individuals interested in researching composition practices to emerge. Initially these people were demonstrating through their research that perhaps FYC was not preparing the nation's students to be better writers, as the course originally intended. Since then, the field has expanded to include many others who contribute with research regarding not only FYC, but also issues concerning identity and ideology, writing-across-the-curriculum, unskilled versus skilled writers, critical pedagogy, critical reading, rhetoric, and linguistics. Today, people who study and teach composition are interested in more than just how to write a cohesive paper. They are "also interested in understanding how human events are affected by oral and written texts, and they investigate the ways in which texts put cultural values into circulation among various publics" (14). These teachers hope to move beyond grammar and syntax and understand how socio-cultural practices can help a student become a better writer, not only in FYC, but throughout his college career as well. Teaching composition should expand FYC and also concentrate on a rhetorical system that would instruct students "in the complexities and

richness of literate practices as they occur in a variety of situations and for a variety of purposes" (Goggin 43). However, due to the conditions out of which FYC was born, the teachers who are associated with the subject are very often not seen as academic equals by others within Departments of English, which thus strains relationships amongst faculty.

We know that many composition programs are housed in Departments of English. Further, we know that the interest and research in composition and its original separation from rhetoric derived out of the inception of FYC. Yet, Sharon Crowley argues that composition studies should no longer just encompass this one course, but that research and praxis in Rhetoric and Composition should be a collaboration of historical, political, and social contexts and practices associated with composing. She further suggests that composition should be viewed as a discipline inviting people to research, learn, and expand the subject, not just to simply have a freshman composition class (Crowley 1-18). In order for these ideals to be viable in Departments of English, literature and composition would have to be valued equally – compositionists would maintain the same value as their literature colleagues with regards to promotion, tenure, and course offerings. This situation however is usually not the case.

Although teachers of FYC may be categorized and labeled as "part-timers," "graduate teaching assistants," or "out of work literary teachers," there are also individuals who are actively researching composition practices and theories. These people held advanced degrees specializing in writing studies or rhetoric, yet they are often located at the bottom of the pecking order in Departments of English because their ideals do not match with those of their literary colleagues. In *Textual Carnivals The Politics of Composition* Susan Miller notes, "as they established their research, composition professionals did not choose to identify their work with the traditions of those who held power in their immediate surroundings" (122). Yet even with its more scientific research and differing approaches to theory and pedagogy, composition is inextricably linked to English. In fact, "outsiders to English did not recognize composition as separate, [and] they still do not" (127). Those within English ignored composition's presence as well: as the Modern Language Association (MLA) established the Teaching of Writing Division in 1973, twenty-four years after a group of compositionists formed the Conference on College Composition and Communication (127). Clearly those teaching composition were, and in many cases still are, seen as subordinate to their literary counterparts.

Adding to composition's subordinate position is the fact that almost two-thirds of writing teachers are women (Miller 123). Historically, this characteristic does not bode well amongst a group of elite, and mostly male, scholars, teachers, and administrators within the academy as a whole, and more specifically within Departments of English (134-35). Composition scholars in days both past and present try to redefine their "blurred identity in more crisply masculine, scientific terms" as a means of overcoming the notion that composition is a feminized discipline (122-23). Although many Departments of English are trying to eradicate these unequal conditions, for many writing professionals, both male and female, the effort is slow moving, a situation that adds yet one more obstacle for compositionists to overcome within Departments of English.

These obstacles are frustrating to both writing and literary scholars alike. Because the traditions of the two disciplines are so different, frustrations that the two still remain linked may be cause for departmental conflict. Yet when looking at the history of writing, and then moving ahead to look at the future and the probable growing conflict between literary scholars and composition scholars, two questions remain: where is composition studies' place in American colleges and universities, and should its home remain in Departments of English?



Although composition has expanded beyond FYC at many colleges and universities to include courses in business writing, rhetoric, web-based writing, and more the underlying vision of composition classes as service courses remains. In a recent study published in *College Composition and Communication*, Laura Brady notes that it was not until a "greenhouse" initiative her provost proposed in 1998 to encourage the English department to deliver a new strategic plan that faculty finally understood the extent to which the composition program contributed to the health of their department. Although composition greatly contributed to the English department, the program was still marginalized in the eyes of the faculty outside of writing:

The greenhouse also drew attention to the fact that over 60 percent of our department's course offerings ... consisted of writing courses. This surprised, to varying degrees, many of the literature faculty .... the travel budget for the entire department relied on the income generated by the sale of the course guides written by the writing faculty.... While these realities had long existed, they represented facts that many colleagues had never paused to consider. Writing had become a quiet set of "service" courses that were almost invisible in terms of their significant financial contribution to the department as a whole. (30)

Brady's institution does not represent the minority. Even when Departments of English have strong writing programs and offer a variety of writing courses, composition classes are still viewed as skills courses that anyone can teach, and departmental power remains unequally distributed (Crowley; Miller; Young and Fulwiler). Even in more progressive Departments of English, where writing studies is seen as an integral part of the English curriculum, compositionists and rhetoricians still struggle to find their niche. Many people working in Rhetoric and Composition specialize only in these areas of study, not in literature. In these instances, several questions arise: are these scholars conducting research in a similar fashion as their literature colleagues, and are compositionists and rhetoricians participating in the same academic discussions as those in literature? In many situations, the answers to these questions is "no." One may wonder, then, whether composition studies truly belong in Departments of English, especially if the discipline of Rhetoric and Composition does not seem to be congruent with English, whose main focus tends to be literature.

Researching the history of FYC along with tensions that have grown from placing writing specialists in the midst of literature specialists and examining how writing is still viewed and taught in many traditional Departments of English leads logically to an exploration of those institutions where writing has separated from Departments of English. If disciplinary lore is correct, then an increasing number of schools are

creating stand-alone writing units; that is Rhetoric and Composition specialists are leaving traditional Departments of English to form separate units. These units then focus on the theory, pedagogy, and research of Rhetoric and Composition instead of literature. Independent Writing Units currently exist at colleges and universities such as Colgate University, Metropolitan State University, Georgia Southern University, Grand Valley State University, University of Arkansas at Little Rock, San Diego State University, and Princeton University. However, the total number of colleges and universities where Independent Writing Units exist is still undetermined. Further complicating matters, some of these units have departmental status while others do not. The only published literature on Independent Writing Units consists of anecdotal stories from individual schools where Independent Writing Units have been established (Agnew and Dallas; Aronson and Hansen; Howard; Jurecic; Little and Rose; Maid; Raymond).

To expand upon the already existing scholarship on the subject, I designed a limited survey to study where writing is being taught, inside or outside traditional Departments of English at a variety of schools across the country. More specifically, I analyzed the data from these surveys to discern how and why these Independent Writing Units were created, their effectiveness, and their importance to their universities as well as to the discipline of Rhetoric and Composition as a whole. I surveyed thirty

private and public colleges and universities in three regions of the United States: East Coast, Midwest, and West Coast. My main goal was to document a developing trend in the number of schools moving writing instruction and scholarship from traditional Departments of English to some form of Independent Writing Unit, how those units are structured, and whether Independent Writing Units promote an atmosphere that establishes composition studies as a scholarly discipline with tenure line positions, and courses which define writing as more than just service.

In this thesis I first survey the existing literature of Independent Writing Units. I then describe my own survey methods and give the results of my research. I conclude with a discussion of the trends that appear to be taking place in Independent Writing Units in American colleges and universities and whether these units help the field of Rhetoric and Composition further establish itself as a recognized academic discipline.

## CHAPTER II

### REVIEW OF THE LITERATURE

The research that exists about Independent Writing Units is limited. Those who have published on this topic are typically from schools that have established such units. They offer first-hand knowledge as well as the insight of an insider experiencing either a split from a Department of English or the generation of a new program built from the ground up. These studies are often anecdotal, encompassing the information of only one school rather than comparing Independent Writing Units across several schools. While this information is limited, it is very valuable to the field of Rhetoric and Composition as a whole, as well as those experiencing similar situations at their own institutions. Additionally, these narratives can offer those researching Independent Writing Units a place to begin when trying to understand and speculate about the future of these stand-alone units.

#### **WHAT DO INDEPENDENT WRITING UNITS LOOK LIKE?**

The label "Independent Writing Unit" is ambiguous. Those researching the topic will find that there are many ways to interpret Independent Writing Units, and the terminology can be confusing

because all units are not structured similarly. Some Independent Writing Units hold departmental status while others have program status, and programs may be organized differently than departments.

### **DEPARTMENTS**

Scholarship shows that several Independent Writing Units with departmental status exist. This type of unit is either the result of Rhetoric and Composition specialists splitting from traditional Departments of English to form Departments of Writing and Rhetoric, or a new initiative where a department is built from the ground-up. Holding departmental status means that Rhetoric and Composition can be viewed as a discipline university-wide; the people within the department can make important curricula decisions, and have a voice in promotion of instructors. Further, the unit can exist as an entity within the university that cannot be dismantled as easily as a unit without departmental status.

The University of Arkansas at Little Rock (UALR) and San Diego State University (SDSU) are both stand-alone writing units with departmental status. Sherry Burgus Little and Shirley K. Rose from SDSU and Richard C. Raymond from UALR assert that having departmental status gives their programs a recognized voice across the university. In 1993 both schools' Departments of English split, resulting in the Department of Writing and Rhetoric at UALR and the Department of Rhetoric and Writing Studies at SDSU. For these schools, having departmental status means their

departments are able to speak with voices equal to other established departments on issues regarding curricula (Little and Rose; Raymond). Raymond further contends that as a department they were able to establish a governance document which "mandates shared responsibility for our administrative and curricular work" (50). The university also established a governance committee for the Department of Writing and Rhetoric consisting of:

...three tenure-track faculty and three non-tenure track faculty. In contrast, in the English department, these same instructors had no vote, except on issues relating to composition. Undercutting the old hierarchy, our governance has given instructors an equal voice in shaping not only our mission statement and our rules and procedures, but also our criteria for merit raises, for tenure, and for promotion. (50)

Such governance allows those within the department to share departmental responsibility both administrative and curricular, and helps "find unity" amongst department members (50). Moreover, universities in general recognize departments as a body of authority in the field of Rhetoric and Composition, whereas universities may not consider programs to have such authority. For example, at Colgate University, departmental status is a type of "institutionally sanctioned power"

(Howard 37). This institutionally sanctioned power "tends to be territorial, concerned with property rights and privileges.... Academic institutions sanction power to groups (most notably academic departments)" (37). Having Departments of Rhetoric and Composition provides the field a place to stake its claim as a recognized academic discipline within academia and outside of English.

### **PROGRAMS**

While some Independent Writing Units have departmental status, many others do not – they have left Departments of English, but have not formed their own departments. While these programs do not have departmental status, they may have their own budgets or be funded by university administration. How these programs are set up is institution-specific. Some programs are structured similarly to departments. These contain specialists in Rhetoric and Composition (many of whom have PhD's), a chairperson, tenure track faculty positions, their own courses, and promotes scholarship within the field of Rhetoric and Composition.

Other units with program status are not structured like departments. Although teaching writing is the primary goal of these programs, often the instructors do not have training in the field of Rhetoric and Composition. These programs also may not employ tenure track faculty positions and tend to rely heavily on teachers who have not yet earned, or may never



earn, their doctorates. Further, these programs may also not be interested in having faculty produce scholarship within the field (Jurecic 70).

