Faculty Senate Working Group Report on Writing and Communication in the Curriculum

Chair: Meredith Skura
Members: Terry Doody, Sarah Ellenzweig, Jan Hewitt, Maria Oden
Consultant: Deborah Barrett

EXECUTIVE SUMMARY

This report details the urgent need for a coherent approach to teaching communication, including expository and other forms of writing, oral presentation, and effective visual communication, in the undergraduate and graduate curriculum at Rice. The increasing numbers of freshmen who score low on the composition exam plus the growth in international students in both graduate and undergraduate programs result in increased need for curricular resources to ensure that our students are able “to speak, write, and present clearly, cogently, and persuasively in different contexts to a variety of audiences” (V2C). Rice lags far behind peer institutions in the resources it provides; appendices detail the resources at 16 institutions and those at Rice. This report recommends that Rice institute a Writing and Communication Program tailored specifically to our needs that matches or exceeds those at our peer institutions. It recommends a process for creating this program that begins with consultation with nationally recognized writing and communication experts, working with a faculty committee and the goals set forth in this report as guides. An important aspect of the process is the oversight of all aspects of the writing and communication program by faculty.

I. WRITING AND COMMUNICATION IN THE RICE CURRICULUM

For much of the twentieth century Rice (Institute and) University students were required to take a course in writing. When the requirement changed to exempt students who passed a Writing Competence exam (administered by the English Department), writing was still strongly recommended even for those who had passed. The University guaranteed two tiers of writing classes for all students who wanted or needed them; until recently it also offered a Writing Lab with trained student tutors available to every student on campus. Once the English Department stopped administering the Exam, the Provost and the Dean of Undergraduates took responsibility (1) for funding and organizing courses by English faculty who specialized in writing, and (2) for setting up a separate Communication Program (2006). The Writing Lab is now devoted primarily to COMM 103 students and, with limited resources, is not widely available. Meanwhile the Cain Project (1998-2008), which had provided innovative communication instruction, has been terminated. This Project, launched and directed by Linda Driskill for Engineering and Natural Science students, provided communication experts to work with both faculty and students on specialized communication instruction for individual courses. It was extraordinarily successful, but funds ran out. It leaves behind two full and two part-time communication faculty in Engineering and Science, as well as a number of instructional materials on Connexions and OWL-Space; but these remaining faculty are overwhelmed by demand, and the materials are hard to find and difficult to navigate without professional guidance.

Today 33% percent of matriculating Rice students fail the required composition examination; another 42% receive grades of “low pass” (See Appendix A for details.) Although graduation requires that students either pass the exam or successfully complete Communication 103 (a general introduction to “Academic Writing and Argumentation”) that course depends on soft money. It barely accommodates entering students who are required to take it and has little room for others.

Apart from COMM 103, there are some courses in communication, often located in major departments and dedicated to field-specific skills--oral presentations, group work, visual formatting, internet presence. But
although many of these are truly excellent, they are scattered in separate parts of the university and their efforts are uncoordinated (See Appendix B). In exit surveys, graduating seniors cite writing and communication courses as the ones they most want added to a Rice education. Communication courses for graduate students are even more limited, and we have few resources devoted to an increasingly international student body for whom English is a second language.

Rice lags far behind our peer universities in providing the skills called for by President Leebron’s Vision for the Second Century: “Our students must be able . . . to speak, write, and present clearly, cogently, and persuasively in different contexts to a variety of audiences, and across cultures.” However, because no campus-wide structure yet exists, we are also uniquely situated to start fresh and develop a program that not only builds writing skills but also takes advantage of the latest technologies to introduce students to 21st century modes of communication. If we fund a nation-wide recruitment for the very best teachers in such a program, it could be the best in the country.