Princeton University, for example, maintains a freestanding writing program. The program began in December 2000, as a result of Princeton's faculty voting to restructure the teaching of writing (Jurecic 69). Although this decision led them to create a program built from the ground up, the program "is an independent administrative unit – not an academic department – that exists primarily to offer first-year writing seminars and sponsor a writing center" (70). When the writing program was established at Princeton, a staff of lecturers was hired to teach new writing courses (70). Jurecic further notes the program's mission, "is service, not research, and although few of its faculty identify themselves primarily as composition scholars, the program is home to a lively and continuous conversation about pedagogy and writing" (70).

Comparing the departments at SDSU and UALR with the program at Princeton, we can clearly see some structural differences, as well as differences in mission. Those who split to form a new department, or who build a new department from the ground up, offer reasons for creating a stand-alone unit. These reasons may or may not apply to programs.

### **WHY CREATE STAND ALONE WRITING UNITS?**

The reasons for creating a version of a stand-alone writing unit vary. The limited research that exists on the subject suggests that departmental

splits tend to occur because Rhetoric and Composition specialists are frustrated or limited as a result of being in Departments of English dominated by literary studies. In these departments, writing instruction is mainly associated with first-year writing (Agnew and Dallas; Little and Rose; Raymond). In addition, some Departments of English view writing instruction as skills courses and writing courses as classes anyone can teach. This is why very often writing, at least first-year writing, is taught by graduate students, part-time teachers, or adjuncts (Crowley; Young and Fulwiler).

Traditional Departments of English often house a multitude of scholars with different areas of specialization. Barry Maid, former chair of the Department of English at UALR, speaks about his former English department as "a microcosm of the university – encompassing linguists, who worked like scientists; compositionists and folklorists, whose work was like social scientists; literary scholars, who did humanities work; and the creative writers, who were artists" (131). He observes that upon "closer study, it reveals lots of people thrown together whose only commonality was that they somehow shared this indefinable mythical umbrella called 'English Studies'" (131). Under the "mythical umbrella" Maid speaks of, a separation exists between literary faculty and those who specialize in Rhetoric and Composition. Many senior literature faculty in traditional Departments of English have customarily been more "inclined to see any

published article on John Donne or Henry James as more substantial and significant" than an article published on writing theory or pedagogy (Young and Fulwiler 289). Even those composition specialists who have achieved success in the field may be reminded by their literature colleagues that Rhetoric and Composition is still not widely regarded as a legitimate field of study (Crowley 5). These situations may play a large role in influencing compositionists and rhetoricians to look into finding Rhetoric and Composition a new home outside of English. Some scholars seeking a new home for Rhetoric and Composition may be frustrated with the way writing is viewed and how writing instructors are treated inside of Departments of English. These people are further looking for a place to teach more than just "service" writing courses, and to engage in scholarly activities, which may lead to disciplinary recognition in the academy.

#### **WHAT INDEPENDENT WRITING UNITS WANT TO ACHIEVE**

Whatever the reason for removing writing from Departments of English, those involved in creating a new program or department of Rhetoric and Composition are striving to achieve more recognition for the field as a discipline founded on writing theory, research, and pedagogy, not merely as an entity devoted to teaching first-year writing.<sup>1</sup> Schools such as Metropolitan State University and Georgia Southern University promote writing classes as more than service courses. These new

---

<sup>1</sup> Some writing programs remain in English and have done the same thing. However, my focus here is on how Independent Writing Units do this and whether they are successful.

Independent Writing Units are establishing composition as a major, and are moving to renovate traditional first-year writing sequences (Agnew and Dallas; Aronson and Hansen). One way the field of Rhetoric and Composition is striving toward this goal is through the implementation of Independent Writing Units with departmental status. These departments are striving to ensure that the field is recognized and treated as a legitimate academic discipline across the university.

SDSU exemplified this ideal when the university created its Department of Rhetoric and Writing Studies. The department was created with a major goal in mind: "to organize into a single entity writing specialists with the shared mission of planning, and implementing a comprehensive writing program for the university community" (Little and Rose 19). Little and Rose maintain that having departmental status helps establish a disciplinary identity for composition studies (19). Being acknowledged as a discipline by the university community helps the field of Rhetoric and Composition become further accepted within specific universities, and helps the new department to "develop relationships with other disciplines that ensure a more general awareness and appreciation of writing as an integral part of all disciplines" (21). The success of many Independent Writing Units relies heavily on their acceptance from the greater academic community as a whole.

Many schools with Independent Writing Units, especially those holding departmental status, strive to remove the stigma of composition as a "service" course. Little and Rose note that SDSU's autonomous writing unit:

can make composition its primary departmental mission, rather than a secondary service dutifully offered by the English department. The autonomous department's concentration on the study of writing will focus the research and teaching efforts of colleagues with the same interests and goals, creating an environment that will allow writing to receive the attention and resources necessary to improve both the students' writing abilities and their understanding of the significance of writing to their studies. (23)

Such stand-alone units can offer traditional first-year writing sequences but in addition can also offer other writing courses enabling students to apply writing studies across many academic genres. Again, these practices may also happen inside Departments of English sometimes. However, stand-alone writing units are hoping to meet students' needs and establish their identities as experts in a field by creating majors and minors with a writing intensive focus that do not require literature prerequisites as some writing major and minors would when housed within Departments of English.

Colleges and universities may employ a variety of ways that may lead Independent Writing Units to expand beyond FYC. Schools may offer general education writing courses, but in addition also offer more advanced writing courses spanning many genres. Further, schools can tailor their writing programs to meet specific needs of their institutions, such as cross-listing courses with other majors, or developing writing courses that meet a specific major's needs. Additionally, schools may also maintain degree programs with several focuses. SDSU offers its undergraduates a general education composition course, as well as advanced composition classes and a certificate in technical and scientific communication. On the graduate level, the university offers specialization in rhetoric and writing studies (Little and Rose 26). Similarly, Metropolitan State University offers upper-division courses in technical communication and business and technical writing courses in addition to their first-year sequence. Their writing department also offers several degree programs, including a BA in Writing that has two tracks, a creative writing focus, and a professional but not technical writing focus. The university also offers a BA in Technical Communication, a minor in creative writing, and an MS in Technical Communication geared toward working adults with evening and weekend classes (Aronson and Hansen 54-55). UALR also offers a BA in writing. The program contains a required junior-level course in editing, a course in theories of rhetoric and writing, and a

technical writing course (Raymond 53). UALR's curriculum offers a course for their department majors, as well as for majors in management and nursing, which focuses on "workplace writing." UALR also has a similar course for those students majoring in systems engineering and information technology that focuses on technical communication (54).

Independent Writing Units that establish majors and minors, as well as offer a variety of writing courses, may also prepare students for many different career possibilities. These courses provide students from inside and outside the department a range of marketable skills to serve them in the workplace after graduation. Such specialized skills could not be provided in one FYC course alone given time and curriculum constraints. While such goals are not unique to Independent Writing Units, and are prevalent in many other disciplines across the university, these ambitions are important to note and recognize as aims that Independent Writing Units want to fulfill with such initiatives as major specific writing courses, writing certificates, and curriculums geared toward working adults (Aronson and Hansen; Little and Rose; Raymond).

In addition to Independent Writing Units currently employing such writing initiatives in their units, existing published literature demonstrates that Independent Writing Units help establish Rhetoric and Composition as a discipline distinct from literary studies. In fact, when writing about

Georgia Southern University's Department of Writing and Linguistics,

Eleanor Agnew and Phyllis Surrency Dallas say:

...no longer do we in writing and linguistics accept labels that, to use McQuade's words, designate composition [as] commonplace and déclassé. No longer do we want to expend energy thinking about the dynamics of the relationship with literary studies, in which the teachers of literature are, to quote Scholes, the priests and theologians of English, who have power, prestige, privilege, while again quoting Scholes, teachers of composition [are] the nuns, barred from the priesthood, doing the shitwork of the field. Instead, we want to direct, as Gottschalk writes, our mind, energy, and resources on...the teaching of writing. (49)

Independent Writing Units can help the field of Rhetoric and Composition carve out its niche in higher education by focusing on teaching writing grounded in the scholarship, theory, and pedagogy that the discipline offers. These freestanding units demonstrate that writing can exist and flourish apart from literary studies; however, not all developments are positive. As Independent Writing Units form, they encounter pitfalls other schools can benefit from understanding.



## **GAINING POINTERS AND ACKNOWLEDGING THE PITFALLS**

Whether Rhetoric and Composition is splitting from a Department of English or building a new program from scratch, this undertaking will encounter roadblocks along the way. Schools creating stand-alone units should follow those that have come before them, by studying the best practices for creating a new independent unit, while striving to avoid potentially disastrous pitfalls. Institutions looking to make a split or create a new unit from the ground up should be sure to do so with "key players." Those schools wishing to initiate an Independent Writing Unit need to have the support of the dean and provost of their university, as well as have scholars in the field of Rhetoric and Composition leading the mission. Those initiating the creation of a stand-alone unit need to be aware of university policy in order to follow proper procedure in order to accomplish goals. They also need to become involved in the university's governance system and become integral and persuasive voices within that system. Those organizing a new Independent Writing Unit must have patience, compassion, and the ability to answer many difficult questions (Howard; Little and Rose).

Little and Rose offer examples of situations SDSU encountered when initiating its departmental split. Proponents of the split faced many dissenters when the proposal to create its Department of Rhetoric and Writing Studies was announced. Many of the people from the university

who resisted the proposal were from the Department of English and Comparative Literature (Little and Rose 19). English faculty saw composition as a safety net in the event of declining English majors. If composition classes would no longer be a part of English after the split, teachers of literature worried they would have nothing to fall back on if the numbers of majors dropped and there were too few students to justify offering specialized literature courses. Those campaigning for the new Department of Rhetoric and Writing Studies were equipped to address this potential problem. The new department offered to guarantee literature teachers retreat rights in the new department should a situation arise where the number of English majors fell so low that literary faculty positions would be endangered (24).

There were other critics of the new department who feared for the "safety" of the new Independent Writing Unit, and wondered how it would survive if it lost the protection of the Department of English (21). Some feared the new department would be vulnerable because it was isolated from the Department of English (21). The new department acknowledged this concern and assumed a position that the department would strive to avoid situations of isolation and vulnerability by creating,

...new connections similar to those we now share with the English department...our centralized program will develop relationships with other disciplines that ensure a more general awareness and appreciation of writing as an integral part of all disciplines. (21)

Acknowledging potential problematic situations enabled the new department at SDSU to avoid some hazardous circumstances, or, at the very least, accept and work through the dissenters' objections.

Georgia Southern University also had to resolve some problems after its Department of Writing and Linguistics formed when the Department of English and Philosophy was reorganized (Agnew and Dallas 38). The split occurred in 1997, and at its onset the majority of the faculty "were energized to work on new projects and to create a distinctive identity for the department... the new acting chair...envisaged a strong writing program with a major and a renovated first-year writing sequence" (38). However, due to the "top-down" nature of the split, dissensions arose (39).

After the split: PhD's and MA's in English went to the Department of Writing and Linguistics, while PhD's in literature went to the Department of English and Philosophy. The question arose, though, of where to place faculty on leave getting their PhD's, as well as those teachers who did not fall within the reassignment guidelines. The administration decided these people should go to the Department of Writing and Linguistics. This meant

that 6 PhD's in the new department specialized in composition or linguistics, but it also meant 7 PhD's in literature, 38 MA's in literature, and 3 MA's in literature seeking the EdD were also placed in the department. As a result, the writing faculty in the new Department of Writing and Linguistics were still outnumbered by literature faculty. Due to this uneven distribution, many writing faculty felt resentment and literature faculty felt displaced (44-46).

Georgia Southern's faculty had two very distinct points of view within the new department. Those with master's degrees in literature, who had been teaching writing in a literature-dominated department, did not know where they fit in. They questioned whether their teaching methods would have to change within the new department, whether they would be expected to publish scholarly articles in journals of Rhetoric and Composition, and whether they were being demoted by the changes outlined in the new department's mission (Agnew and Dallas 45). The other point of view came from new hires with a Rhetoric and Composition background. There were arguments over the proper way of teaching composition, and when 7 newly hired PhD's in Composition and Rhetoric joined the department, they were shocked to learn their more traditional colleagues were unfamiliar with new theories and pedagogies of rhetoric and composition (46).

Due to the amount of conflict generated by the inception of this new department, "conflict resolution consultants were hired to analyze the problems within the department and to offer recommendations about how the chair and the department should proceed" (Agnew and Dallas 39). These consultants interviewed all faculty and administrators and held small focus group sessions. They came back to the group with their report and recommended several solutions: "...the chair should...implement a conflict management system for the department, such as a mediation panel, should intervene early in conflict, should work more towards building consensus around directions for the department" (48). Georgia Southern acknowledges that even with its initial conflict, there seem to be great possibilities for the new department.

While the situation at Georgia Southern was unique, their story demonstrates how a new writing department was able to overcome a large obstacle and effectively use outside resources to rectify the situation. In doing so, the department was able to overcome its initial start-up hurdle and move forward successfully.

#### **WHAT DOES THIS LITERATURE SUGGEST ABOUT INDEPENDENT WRITING UNITS?**

While the information provided by these studies is valuable to the field, and can be used by those researching or contemplating Independent Writing Units, there is an overarching theme throughout each study; although Independent Writing Units promote writing studies at

institutions nationwide, there is no consistency across stand-alone units. At this point, stand-alone writing units exist as both departments and programs. Some of these units have missions that promote scholarship within the field, while others do not.

The situations in which Independent Writing Units arise are complicated. These anecdotal studies present individual schools' experiences in an effort to aid others who find themselves on a similar path. The existing research does not, however, examine, compare and contrast several schools and their writing units in tandem. From these anecdotal stories we can assume that stand-alone units are changing the material conditions of writing instruction at the postsecondary level, but we do not know this with certainty.

My study is a survey that seeks to compare the responding schools by exploring how they have set-up and maintained their writing programs, and the effectiveness of these programs. Additionally, I will look for rising trends regarding the emergence of Independent Writing Units. I discuss similarities as well as differences in set-up and organization, how these programs were created, and how they are structured both internally and within the realm of academia. The topic of Independent Writing Units merits further consideration for those in Rhetoric and Composition who are wishing to explore the field's disciplinary stakes and future.

## CHAPTER III

### METHODS

In order to begin to understand Independent Writing Units, I conducted a limited survey in three states: New York, Ohio, and California. I chose these states because they provide a sampling from three different regions of the United States: East Coast, Midwest, and West Coast. My sample consists of thirty colleges and universities, five public schools and five private schools from each state. For the time allotted for this study, this sample is small enough to collect and interpret the information, while still being large enough to generalize from. I chose to use a survey as my method of collecting information because a comprehensive survey has not yet been conducted to determine how many schools have and effectively use Independent Writing Programs. In order to determine whether moving writing out of traditional Departments of English to Independent Writing Units is a trend, we must first find out where these units exist, as well as how and why they were implemented, and if these units are helping better establish Rhetoric and Composition as a recognized discipline in American colleges and universities.

Collecting data by using a survey was the most efficient way of reaching the thirty schools I chose for this study. The survey also only required a minimal amount of time from the participants, thus increasing the likelihood that I would receive a significant number of responses in a relatively short amount of time. My survey was a paper questionnaire sent to participants electronically via e-mail. There are several advantages to using an electronic survey. Unlike a person-to-person or phone interview, a paper questionnaire does not set a tone of bias from the researcher (MacNealy 149). This allowed the respondent to answer the survey questions as honestly as possible without having reservations that his response may not be in line with the researcher's. Additionally, using an e-mailed survey allowed me to contact all thirty schools in moments. E-mailing also allowed me to have almost immediate confirmation of whether the survey was sent to a valid e-mail address. In the few cases where an e-mail did not transmit properly, I was able to see if I made a simple mistake, such as a typographical error, or determine if I needed to find another contact altogether.

Contacting the correct person at each of these schools was a crucial part of this data collection. First, I visited each school's website and determined the appropriate person to contact, in most cases either the chair of the department or a designated writing program administrator. Most websites offered this information on their



department's homepage. From the schools' websites, I was able to obtain this person's e-mail address. Second, I emailed each of these individuals (Appendix A) and asked if he or she would be willing to participate in my study and his or her preferred means of completing the survey (either via telephone, via e-mail, or via U.S. mail); all those who agreed to complete the survey said they would prefer e-mail correspondence. Third, I sent each of these participants my survey via e-mail (Appendix B). I collected their electronic responses, and in the case of one university experiencing a technical glitch, received a response via the U.S. mail (Appendix C). I allowed each of the participants approximately ten days to complete and return the survey, which is another advantage of a paper or e-mail questionnaire. Giving my participants the option to choose paper or e-mail allowed them to have some control in the process. Further, they could take the time they needed to think over their answers, as well as choose the time and place that was best for them to fill out the questionnaire (MacNealy 149). I felt that ten days was an adequate amount of time to answer the questions; however, I clearly stated that I was flexible with this response time, because I would rather have a completed survey to add to the data than have no response at all. Clearly the e-mail correspondence allowed for a rapid turn around time. Most of my respondents e-mailed me their completed surveys within a day or two. If I did not have a completed

questionnaire from a willing participant within a week, then I sent a reminder e-mail along with another attachment of the survey. Due to the quick response, I was able to begin analyzing the data four weeks after my initial contact with these schools.

I paid particular attention to the way in which my survey questions were structured. The survey was comprised of four sections, with Section I asking four yes or no check-off questions (See Appendix B). Because the ultimate goal of this survey was to determine whether Rhetoric and Composition courses are being offered inside or outside Departments of English, only those schools with programs outside of the department needed to move on to Section II. Section II asked only one question, to determine whether the writing program was offered in a separate academic department (See Appendix B). If the respondent checked the *separate academic department box*, then he or she continued on to fill out Sections III and IV of the questionnaire (See Appendix B). In most instances, even those respondents from schools without separate academic departments chose to fill out these sections to clarify or add additional insight with regards to their schools' writing programs.

The first two sections of the survey were constructed in this manner so that I could review the questions that are more easily answered on the part of the respondent, and more easily tabulated upon collection first. Section III asked open-ended questions to allow for information that I may

not have anticipated, which is especially important for this subject where little research currently exists (MacNealy 153).

Although the survey method had many advantages and allowed me to gather information quickly, there are also some disadvantages. A major limitation to this method is the lack of personal interaction with the participants. While all my participants were very generous with their time and offered me their contact information should I have any further questions, I was not able to sit down face-to-face with these people to discuss their programs on a more personal level, nor was I able to immerse myself within their programs to discover aspects that really seemed to be working or elements that may have been missing. Additionally, a person-to-person survey would have allowed me "flexibility in question wording and order, as well as allowing follow-up questions and probes that [could] provide a richer depth of information," especially if unexpected but useful information were to emerge (MacNealy 150). A paper questionnaire, with correspondence taking place only via e-mail, did not allow me such personal and flexible interaction with my participants. Furthermore, while the organization of my survey was very deliberate beginning with check-off questions in Section I and leading into open-ended questions, there were still limitations. Respondents are limited to answer only the questions asked on the survey. Although they may decide to furnish additional information, I could have gleaned much more insight into the inner

workings of Independent Writing Units had I not wanted to keep the length of the survey under four pages, which I felt was long enough to gain sufficient enough data while still being manageable for the participants.

Because the topic of Independent Writing Units is one where relatively little is known, but yet still changing from year to year, I would have been interested to speak with my participants in greater detail; however, because so little is known about the existence, implementation, and effectiveness of Independent Writing Units, a survey is a good place to begin the research process as well as open the door to other research opportunities on this topic.

## CHAPTER IV

### RESULTS

My study offers a view of the structure, implementation, and effectiveness of sixteen of the thirty schools I contacted (a 53% response rate). First, I answer the question if Rhetoric and Composition courses are taught inside Departments of English, Departments of Writing and Rhetoric, stand-alone writing units, or somewhere else. I then demonstrate that multiple versions of stand-alone writing units exist and discuss how and why they were implemented, and whether these programs maintain similar working characteristics. This study interprets the many facets of Independent Writing Units, their place in academia, and whether such programs help Rhetoric and Composition become a more defined academic discipline.

#### **WHERE IS WRITING INSTRUCTION TAKING PLACE?**

A goal of this study was to examine where exactly writing instruction is taking place at each institution surveyed. This question may seem simple enough, but survey results suggest the answer is complex. Looking strictly at numbers yielded the following results: four out of the ten schools contacted in the state of **New York** completed my survey. One out of

four responded that writing instruction takes place *inside* of the Department of English (University of Albany SUNY), while two responded that writing instruction takes place *outside* of the Department of English (Colgate University and Columbia University). One responded that writing instruction takes place *both inside and outside* of the Department of English (Stony Brook University SUNY). In the state of **Ohio**, seven universities completed my survey. One school responded that writing instruction takes place *inside* of the Department of English (The Ohio State University); one school responded that writing instruction takes place *outside* of the Department of English (Oberlin College). The remaining five schools responded that writing instruction takes place *both inside and outside* of the Department of English (Bowling Green State University, Case Western Reserve University, John Carroll University, Marietta College, and Ohio University). Finally, five schools in **California** responded to this survey. Three schools responded that writing is taught *outside* of the Department of English (Stanford University, University of California, Los Angeles, and University of California, Santa Barbara). The remaining two (University of California, Berkeley and San Francisco State University) responded that writing instruction happens *both inside and outside* the Department of English.

While the quantitative responses may yield a fairly straightforward answer about where writing instruction is taking place, the qualitative

responses do not. Fourteen of the sixteen respondents added additional information to their surveys providing further insight into where their schools are teaching writing. This was the information that was the most revealing. While each school was able to indicate whether writing was being taught in the Department of English, many of those schools also responded that if writing was being taught outside of the Department of English these courses were not expressly offered in either Departments of Rhetoric and Composition or in stand-alone writing units on their campuses. In addition to these academic units, other disciplines campus-wide are offering Composition and Rhetoric courses. While this might be attributed to Writing-Across-the-Curriculum (WAC) initiatives, the results suggest the situation is more complex than this.

Schools in Ohio and California provided additional insight to where courses falling under the Rhetoric and Composition heading are offered, if not expressly in Departments of English, Departments of Writing and Rhetoric, or stand-alone writing units. For example the respondent from Case Western Reserve University, a private school in Ohio, points out that although the school offers Rhetoric and Composition courses, these courses are taught both inside and outside the Department of English. The university has a new writing program that incorporates the traditional components of FYC into its curriculum. The program is taught by faculty partly within the Department of English and partly by others on campus.

Another private university in Ohio, John Carroll, indicated that the school offers a senior-level History of Rhetoric course. This course, however, is offered in the Department of Communications, and is not offered every year. On the other hand, Marietta College, another private institution in Ohio, does offer Rhetoric and Composition courses inside of the Department of English, but the Department of Communications also offers some rhetoric courses.