II. WRITING AND COMMUNICATION AT PEER INSTITUTIONS

Deborah Barrett and committee members reviewed writing and communication programs at 16 peer universities (See summary table, below, and Appendix C for specific information on each school). The review yielded the following information:

A. All peer schools support a permanent Writing Center and staff. Most rely on undergraduate peer tutoring for undergraduates, and on graduate or post-doc staffing for more structured activities (workshops, writing TA’s for writing-intensive courses). Two peer institutions (Yale, MIT) employ professional writers/journal editors. Many provide a variety of programs for graduate students (e.g., dissertation bootcamps, advanced writing for graduate students).

B. Apart from Brown, all peer schools, including Cal Tech and MIT, require a first-year writing course. Of these schools,

   Ten require a general writing course (i.e., expository writing is the main focus), which is usually taught by trained graduate students. Among these schools, only Dartmouth allows exemptions for students who pass an exam, thus, like Rice, structuring the writing requirement as primarily remedial. At Cal Tech, students receiving an unsatisfactory grade on the writing exam must take a remedial pre-course before enrolling in the required writing courses.

   Five require writing-intensive courses, which combine the teaching of writing with the teaching of content in major fields. Such courses are taught by the existing departmental faculty.

C. Seven of the 16 peer schools also had upper level, advanced, field-specific communication requirements. These are commonly Writing- or Communication-Intensive courses located in individual departments

D. Few of our peer schools include oral, visual or other communication skills in their requirements or offer a range of elective courses, although Stanford and MIT stand out for their thoughtful programs in this regard.
III. RECOMMENDATIONS

The Working Group strongly recommends that Rice institute a Writing and Communication Program tailored specifically to our needs. It should make use of what has worked well here and at the best of our peer schools but also move beyond them.

Specific recommendations follow:

A. The Provost, in consultation with the Working Group, should invite a consultation team of 2-3 nationally recognized writing and communication experts to advise Rice on the formation of a campus-wide Program (We can suggest names of leaders of the best existing programs). The consultants’ visit should be modeled on those of departmental external review committees and be carried out as soon as possible.

B. The current Working Group should form the core of a committee that will work with the consultants. The committee should be expanded to include one representative each from the Natural Sciences, Social Sciences, and professional schools (Music and Architecture).

C. As a starting point for the consultants, the Working Group should provide a list of eight goals drawn up as a result of our research. All but the first of these will be starting points only, and they will be negotiable and open to discussion, pending the consultants’ advice.

1. Install a rotating Faculty Advisory Board. Writing and communication are critical components of the curriculum. Programs and course requirements in these areas, as in other curricular areas, should be established by a faculty-led process. The Faculty Advisory Board would begin by overseeing the creation of the new program and participating in the hiring decisions for new faculty associated with it. Such an advisory body would ensure ongoing responsiveness to needs across the campus, avoid
duplication of resources, and allow collaboration.

2. Conduct a national search for an experienced Ph. D. to serve as Director of all campus communication programs—in written, oral, visual and cross-cultural communication—and to oversee their implementation and periodic assessment.

3. With the Director, hire and support a first-rate staff trained in teaching communication. Any graduate student staff would be trained by the professionals before teaching.

4. Assess the skills of entering undergraduate and graduate students so that they may be directed to appropriate courses.

5. Provide undergraduates with at least a 2-tier program:
   a. A general writing and communication course for freshmen (who would be channeled into either remedial or university-level sections depending on the results of assessment),
   b. Upper-level specialized courses tailored to individual fields and taught by communication experts trained also in the relevant subject areas (e.g., Science Communication; Engineering Communication; Communicating in the Professions (Law, Psychology, Medicine); Technical Writing; Research and Writing in [Discipline]). These will be tailored to area-specific practices: posters, presentations, group project presentations, lab reports, field journals, and so on.

6. Provide graduate students with guidance in creating dissertations and papers for publication and presentations. Tailor the guidance to individual fields, whether in the form of courses, workshops, or ongoing coaching.