A public institution, Ohio University, also offers Rhetoric and Composition courses. These courses are offered outside of the Department of English and never have been offered within the department. Rhetoric and Composition electives have primarily been offered within the Communications Studies School, which houses the Speech and Rhetoric Departments.

In California, San Francisco State University, a public institution, offers courses in Rhetoric and Composition mostly within the Department of English. However, other departments offer a few second year composition courses across campus. SFSU notes that none of these other programs have a degree program in composition.



## **WHY IS WRITING INSTRUCTION TAKING PLACE OUTSIDE OF DEPARTMENTS OF ENGLISH?**

While this data shows that writing instruction is taking place in departments outside of English and Rhetoric and Composition, this information does not necessarily mean that writing instruction is not also taking place in Independent Writing Units at the schools surveyed. In fact, a significant number of schools do have some form of an Independent Writing Unit in place outside of the Department of English. We need to consider then what types of stand-alone writing units exist, and why these units were created. From these results, it is evident that Independent Writing Units do exist in the states of New York, Ohio, and California and no two of these units are structured in exactly the same fashion, or were born out of the same initiative or mission.

### **DEPARTMENTS OF RHETORIC AND COMPOSITION**

As noted earlier, the term Independent Writing Unit is ambiguous, and units can exist either with or without departmental status. Two schools responding to this survey indicated that their institutions maintain separate academic departments devoted to Rhetoric and Composition. Both Colgate University in New York and Oberlin College in Ohio have separate academic departments of Writing and Rhetoric. Colgate's respondent notes that the department formed after a few writing courses from English separated to form a program, and this program eventually became a

department in 1992. The Rhetoric and Composition courses offered in the writing department were not previously offered in the Department of English.

Oberlin College in Ohio had a different experience than Colgate. The Rhetoric and Composition courses offered at this university were previously offered within the Department of English. The separation happened and the new department formed after the number of composition specialists, all with PhDs, within the Department of English grew. In the Department of English, English faculty sometimes saw teaching composition as a burden. The composition specialists within the department did not have that attitude and thus thought it would be better to be self-governing, which is how the separation came into existence in 1999.

### ***INDEPENDENT WRITING UNITS DEVOTED TO FYC***

Writing is also taught in Independent Writing Units that maintain a program status on their campuses. Significantly several of the schools surveyed have Independent Writing Units that are solely responsible for the teaching of FYC. Columbia University, for example, has a program called the "Undergraduate Writing Program." This program is responsible for the FYC course and was separated from the Department of English in 2002. An internal review committee mandated the separation. Bowling Green State University also has a separate FYC program, which formed in

2002 as well. This separation occurred because the Dean believed that doing so would be administratively expedient, not because faculty in Rhetoric and Composition or English requested a split; however, the survey indicates that both programs have benefited from this separation.

Bowling Green's FYC program is a freestanding unit without departmental status, and the program offers three courses total, one of which is a five-credit developmental writing course.

Along with Columbia and Bowling Green, the University of California, Berkeley offers a program geared toward first-year students called College Writing Programs, which is an instructional unit of the College of Letters and Sciences. This program offers first-year reading and writing courses (called CWPR1A) for students who have not passed the entrance writing proficiency exam, which roughly accounts for 50+ sections per year. College Writing Programs also offers a smaller number of "regular" reading and composition sections. The respondent from Berkeley notes that College Writing Programs originally began as a remedial program for entering students who had failed the old entrance proficiency exam. In the early 1990s, this evolved into a more general unit when the California legislature prohibited "remedial" instruction on the campuses within the University of California system. Now the CWPR1A is required of all students who fail the proficiency exam, and is an intensive 6-semester unit version of the first semester Reading and Comprehension

course (4 units) that is offered to first-year students who have not failed their proficiency exams.

### ***THE STRUCTURE OF OTHER INDEPENDENT WRITING UNITS***

Although the goal of many Independent Writing Units is to offer more writing courses and expand the discipline, given its history, first-year composition makes up a large part of writing instruction. This could be a reason why universities may choose to have Independent Writing Units devoted solely to FYC. Yet, several others schools surveyed discussed the writing programs that their colleges offer which do not focus specifically on FYC instruction. One of these programs is connected to the Department of English in a manner of speaking, three of which are not. Stony Brook University in New York has a Program of Writing and Rhetoric (labeled PWR), but this program is cross-listed with the Department of English. The administration at the university decided to break PWR off from the Department of English in 1997. The reasoning behind this decision remains unclear, and the people involved in this decision, the Provost, the Dean, and the then-new Director of PWR have since left the university. Today, however, PWR offers courses in Rhetoric and Composition, but these are largely graduate classes. PWR and English are cross-listed and both are involved in a graduate Certificate in Composition Studies which draws on courses from both programs.

The stand-alone programs in California (The University of California, Los Angeles [UCLA], the University of California, Santa Barbara [UCSB], and Stanford University) are different. The respondent from Stanford notes that while Rhetoric and Composition courses used to be offered within the Department of English, now these courses are housed in the Program of Writing and Rhetoric. This program was initiated about eight years ago by the Vice Provost for Undergraduate Education to put more of a focus on undergraduate writing, and the program's budget was moved to the Vice Provost as well. The Program of Writing and Rhetoric offers first, second, and third-level writing courses at Stanford.

Similarly structured is Writing Programs (WP) at UCLA. While this program is also not a department, it has its own budget; stable, long-term faculty; and an administrative structure consisting of a Director and Assistant Director. Different from Stanford is the fact that WP at UCLA was never fully part of the Department of English. This program was born out of the initiative of an English professor in 1980. Early in the program, the director was always an English professor, but the Department of English had no strong ties or interest in the day-to-day work of the WP – English's main focus was on research. Fifteen years ago, the director of WP no longer came from the Department of English, but rather was appointed from within the WP, and that process has remained true ever since. Also at the onset of WP, many English graduate students worked as teaching

assistants in composition; in the past ten years, those numbers have declined as fewer and fewer English graduate students choose to teach composition. Now, there is only a slight formal connection between English and WP at UCLA.

The University of California, Santa Barbara, like Stanford, also previously offered Rhetoric and Composition courses within the Department of English. Their Independent Writing Unit broke off from English in July of 1993. Also like Stanford, UCSB's program is not a department, but does offer writing and general education courses. The program also offers a Professional Writing minor. Different from Stanford is the way in which this program was created. While Stanford's program was born out of the incentive of the Vice Provost, UCSB's split occurred due to the incompatibility of mission between the literature faculty and the composition faculty. The literature faculty became more theoretical in their approach, and then the department had a mass hiring of lecturers to teach composition. This resulted in the unionization of the lecturers. As was noted in the survey, tensions grew and the literature faculty voted the composition program "off the island."

Clearly, these Independent Writing Units were created out of unique circumstances, and are structured in both similar and dissimilar fashions. Yet even with these differences, we can see that no matter the structure, budget, departmental status or lack thereof, over half of the schools that

responded to this survey have some sort of Independent Writing Unit in place with teachers who are willing to be part of such endeavors.

### **WHO IS TEACHING WITHIN INDEPENDENT WRITING UNITS?**

The schools surveyed with Independent Writing Units offer different stories about how their units were created, as well as how they are structured, and what their pedagogical focuses are. Not surprisingly, the organization of the faculty teaching within these freestanding writing units varies from school to school as well. Each school completing a survey was asked to discuss the faculty teaching within their units. Results indicate most of these units rely heavily on instruction from dedicated full-time non-tenure track teachers; however, several of the schools also employ tenured (as well as tenure track) faculty, many with PhDs in Rhetoric and Composition. Many of these units also utilize graduate teaching assistants to instruct composition courses; however, in instances where schools do not have a graduate degree program in Rhetoric and Composition, graduate teaching assistants come from the Department of English.

Comparing the numerical data from state to state, the numbers of tenured faculty working in Independent Writing Units is similar. Two universities in **New York** have tenured professors. Colgate University has *three* tenured faculty members, and Stony Brook University has *four*. In **Ohio** two professors at Bowling Green State University have tenure, and Oberlin College has *four* tenured faculty members. Finally, in **California**,

two professors at Stanford, one at the University of California, Berkeley, and two at the University of California, Santa Barbara are tenured. In order for the field of Rhetoric and Composition to further establish itself as a discipline within the academy, writing programs of all types need to employ tenured and tenure track faculty. Therefore it is encouraging to see stand-alone units with tenured faculty; however, what is not encouraging is the fact that very few of these schools have faculty on a tenure track. Only *four* of the schools surveyed with some sort of Independent Writing Unit in place have tenure track faculty. Colgate University in **New York** has two tenure track positions, and Columbia University, also in **New York**, has one tenure track position. Oberlin College in **Ohio** has *three* tenure track positions, and the University of California, Santa Barbara in **California** has one tenure track position.

While it appears that few schools offer tenure line positions, what seems to be common among those completing this survey is the heavy reliance on full-time non-tenure track instructors (4 instructors in New York, 40 instructors in Ohio, and 89+ instructors in California), as well as the use of graduate teaching assistants (approximately 105 teaching assistants in New York, approximately 50 teaching assistants in Ohio, and approximately 60 teaching assistants in California). This information suggests that while the numbers of people teaching in Independent Writing Units is considerable, there are not an abundance of opportunities



for those looking to teach in freestanding writing units as tenured or tenure track faculty.

### **WHERE DO WE GO FROM HERE?**

This study began as a limited survey questioning thirty schools within the states of New York, Ohio, and California about where writing instruction is taking place and whether the trend to move to Independent Writing Units is prevalent. The results from this survey turned out to be more complex than anticipated. Originally the goal of this study was to begin collecting numerical data to see how many colleges and universities have departments devoted to writing and rhetoric, or have writing and rhetoric programs that would one day turn into an independent department. The additional comments I received from those participating in this survey far surpassed that goal and resulted in a body of complex information.

If Independent Writing Units are intended to help establish Rhetoric and Composition as an academic discipline equal to its English counterpart, and expand the teaching of writing, freestanding writing units are falling short in several ways. The continued reliance of full-time and part-time non-tenure track positions, the lack of tenured or tenure track positions, the continued teaching of only FYC, the lack of departmental status in many Independent Writing Units, and the lack of a cohesive structure or model for new Independent Writing Units to follow, demonstrates that the field does not appear to be meeting the goal of

promoting Rhetoric and Composition as a true discipline within the academy.

Research suggests that Rhetoric and Composition specialists want to establish equal standing between themselves and their literature colleagues in Departments of English. If we expect Departments of English to create tenure line positions for compositionists and rhetoricians, Independent Writing Units should also offer such positions. The information collected in this study indicates many stand-alone units do not offer such positions. Many freestanding units lack tenured faculty and tenure line positions, making it difficult for Rhetoric and Composition specialists who have earned their PhD's to leave Departments of English with established tenure line jobs. The data indicates that Independent Writing Units are still relying heavily on non-tenure track faculty and graduate teaching assistants to teach Rhetoric and Composition courses. This information poses a problem for the field. The strong reliance on full-time and part-time non-tenure track faculty and graduate teaching assistants suggests the working conditions are not terribly different in freestanding writing units than in Departments of English.

Furthermore, as this study indicates, some freestanding units are dedicated strictly to teaching FYC. If the goal of Independent Writing Units is to establish Rhetoric and Composition as a discipline and expand instruction in writing and rhetoric, how do units teaching only FYC

accomplish this? Why separate writing from English only to teach FYC? Rhetoric and Composition is a field trying to establish itself as an entity that can offer more than just "service" courses. When Independent Writing Units are created only to encompass an FYC curriculum then again, material conditions are not being changed. Such a situation simply takes existing conditions – FYC as service, with reliance of non-tenured faculty – and replicates them elsewhere.

While the situations out of which Independent Writing Units were created are varied, equally varied are the structures of these units. The many disparities among stand-alone units are confusing. We see that some units are devoted only to teaching FYC, and maintain only a program status. Others are programs that encompass writing courses including, but not limited to FYC. Ultimately though, these programs do not carry the same clout in the academy as an Independent Writing Unit with departmental status. Having departmental status means that universities recognize the unit as an authority in Rhetoric and Composition. Further, Departments of Rhetoric and Writing are able to establish their identity separate from English; programs may not be able to do this as easily.

In addition to Independent Writing Units holding separate identities: either department or program, there is also the issue that the creation of Independent Writing Units appear to lack general structure. Some units

were born out of an administration initiative; some of these administrations had reasons for creating freestanding writing units. For example, the school's Vice Provost created Stanford University's Program of Writing and Rhetoric in an effort to put more focus on undergraduate writing. On the other hand, some administrations, it appears, do not have clear reasons for creating Independent Writing Units. As the respondent from Stony Brook University indicated the reasons the administration created the Program in Writing and Rhetoric at their institution "remain mysterious." Additionally, some of these units were born out of the initiatives of faculty looking for some sort of change, whether those changes happened is debatable.

Fundamentally speaking, many Independent Writing Units are touted as a positive new wave for composition studies. We know that Rhetoric and Composition specialists are frustrated with their limited opportunities in Departments of English, are looking to teach writing as more than just "service," and want to achieve more recognition for the field. They hope that the creation of Independent Writing Units will provide the field with the opportunity to do just these things. However, if Rhetoric and Composition is to become an established discipline and meet the expectations of those in the field, the material conditions must change in Independent Writing Units. Otherwise Departments of English are just being replicated elsewhere, and the energy required to create

freestanding units may be unwarranted. In order to change the material conditions, new Independent Writing Units need a model to work from.

First, Independent Writing Units should be formed as departments built from the ground-up. Those interested in splitting from an existing Department of English, or creating a new Department of Rhetoric and Writing from the ground-up need to campaign for the administration's support to promote and approve the budget for a new department rather than a new program. Additionally, these new department's should be formed to include leaders who have administrative experience at the departmental level, who would thus be able to assume the role as chair of the department. Departments would need to be structured in a manner that included a variety of faculty, but specifically employ tenured instructors who are recognized in the field, while also offering multiple tenure line positions. The department may include non-tenure line positions as well, but faculty should be encouraged to play an active role in the field with promotions based on research and scholarship. Further, if the department employs graduate teaching assistants, these graduate students should be pursuing an advanced degree in Rhetoric and Composition. Finally, while many schools' curriculums must encompass FYC, the department must expand beyond just this course, offering advanced level rhetoric and writing classes, as well as majors and minors.

This model aims for an ideal structure for future Independent Writing Departments because clearly one is missing. The field of Rhetoric and Composition has struggled to find its niche in postsecondary institutions, and in order for Independent Writing Units to be a success, Rhetoric and Composition needs to stake its claim as a discipline in academia. Establishing Departments of Rhetoric and Writing with a clear mission based on the traditions, theories, and pedagogies that are valued in the field, while changing the material and working conditions that many have faced in Departments of English can lead Rhetoric and Composition to finally occupy its niche as an authority within the academy.

## Appendix A

Dear Professor,

My name is Linda Turk, and I am a graduate student at the University of Dayton in Dayton, Ohio. Currently I am working on my MA in English with a concentration in Rhetoric and Composition. I am contacting you to ask if you would mind taking a few minutes to complete a survey for my Master's thesis. The survey is voluntary, but if you agree to complete it I can send it to you via an e-mail attachment, or if you would prefer, we can set up a time for me to call you on the telephone and I can fill in your answers during our conversation. I can also send the survey to you via the U.S. mail, if that option works best. The survey should take you no longer than a few minutes to complete, but the information you provide is very valuable to the field of Rhetoric and Composition. Currently, my thesis is entitled: "Independent Writing Programs: Existence, Implementation, and Effectiveness" and my primary goal is to determine where writing instruction is being taught at a sample of thirty schools in the states of New York, Ohio, and California. If you feel another member of your department is a more appropriate contact, please let me know, and I will gladly contact them instead.

I would be more than happy to send you more information about my study if you are interested. You may contact me at: XXX, or you may contact my thesis advisor XXX at XXX. If you are willing to participate in this survey please email me by Wednesday, April 12, 2006 with your preferred method of communication. Also please note below a statement regarding the approval of this research by the University of Dayton IRB. Thank you very much for your time and feedback.

Respectfully,  
Linda N. Turk  
The University of Dayton  
Department of English

## APPENDIX A continued

The committee for the Protection of Human Subjects in Research at the University of Dayton has reviewed and approved my proposal and has deemed my research exempt from human subject regulations. The procedures for protecting participant confidentiality and for gaining informed consent were found to be in compliance with federal regulations and consistent with accepted ethical standards for this type of research. Should you have any questions regarding any ethical issues that may arise while completing this survey, please contact XXX, the Chair of the Committee for the Protection of Human Subjects at the University of Dayton.



## APPENDIX B

### Survey Questions

**Your name:** \_\_\_\_\_

**University affiliated with:** \_\_\_\_\_

#### SECTION I

1. Does your school offer a first-year composition course? ☐ Yes ☐ No
2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? ☐ Yes ☐ No
3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? ☐ Inside ☐ Outside
4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐ Yes ☐ No

**If Rhetoric and Composition courses are offered INSIDE of the Department of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.**

#### SECTION II

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

**Name:**

- ☐ Separate Academic Department
- ☐ Writing Center
- ☐ WAC/ WID Program
- ☐ Writing Center
- ☐ Special Program (please explain below)
- ☐ Other (please explain below)

**If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.**

**SECTION III**

6. Did your department separate from the Department of English? ☐ Yes ☐ No

7. If your department **separated** from the Department of English **what prompted** the separation?

8. If your department **separated** from the Department of English **when** did the separation occur?

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created?

10. If your department **was never a part** of the Department of English, **when** was your department created?

*Please continue to Section IV on the last page*

**SECTION IV**

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? ☐ Yes ☐ No

12. If your department offers a writing major or minor, how many students are enrolled?

\_\_\_\_\_ Major \_\_\_\_\_ Minor

13. If your department has a major, what are the requirements?

☐ Check box if requirements are available online. URL:

\_\_\_\_\_  
If not, please specify requirements below:

14. If your department offers a writing minor, what are the requirements?

☐ Check box if requirements are available online. URL:

\_\_\_\_\_  
If not, please specify requirements below:

15. Does your department offer a graduate program in Rhetoric and Composition or related?

Please check all boxes that apply:

☐ MA ☐ MFA ☐ PhD

16. Does your department have tenured faculty in Rhetoric and Composition?

☐ Yes ☐ No

If yes, how many?

17. Does your department have tenure track faculty in Rhetoric and Composition?

☐ Yes ☐ No

If yes, how many?

18. Does your department have full-time non-tenure track faculty? ☐ Yes ☐ No

If yes, how many?

19. Does your department have part-time non-tenure track faculty? ☐ Yes ☐ No

If yes, how many?

20. Does your department have GA/TA positions? ☐ Yes ☐ No

If yes, how many?

**Thank you for taking the time to complete this survey.**

Would you be willing to allow me to contact you for further discussion? ☐ Yes ☐ No

If yes, please indicate the best way to contact you:

☐ Phone: \_\_\_\_\_ please provide number

☐ Email: \_\_\_\_\_ please provide email address

☐ Other: \_\_\_\_\_ please specify

Appendix C

Completed Surveys

University affiliated with: UAlbany, State University of New York

**SECTION I**

1. Does your school offer a first-year composition course? ☐ Yes ☒ No
2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? ☒ Yes ☐ No
3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? ☒ Inside ☐ Outside
4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐ Yes ☐ No

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.**

University affiliated with: Colgate

**SECTION I**

1. Does your school offer a first-year composition course? ☐x Yes ☐ No
2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? ☐xYes ☐ No
3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? ☐Inside ☐x Outside
4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐Yes ☐xNo

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.**

## SECTION II

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via: department of Writing and Rhetoric**

**Name:**

- ☐ xSeparate Academic Department
- ☐ Writing Center
- ☐ WAC/ WID Program
- ☐ Writing Center
- ☐ Special Program (please explain below)

☐ Other (please explain below)

**If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.**

## SECTION III

6. Did your department separate from the Department of English? ☐Yes ☐ No
7. If your department **separated** from the Department of English **what prompted** the separation?

8. If your department **separated** from the Department of English **when** did the separation occur?

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created? A few English dept courses were separated to form a program which eventually grew into a dept

10. If your department **was never a part** of the Department of English, **when** was your department created?

the program became a dept in 1992

*Please continue to Section IV on the last page*

#### SECTION IV

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? x ☐ Yes ☐ No

12. If your department offers a writing major or minor, how many students are enrolled?  
Major none Minor 2-5/yr

13. If your department has a major, what are the requirements?

☐ Check box if requirements are available online. URL:

If not, please specify requirements below:

14. If your department offers a writing minor, what are the requirements?

☐ Check box if requirements are available online. URL:

available in the catalogue on the Colgate Univ web pages

15. Does your department offer a graduate program in Rhetoric and Composition or related?

Please check all boxes that apply: no

☐ MA ☐ MFA ☐ PhD

16. Does your department have tenured faculty in Rhetoric and Composition? ☐ xYes

☐ No

If yes, how many? three tenurable lines, three presently tenured, but one is about to retire and be replaced by an asst prof

17. Does your department have tenure track faculty in Rhetoric and Composition?

x☐ Yes ☐ No

If yes, how many? 2 lines regular tenure track

18. Does your department have full-time non-tenure track faculty? ☐ xYes ☐ No

If yes, how many? One

19. Does your department have part-time non-tenure track faculty? ☐ Yes ☐ No

If yes, how many? No

20. Does your department have GA/TA positions? ☐ Yes ☐ No

If yes, how many? no

**University affiliated with: Columbia University**

#### SECTION I

1. Does your school offer a first-year composition course? X☐ Yes ☐ No

2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? ☐ Yes X☐ No

3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? ☐ Inside ☐ Outside

4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐ Yes X☐ No (At least not in the past 20 years)

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department**



of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.

## SECTION II

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

**Name:**

☐ Separate Academic Department

☐ Writing Center

☐ WAC/ WID Program

☐ Writing Center

X ☐ Special Program (please explain below)

The program I direct is called the "Undergraduate Writing Program" and is responsible for the first year writing course.

☐ Other (please explain below)

If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.

## SECTION III

6. Did your department separate from the Department of English? X ☐ Yes ☐ No

7. If your department **separated** from the Department of English **what prompted** the separation?

This decision was made by an internal review committee before I came to the university.

8. If your department **separated** from the Department of English **when** did the separation occur?

2002

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created?

10. If your department **was never a part** of the Department of English, **when** was your department created?

*Please continue to Section IV on the last page*

#### SECTION IV

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? ☐ Yes ☒ No

12. If your department offers a writing major or minor, how many students are enrolled?  
Major Minor

13. If your department has a major, what are the requirements?

☐ Check box if requirements are available online. URL:

If not, please specify requirements below:

14. If your department offers a writing minor, what are the requirements?

☐ Check box if requirements are available online. URL:

15. Does your department offer a graduate program in Rhetoric and Composition or related?

Please check all boxes that apply:

☐ MA ☐ MFA ☐ PhD

16. Does your department have tenured faculty in Rhetoric and Composition? ☐ Yes

X ☐ No

If yes, how many?

18. Does your department have tenure track faculty in Rhetoric and Composition?

X ☐ Yes ☐ No

If yes, how many? 1

18. Does your department have full-time non-tenure track faculty? X ☐ Yes ☐ No

If yes, how many? 2

19. Does your department have part-time non-tenure track faculty? ☐ Yes X ☐ No

If yes, how many?

20. Does your department have GA/TA positions? X ☐ Yes ☐ No

If yes, how many? 80

**University affiliated with: Stony Brook University**

#### **SECTION I**

1. Does your school offer a first-year composition course? x ☐ Yes ☐ No

2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? x ☐ Yes ☐ No

3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? x ☐ Inside ☐ Outside

4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐ Yes ☐ No

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department**

of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.

## SECTION II

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

**Name:**

- ☐ Separate Academic Department
- ☐ Writing Center
- ☐ WAC/ WID Program
- ☐ Writing Center
- ☐ Special Program (please explain below)

The Program in Writing and Rhetoric has tenured faculty and offers largely grad courses. They are crosslisted with English, and English and PWR are both involved in a graduate Certificate in Composition Studies which draws on these courses in PWR and English.

- ☐ Other (please explain below)

If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.

## SECTION III

6. Did your department separate from the Department of English? ☐ Yes ☐ No

7. If your department **separated** from the Department of English **what prompted** the separation? The Administration broke off PWR from the English Department, where it had been very successfully housed, in 1997. The reasons, for someone who only came to SB in 2000, remain mysterious. The Writing Program (in English) had just received a glowing external review, but forces on campus seemed to feel that students "couldn't write." Whether this was at the level of usage or failure to argue is not clear to me now, and is probably never clear in such matters. And then the administration did a still more troublesome thing—having turned the program into an independent unit (without full departmental status) it then hired a director and over the objections of the English

Department gave her tenure in English. If ever there were a structural situation liable to provoke animosity this was it, and so it did. Everyone involved in this decision has left the university: the then Provost, the then Dean, the then new Director of PWR. I think that the Program will come back into the English Department within the next year or so. I should be clear that I am the chair of English, not a member of PWR. The interim head of PWR is a Professor of English, the very person from whom the program was taken in 1997, and she therefore headed the national search for a new Director; the search committee also contained two other tenured faculty from English, and an English grad student working in PWR..

8. If your department **separated** from the Department of English **when** did the separation occur?

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created?

10. If your department **was never a part** of the Department of English, **when** was your department created?

*Please continue to Section IV on the last page*

#### SECTION IV

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? ☐ Yes ☒ No

12. If your department offers a writing major or minor, how many students are enrolled?  
Major Minor

13. If your department has a major, what are the requirements?

☒ Check box if requirements are available online. URL:

If not, please specify requirements below:

14. If your department offers a writing minor, what are the requirements?

☐ Check box if requirements are available online. URL:

15. Does your department offer a graduate program in Rhetoric and Composition or related?

Please check all boxes that apply:

☐ MA ☐ MFA ☐ PhD We offer the grad certificate, and you can get a PhD in English with faculty whose specialty is Rhet/Comp, write a dissertation in the field, and with that excellent committee get a good job as a composition specialist. But we have no formally designated "graduate program in Rhetoric and Composition" because PWR is outside the department.

16. Does your department have tenured faculty in Rhetoric and Composition? x ☐ Yes ☐ No

If yes, how many? One distinguished specialist; two excellent younger but tenured faculty hired in teacher-education but giving grad courses in Rhet/Comp; one senior scholar in Rhetoric

19. Does your department have tenure track faculty in Rhetoric and Composition?

☐ Yes ☐ No

If yes, how many?

18. Does your department have full-time non-tenure track faculty? x ☐ Yes ☐ No

If yes, how many? 1

19. Does your department have part-time non-tenure track faculty? x ☐ Yes ☐ No

If yes, how many? 1 in the regular courses of the department; several as supervisors of student teachers in the teacher-education program, which is part of the department.

20. Does your department have GA/TA positions? x ☐ Yes ☐ No

If yes, how many? English has about 35; two of the four years of support for our doctoral students are as TAs in PWR.

**University affiliated with: Bowling Green State University, Bowling Green, OH**

### SECTION I

1. Does your school offer a first-year composition course? ☐ Yes ☐ No Yes. There are three courses in our program, one of which is a five-credit developmental writing course.

2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? ☐ Yes ☐ No Yes, there are such courses at the undergrad and graduate levels. The English Department offers a doctoral program in Rhetoric and Writing—and I am a member of that faculty.

3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? ☐ Inside ☐ Outside Rhet/Comp courses are taught within the English Department.

4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐ Yes ☐ No

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.**

## SECTION II

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

**Name:**

- ☐ Separate Academic Department
- ☐ Writing Center
- ☐ WAC/ WID Program
- ☐ Writing Center
- ☐ Special Program (please explain below)

☐ Other (please explain below)

**If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.**

## SECTION III

6. Did your department separate from the Department of English? ☐ Yes ☐ No

7. If your department **separated** from the Department of English **what prompted** the separation?

The first-year composition program was separated from the Department of English in spring 2002. The separation occurred because our Dean determined that doing so would be administratively expedient—rather than because the composition program or the English Department requested the separation. Both areas have benefited from the separation, however.

8. If your department **separated** from the Department of English **when** did the separation occur?

Spring 2002.

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created?

10. If your department **was never a part** of the Department of English, **when** was your department created?

*Please continue to Section IV on the last page*

#### SECTION IV

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? ☐ Yes ☐ No

Our free-standing first-year composition program offers only the three courses in our program. The English department offers undergrad and graduate degrees in creative writing and technical writing—and a PhD program in rhetoric and writing, however. (Please note: our free-standing composition program is NOT a department; it is a program.)

12. If your department offers a writing major or minor, how many students are enrolled?

Major

Minor



13. If your department has a major, what are the requirements?

☐ Check box if requirements are available online. URL:

If not, please specify requirements below:

14. If your department offers a writing minor, what are the requirements?

☐ Check box if requirements are available online. URL:

15. Does your department offer a graduate program in Rhetoric and Composition or related?

Please check all boxes that apply:

☐ MA ☐ MFA ☐ PhD

16. Does your department have tenured faculty in Rhetoric and Composition? ☐ Yes

☐ No

If yes, how many?

20. Does your department have tenure track faculty in Rhetoric and Composition?

☐ Yes ☐ No

If yes, how many?

I direct our free-standing composition program and am a tenured member of the English Department's Rhetoric and Writing faculty. Our Associate Director also has a PhD in Rhetoric and Composition but she is not a member of the English Department. The composition program faculty has on it 40 instructors in renewable positions. A handful of them have doctoral credentials in rhetoric and composition but our program does not have tenured-line positions. The institution is, however, in the process of developing a promotional system for non-tenure track faculty—and it already is possible for an instructor's position to be converted to "lecturer" status. At our institution, lecturer positions are somewhat comparable to tenure in that they are ongoing and faculty never have to reapply.

18. Does your department have full-time non-tenure track faculty? ☐ Yes ☐ No

If yes, how many? 40

19. Does your department have part-time non-tenure track faculty? ☐ Yes ☐ No

If yes, how many?

We had three part-time instructors in the fall semester; currently we have none.

20. Does your department have GA/TA positions? ☐ Yes ☐ No

If yes, how many?

Approximately 50 or so GAs from the English Department teach for us in any given semester.

**University affiliated with: Case Western Reserve University**

#### SECTION I

1. Does your school offer a first-year composition course? ☐ Yes ☒ No

2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? ☒ Yes ☐ No

3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? ☒ Inside ☒ Outside

4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐ Yes ☐ No

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.**

## **SECTION II**

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

**Name:**

- ☐ Separate Academic Department  
☐ Writing Center  
☒ WAC/ WID Program                      Sort Of  
☐ Writing Center  
☐ Special Program (please explain below)

☒ Other (please explain below)

We have a new program that incorporates the old Freshman English and is taught and/or the writing support provided partly by the English dept. and partly by others.

**If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.**

## **SECTION III**

6. Did your department separate from the Department of English? ☐ Yes ☐ No

7. If your department **separated** from the Department of English **what prompted the separation?**

NA

8. If your department **separated** from the Department of English **when** did the separation occur?

NA

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created?

NA

10. If your department **was never a part** of the Department of English, **when** was your department created?

NA

I'm not sure when the Communications department was created.

*Please continue to Section IV on the last page*

#### SECTION IV

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? ☐ Yes ☒ No

12. If your department offers a writing major or minor, how many students are enrolled?  
Major Minor

13. If your department has a major, what are the requirements?

☐ Check box if requirements are available online. URL:

If not, please specify requirements below:

14. If your department offers a writing minor, what are the requirements?

☐ Check box if requirements are available online. URL: same as above

15. Does your department offer a graduate program in Rhetoric and Composition or related?

Please check all boxes that apply: not a program, but a writing track for the MA

☒ MA ☐ MFA ☒ PhD

16. Does your department have tenured faculty in Rhetoric and Composition? ☒ Yes

☐ No

If yes, how many? 2

21. Does your department have tenure track faculty in Rhetoric and Composition?

☒ Yes ☐ No

If yes, how many? 2

18. Does your department have full-time non-tenure track faculty? ☒ Yes ☐ No

If yes, how many? 10

19. Does your department have part-time non-tenure track faculty? ☐ Yes ☒ No

If yes, how many?

20. Does your department have GA/TA positions? ☒ Yes ☐ No

If yes, how many? Approx. 30

**University affiliated with: John Carroll University**

#### **SECTION I**

1. Does your school offer a first-year composition course? ☒ Yes ☐ No

2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? ☒ Yes ☐ No

3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? ☐ Inside ☒ Outside

4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐ Yes ☒ No

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department**

of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.

## SECTION II

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

**Name:**

- ☒ Separate Academic Department
- ☐ Writing Center
- ☐ WAC/ WID Program
- ☐ Writing Center
- ☐ Special Program (please explain below)

☒ Other (please explain below)

One senior level course in the history of rhetoric is offered by our Department of Communications. But it is not a course offered each year, and when it is offered, only one section is taught.

**If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.**

## SECTION III

6. Did your department separate from the Department of English? ☐ Yes ☐ No

7. If your department **separated** from the Department of English **what prompted** the separation?

8. If your department **separated** from the Department of English **when** did the separation occur?

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created?

10. If your department **was never a part** of the Department of English, **when** was your department created?

I'm not sure when the Communications department was created.

*Please continue to Section IV on the last page*

#### SECTION IV

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? ☒ Yes ☐ No

12. If your department offers a writing major or minor, how many students are enrolled?  
Major 10-15 Minor

13. If your department has a major, what are the requirements?

☒ Check box if requirements are available online. URL: [jcu.edu surf to English](http://jcu.edu_surf_to_English)  
If not, please specify requirements below:

14. If your department offers a writing minor, what are the requirements?

☒ Check box if requirements are available online. URL: same as above

15. Does your department offer a graduate program in Rhetoric and Composition or related?

Please check all boxes that apply: not a program, but a writing track for the MA

☒ MA ☐ MFA ☐ PhD

16. Does your department have tenured faculty in Rhetoric and Composition? ☒ Yes

☐ No

If yes, how many? one

22. Does your department have tenure track faculty in Rhetoric and Composition?

☐ Yes ☐ No

If yes, how many?

18. Does your department have full-time non-tenure track faculty? ☐ Yes ☒ No

If yes, how many?

19. Does your department have part-time non-tenure track faculty? ☒ Yes ☐ No

If yes, how many?

20. Does your department have GA/TA positions? ☒ Yes ☐ No

If yes, how many? eleven

**University affiliated with: Marietta College**

#### SECTION I

1. Does your school offer a first-year composition course? ☒ Yes ☐ No

2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? ☒ Yes ☐ No

3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? ☐ Inside ☐ Outside (BOTH IN ENGLISH AND IN COMMUNICATIONS)

4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐ Yes ☐ No

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.**

## **SECTION II**

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

**Name:**

- ☐ Separate Academic Department
  - ☐ Writing Center
  - ☐ WAC/ WID Program
  - ☐ Writing Center
  - ☐ Special Program (please explain below)
- Communications offers some courses in rhetoric, too.

☐ Other (please explain below)

**If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.**

## **SECTION III**

6. Did your department separate from the Department of English? ☐ Yes ☐ No

7. If your department **separated** from the Department of English **what prompted** the separation?

NA



8. If your department **separated** from the Department of English **when** did the separation occur?

NA

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created?

NA

10. If your department **was never a part** of the Department of English, **when** was your department created?

No Idea

*Please continue to Section IV on the last page*

#### SECTION IV

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? ☐ Yes ☐ No

We plan on offering a "creative writing" track within the next year or so

12. If your department offers a writing major or minor, how many students are enrolled?

Major

Minor

13. If your department has a major, what are the requirements?

☒ Check box if requirements are available online. URL:

If not, please specify requirements below:

<http://www.marietta.edu/~engl/>

14. If your department offers a writing minor, what are the requirements? NO

☐ Check box if requirements are available online. URL:

15. Does your department offer a graduate program in Rhetoric and Composition or related? NO

Please check all boxes that apply:

☐ MA ☐ MFA ☐ PhD

16. Does your department have tenured faculty in Rhetoric and Composition? ☒ Yes

☐ No

If yes, how many?

23. Does your department have tenure track faculty in Rhetoric and Composition?

☒ Yes ☐ No

If yes, how many?

18. Does your department have full-time non-tenure track faculty? ☐ Yes ☒ No

If yes, how many?

19. Does your department have part-time non-tenure track faculty? ☒ Yes ☐ No

If yes, how many?

20. Does your department have GA/TA positions? ☐ Yes ☒ No

If yes, how many?

**University affiliated with: Oberlin College**

#### SECTION I

1. Does your school offer a first-year composition course? X ☐ Yes ☐ No

2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? X ☐ Yes ☐ No

3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? ☐ Inside X ☐ Outside

4. If these courses are currently offered outside of the Department of English, were they ever offered within? X ☐ Yes ☐ No

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.**

## SECTION II

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

- ☒ Separate Academic Department  
☐ Writing Center  
☐ WAC/ WID Program  
☐ Writing Center  
☐ Special Program (please explain below)

**Name:**

Dept of Rhetoric and Composition

☐ Other (please explain below) We don't have a freshman writing course per se. We have several electives at the 100-level. We offer Writing Intensive courses across the curriculum; most students get some writing instruction in the first-year seminar program, which is taught by faculty across the curriculum

**If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.**

## SECTION III

6. Did your department separate from the Department of English? ☒ Yes ☐ No

7. If your department **separated** from the Department of English **what prompted** the separation?

Our department grew a bit -- from 2 FTE to 3 staffed by 4 faculty members (all with PhDs). The English department was generally supposed to provide several sections of comp, but they often fell short, and teaching comp was sometimes seen by English faculty as a burden. We don't have that attitude and so thought it would be better to be self-governing.

8. If your department **separated** from the Department of English **when** did the separation occur?

1999

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created?

10. If your department **was never a part** of the Department of English, **when** was your department created?

*Please continue to Section IV on the last page*

#### SECTION IV

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? X ☐ Yes ☐ No a minor

12. If your department offers a writing major or minor, how many students are enrolled?  
Major Minor probably 2-3 year

13. If your department has a major, what are the requirements?

☐ Check box if requirements are available online. URL:

If not, please specify requirements below:

14. If your department offers a writing minor, what are the requirements?

X ☐ Check box if requirements are available online. URL:

<http://www.oberlin.edu/rhetoric/overview.html#minor>

15. Does your department offer a graduate program in Rhetoric and Composition or related?

Please check all boxes that apply:

☐ MA ☐ MFA ☐ PhD

16. Does your department have tenured faculty in Rhetoric and Composition? X ☐ Yes ☐ No

If yes, how many? 4

24. Does your department have tenure track faculty in Rhetoric and Composition?

X ☐ Yes ☐ No

If yes, how many? 3 -- do you mean tenure lines?

18. Does your department have full-time non-tenure track faculty? ☐ Yes X ☐ No

If yes, how many?

19. Does your department have part-time non-tenure track faculty? X ☐ Yes ☐ No

If yes, how many? One as a replacement

20. Does your department have GA/TA positions? ☐ Yes X ☐ No

If yes, how many?

**University affiliated with: Ohio State University**

#### SECTION I

1. Does your school offer a first-year composition course? X Yes ☐ No

2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? X Yes ☐ No

3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? X Inside ☐ Outside

4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐ Yes ☐ No

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department**

of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.

University affiliated with: Ohio University

#### SECTION I

1. Does your school offer a first-year composition course? X ☐ Yes ☐ No
2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? X ☐ Yes ☐ No
3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? X ☐ Inside X ☐ Outside
4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐ Yes X ☐ No

If Rhetoric and Composition courses are offered ONLY INSIDE of the Department

of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.

## SECTION II

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

**Name:**

- ☐ Separate Academic Department
- ☐ Writing Center
- X ☐ WAC/ WID Program
- ☐ Writing Center
- ☐ Special Program (please explain below)

X ☐ Other (please explain below)

We have several course offered in other departments that our students have taken as rhet/comp electives, but those courses have never been a part of the English department. They are mostly in the Comm Studies school, which houses our speech and rhetoric departments.

**If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.**

## SECTION III

6. Did your department separate from the Department of English? ☐ Yes ☐ No

7. If your department **separated** from the Department of English **what prompted** the separation?

8. If your department **separated** from the Department of English **when** did the separation occur?

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created?

10. If your department **was never a part** of the Department of English, **when** was your department created?

*Please continue to Section IV on the last page*

#### SECTION IV

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? ☐ Yes ☐ No

12. If your department offers a writing major or minor, how many students are enrolled?  
Major Minor

13. If your department has a major, what are the requirements?

☐ Check box if requirements are available online. URL:

If not, please specify requirements below:



14. If your department offers a writing minor, what are the requirements?

☐ Check box if requirements are available online. URL:

15. Does your department offer a graduate program in Rhetoric and Composition or related?

Please check all boxes that apply:

☐ MA ☐ MFA ☐ PhD

16. Does your department have tenured faculty in Rhetoric and Composition? ☐ Yes

☐ No

If yes, how many?

25. Does your department have tenure track faculty in Rhetoric and Composition?

☐ Yes ☐ No

If yes, how many?

18. Does your department have full-time non-tenure track faculty? ☐ Yes ☐ No

If yes, how many?

19. Does your department have part-time non-tenure track faculty? ☐ Yes ☐ No

If yes, how many?

20. Does your department have GA/TA positions? ☐ Yes ☐ No

If yes, how many?

**University affiliated with: San Francisco State University**

#### **SECTION I**

1. Does your school offer a first-year composition course? x ☐ Yes ☐ No

2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? x ☐ Yes ☐ No

3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? x ☐ Inside ☐ Outside

4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐ Yes ☐ No

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department**

of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.

## SECTION II

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

**Name:**

☒ Separate Academic Department    2<sup>nd</sup> year comp courses are offered in several programs

☒ Writing Center

☒ WAC/ WID Program    We are about to start one

☒ Writing Center

☐ Special Program (please explain below)

☐ Other (please explain below)

**University affiliated with: Stanford**

## SECTION I

1. Does your school offer a first-year composition course? YES

2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? YES

3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? OUTSIDE

4. If these courses are currently offered outside of the Department of English, were they ever offered within? YES

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department**

of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.

## SECTION II

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

**Name:**

☐ Separate Academic Department

XX ☐ Writing Center

☐ WAC/ WID Program

☐ Writing Center

XX Program Writing and Rhetoric offers first, second, and third-level writing courses outside of the English Department ☐ Special Program (please explain below)

☐ Other (please explain below)

If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.

## SECTION III

6. Did your department separate from the Department of English YES

7. If your department **separated** from the Department of English **what prompted** the separation? We are NOT a Department but a Program within the Office of the Vice Provost for Undergraduate Education. Our budget was moved from English to the Vice Provost about 8 years ago in order to put more focus on undergraduate writing.

8. If your department **separated** from the Department of English **when** did the separation occur?

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created?

10. If your department **was never a part** of the Department of English, **when** was your department created?

*Please continue to Section IV on the last page*

#### SECTION IV

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? NO

12. If your department offers a writing major or minor, how many students are enrolled?

Major

Minor

13. If your department has a major, what are the requirements?

☐ Check box if requirements are available online. URL:

If not, please specify requirements below:

14. If your department offers a writing minor, what are the requirements?

☐ Check box if requirements are available online. URL:

15. Does your department offer a graduate program in Rhetoric and Composition or related?

Please check all boxes that apply:

☐ MA ☐ MFA ☐ PhD

16. Does your department have tenured faculty in Rhetoric and Composition? YES

If yes, how many? TWO

26. Does your department have tenure track faculty in Rhetoric and Composition?

☐ Yes ☐ No

If yes, how many?

18. Does your department have full-time non-tenure track faculty? YES

If yes, how many? 28

19. Does your department have part-time non-tenure track faculty? NO If yes, how many?

20. Does your department have GA/TA positions? YES

If yes, how many? Varies depending on the year; usually between 10 and 15

**University affiliated with: University of California, Berkeley**

#### **SECTION I**

1. Does your school offer a first-year composition course? ☐ X Yes ☐ No

2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? ☐ X Yes ☐ No

3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? ☐ X Inside ☐ X Outside [BOTH]

4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐ X Yes ☐ No

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department**

of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.

## SECTION II

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

**Name:**

☐ X Separate Academic Department  
English, etc.

Rhetoric, Comp. Lit., Celtic, German,

☐ Writing Center

☐ WAC/ WID Program

☐ Writing Center

☐ X Special Program (please explain below)

College Writing Programs, an instructional unit of the College of Letters and Science, offers obligatory first-semester intensive reading/writing courses (CWP R1A) for students who have not passed the entrance writing proficiency exam (AWPE), (50+ sections/year) plus a smaller number of "regular" first and second semester Reading and Composition sections.

☐ Other (please explain below)

If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.

## SECTION III

6. Did your department separate from the Department of English? ☐ Yes ☐ X No

7. If your department **separated** from the Department of English **what prompted** the separation?

8. If your department **separated** from the Department of English **when** did the separation occur?

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created?

College Writing Programs began as a remedial program for those entering students who had failed the old entrance proficiency exam (Subject A). It evolved into a more general teaching unit in the early 1990s when the California legislature prohibited "remedial" instruction on the campuses of the Univ. of California system. Our special CWP R1A program is an intensive, 6-semester-unit version of the "regular" first semester Reading and Composition (4 units) and is required of all students who fail the proficiency exam.

10. If your department was **never a part** of the Department of English, **when** was your department created?

As "Subject A", sometime in the 1960s.

*Please continue to Section IV on the last page*

#### SECTION IV

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? ☐ Yes ☐ No Does not offer degrees.

12. If your department offers a writing major or minor, how many students are enrolled?  
Major Minor

13. If your department has a major, what are the requirements?

☐ Check box if requirements are available online. URL:

If not, please specify requirements below:

14. If your department offers a writing minor, what are the requirements?

☐ Check box if requirements are available online. URL:

15. Does your department offer a graduate program in Rhetoric and Composition or related?

Please check all boxes that apply:

☐ MA ☐ MFA ☐ PhD The Rhetoric Dep't. does.

16. Does your department have tenured faculty in Rhetoric and Composition? ☐ X Yes

☐ No

If yes, how many? By chance, I, the present Director of CWP, am a Rhetoric faculty member.

27. Does your department have tenure track faculty in Rhetoric and Composition?

☐ Yes ☒ X No

If yes, how many?

18. Does your department have full-time non-tenure track faculty? ☐ X Yes ☐ No

If yes, how many?

19. Does your department have part-time non-tenure track faculty? ☐ X Yes ☐ No

If yes, how many?

20. Does your department have GA/TA positions? ☐ X Yes ☐ No

If yes, how many? 1-2 per year.

NB: This survey does not envision a situation like that here at Berkeley where many humanities programs offer Reading and Composition sections, most taught by Grad. Students or non-ladder

Faculty, and has a large, specialized "special" R&C program (College Writing) for students with imperfect skills, but which also teaches "regular" R&C sections. All instructors in College Writing Programs (20+ full-time and 5-10 part-time) are non-ladder faculty, though most hold PhDs. The Director is always a ladder faculty member who serves for 3-5 years on partially reduced teaching time and who can come from any department. I am from Rhetoric (which, BTW, does mainly high theory rather than teaching how to teach writing) my predecessor was from Palaeontology, and my successor (as of July) is from English.

**University affiliated with: University of California, Berkeley**

### SECTION I

1. Does your school offer a first-year composition course? ☒ Yes ☐ No

2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? ☒ Yes ☐ No

3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? ☐ Inside ☒ Outside

4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☐ Yes ☒ No

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department**



of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.

## SECTION II

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

**Name:**

- ☒ Separate Academic Department
- ☐ Writing Center
- ☐ WAC/ WID Program
- ☐ Writing Center
- ☐ Special Program (please explain below)

Writing Programs is not a department (it has no major nor does it hire ladder faculty). It does have, however, its own budget and does have a stable, long term faculty (continuing lecturers). It also has its own administrative structure (director, assistant director, and so on).

☐ Other (please explain below)

If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.

## SECTION III

6. Did your department separate from the Department of English? ☒ Yes ☐ No

7. If your department **separated** from the Department of English **what prompted** the separation?

The real answer to #6 is "sort of." So my explanation here could be placed under heading 8, 9, or 10. All would be equally right and equally misleading. Writing Programs was never fully part of the English department, but was born out of an initiative of an English professor (XXX) in 1980. In the early days of the program, the Writing Program director was always an English professor. This had some advantages, but essentially the English department generally had no strong interest in the day to day work of WP; their focus was and is very much on research, graduate education, and literary studies. Also in the early

days, many English graduate students worked as TAs in composition. Fifteen years ago, the director was appointed from within WP. That has held true since. In the last decade, fewer and fewer English grad students choose to teach composition. We generally have no English grad student working for us. At this point, there are only slight, formal connections between English and WP.

8. If your department **separated** from the Department of English **when** did the separation occur?

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created?

10. If your department was **never a part** of the Department of English, **when** was your department created?

*Please continue to Section IV on the last page*

#### SECTION IV

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? ☐ Yes ☒ No

12. If your department offers a writing major or minor, how many students are enrolled?  
Major Minor

13. If your department has a major, what are the requirements?

☐ Check box if requirements are available online. URL:

If not, please specify requirements below:

14. If your department offers a writing minor, what are the requirements?

☐ Check box if requirements are available online. URL:

15. Does your department offer a graduate program in Rhetoric and Composition or related?

Please check all boxes that apply:

☐ MA ☐ MFA ☐ PhD

16. Does your department have tenured faculty in Rhetoric and Composition? ☐ Yes

☒ No

If yes, how many?

28. Does your department have tenure track faculty in Rhetoric and Composition?

☐ Yes ☒ No

If yes, how many?

18. Does your department have full-time non-tenure track faculty? ☒ Yes ☐ No

If yes, how many? 26

19. Does your department have part-time non-tenure track faculty? ☒ Yes ☐ No

If yes, how many? 7 (most have chosen to be part time)

20. Does your department have GA/TA positions? ☒ Yes ☐ No

If yes, how many? Roughly 12 to 15 sections of comp per term are taught by TAs.

**University affiliated with: University of California, Santa Barbara**

#### SECTION I

1. Does your school offer a first-year composition course? ☒ Yes ☐ No

2. Does your school consistently offer other Rhetoric and Composition courses (i.e. Rhetorical Criticism, Business Writing, etc.)? ☒ Yes ☐ No

3. If your school does offer these courses are they offered within the Department of English or outside of the Department of English? ☐ Inside ☒ Outside

4. If these courses are currently offered outside of the Department of English, were they ever offered within? ☒ Yes ☐ No

**If Rhetoric and Composition courses are offered ONLY INSIDE of the Department**

of English, you do not need to answer any more questions; thank you for your time completing this survey. If Rhetoric and Composition courses are offered OUTSIDE of the Department of English, please complete Section II.

## SECTION II

5. If Rhetoric and Composition courses are offered outside of the Department of English, where are they offered? Please check all that apply and indicate a specific name if applicable.

**Offered Via:**

**Name:**

- ☐ Separate Academic Department
- ☐ Writing Center
- ☐ WAC/ WID Program
- ☐ Writing Center
- ☒ Special Program (please explain below)

The Writing Program broke off from the English Department a decade ago. We are not yet a department; we offer all writing gen ed courses, and a Professional Writing Minor.

☐ Other (please explain below)

**If you checked Separate Academic Department in this section, please complete Sections III and IV, if not, you do not need to complete any more questions; thank you for your time completing this survey.**

## SECTION III

6. Did your department separate from the Department of English? ☐ Yes ☐ No

7. If your department **separated** from the Department of English **what prompted** the separation?

Incompatibility of mission, as literature faculty became more and more theoretical in their approach, and the mass hiring of lecturers to teach composition, resulting in unionization of the lecturers. Tensions grew such that the literature faculty voted the composition program off the island.

8. If your department **separated** from the Department of English **when** did the separation occur?

July 1993.

9. If your department was **never a part** of the Department of English, **what prompted** your department to be created?

10. If your department was **never a part** of the Department of English, **when** was your department created?

*Please continue to Section IV on the last page*

#### SECTION IV

11. Does your department offer a writing major or minor that is not entirely focused on Creative Writing? ☒ Yes ☐ No

12. If your department offers a writing major or minor, how many students are enrolled?  
Major Minor

13. If your department has a major, what are the requirements?

☐ Check box if requirements are available online. URL:

If not, please specify requirements below:

14. If your department offers a writing minor, what are the requirements?

☒ Check box if requirements are available online. URL:

<http://www.writing.ucsb.edu/minor/minor.html>

15. Does your department offer a graduate program in Rhetoric and Composition or related?

Please check all boxes that apply:

☐ MA ☐ MFA ☒ PhD

16. Does your department have tenured faculty in Rhetoric and Composition? ☒ Yes

☐ No

If yes, how many? 2

29. Does your department have tenure track faculty in Rhetoric and Composition?

☒ Yes ☐ No

If yes, how many? 1

18. Does your department have full-time non-tenure track faculty? ☒ Yes ☐ No

If yes, how many? 35

19. Does your department have part-time non-tenure track faculty? ☒ Yes ☐ No

If yes, how many? 2 or 3 each year (they are part time by choice)

20. Does your department have GA/TA positions? ☒ Yes ☐ No

If yes, how many? 15 FTE (30 TAs)

## Works Cited

- Agnew, Eleanor, and Phyllis Surrency Dallas. "Internal Friction in a New Independent Department of Writing and What the External Conflict Resolution Consultants Recommended." *A Field of Dreams: Independent Writing Programs and the Future of Composition Studies*. Eds. Peggy O'Neill, Angela Crow, and Larry W. Burton. Logan: Utah State UP, 2002. 38-49.
- Aronson, Anne, and Craig Hansen. "Writing Identity The Independent Writing Department as a Disciplinary Center." *A Field of Dreams: Independent Writing Programs and the Future of Composition Studies*. Eds. Peggy O'Neill, Angela Crow, and Larry W. Burton. Logan: Utah State UP, 2002. 50-61.
- Brady, Laura. "A Greenhouse for Writing Program Change." *WPA Writing Program Administration* 29.3 (Spring 2006): 27-43.
- Connors, Robert J. "Introduction." *Composition-Rhetoric: Backgrounds, Theory, and Pedagogy*. Pittsburgh: U of Pittsburgh, 1997. 1-22.
- Crowley, Sharon. *Composition in the University: Historical and Polemical Essays*. Pittsburgh: U of Pittsburgh, 1998.
- Goggin, Maureen. "The Disciplinary Instability of Composition." *Preconceiving Writing, Rethinking Writing Instruction*. Ed. Joseph Petraglia. Mahwah: Lawrence Erlbaum, 1995. 27-48.

- . "The Transmogrification of Rhetoric and the Emergence of Composition." *Authoring a Discipline: Scholarly Journals and the Post-World War II Emergence of Rhetoric and Composition*. Mahwah: Lawrence Erlbaum, 2000. 1-36.
- Howard, Rebecca Moore. "Power Revisited; Or How We Became a Department." *WPA Writing Program Administration* 16.3 (Spring 1993): 37-49.
- Jurecic, Ann. "Writing Beyond the Headline: Building a Writing Program at Princeton." *WPA Writing Program Administration* 27.3 (Spring 2004): 69-81.
- Little, Sherry Burgus and Shirley K. Rose. "A Home of Our Own: Establishing a Department of Rhetoric and Writing Studies at San Diego State University." *WPA Writing Program Administration* 18 ½ (Fall/Winter 1994): 16-28.
- MacNealy, Mary Sue. *Strategies for Empirical Research in Writing*. New York: Longman, 1999.
- Maid, Barry M. "Creating Two Departments of Writing One Past and One Future." *A Field of Dreams: Independent Writing Programs and the Future of Composition Studies*. Eds. Peggy O'Neill, Angela Crow, and Larry W. Burton. Logan: Utah State UP, 2002. 130-49.
- Miller, Susan. *Textual Carnivals The Politics of Composition*. Carbondale: Southern Illinois UP, 1991.



R002522814

154.

Raymond, Richard C. "Shaping Consensus from Difference: Administering Writing Programs In Departments of Writing and English." *WPA Writing Program Administration* 25 ½ (Fall/Winter 2001): 45-58.

Young Art, and Toby Fulwiler. "The Enemies of Writing Across the Curriculum." *Programs That Work*. Eds. Toby Fulwiler and Art Young. Portsmouth: Boynton/Cook 1990, 287-95.