7. Establish a Communication Center location and staff to (a) coach Rice students at all levels, (b) coach faculty, departments, and divisions to set up specialized communication modules and/or programs in their major areas, and (c) search out and make available the newest communication technology.

8. Help international students, undergraduate and graduate, with writing and oral skills.

IV. POTENTIAL CHALLENGES

Finding adequate resources.

Accommodating the rapidly increasing percentage of international students at Rice.

Combining the writing and communication requirements with existing course requirements.

Encouraging existing faculty to learn how to (1) teach writing and communication skills necessary in their fields, and then (2) incorporate writing into their existing courses.
<table>
<thead>
<tr>
<th>University</th>
<th>Required Freshman Comm</th>
<th>Upper-level requirements</th>
<th>ESL courses/instruction</th>
<th>Lab</th>
<th>Location/Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown</td>
<td>No required course as such, but students must prove &quot;a high level of performance in their writing&quot; in the opinion of their instructors. If they fail to do so, they &quot;are referred to an agent of the Dean of the College to develop a plan&quot; to improve, which can include placement in a designated writing course. Many first-year students benefit from enrolling in a section of English 110 in which students learn the fundamentals of a variety of essay styles, or English 130, which focuses on the research essay. If students do not complete such a course satisfactorily or are subsequently judged to be incompetent in writing, they will be refused registration until they complete writing requirement.</td>
<td>None required, but students are encouraged to take courses with WRIT designations and referred to the Writing Center. Students must prove proficiency to graduate. Students are asked to keep examples of their writing throughout their academic career. For the latest info on their policy, see <a href="http://www.brown.edu/Administration/Dean_of_the_College/curriculum/writing.php">http://www.brown.edu/Administration/Dean_of_the_College/curriculum/writing.php</a></td>
<td>ESL students referred to on-line resources.</td>
<td>Yes. The Writing Center is a satellite office of the Dean of the College. The Center is staffed by graduate students from a variety of academic disciplines who are experienced writers and teachers who participate in ongoing training in composition and Writing Center theory and practice. Hold one-on-one conferences and offer workshops on writing for interested groups.</td>
<td>Dean of the College English Department - Non-fiction writing program - WRIT courses are designated under several different departments</td>
</tr>
<tr>
<td>Cal Tech</td>
<td>Yes. Two quarters first-year humanities courses with writing instruction. Remedial Intro to College Writing and ESL Writing pre-course if NS on their Comp Exam, which is required of all entering students. Also, students write essays in the first week of all of their HUMA course to determine if they are currently placed.</td>
<td>Yes. Junior yr. science essay 3000 wds. Extensive Science writing core requirements pair upper level undergraduates with faculty in their field for research, writing, and presentations.</td>
<td>Yes. En1 course plus lab</td>
<td>Hixon Center closed because of budget cuts; not clear what has taken its place.</td>
<td>Writing primarily taught in Humanities and Social Sciences. Workshops on writing, the teaching of writing, and related issues in communication.</td>
</tr>
</tbody>
</table>

Prepared by Deborah Barrett 11/3/2010
<table>
<thead>
<tr>
<th>University</th>
<th>Required Freshman Comm</th>
<th>Upper-level requirements</th>
<th>ESL courses/ instruction</th>
<th>Lab</th>
<th>Location/Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia</td>
<td>Yes. University Writing required of all students in their first semester, facilitates students' entry into the intellectual life of Columbia by helping them to become more capable and independent academic readers and writers, emphasis on the writing process, revision, critical analysis, collaboration, and research; helps students develop academic habits and skills important to their success in future courses.</td>
<td>No courses or requirements found.</td>
<td>American Language Program offers intensive classes for graduate and undergraduate students. Non-native English speakers must reach level 10 in the American Language Program prior to registering for English F1010.</td>
<td>Yes. Writing Center consultants are Columbia graduate students from a variety of different departments. They are experienced writers and teachers.</td>
<td>Dean of Undergraduates</td>
</tr>
<tr>
<td>Cornell</td>
<td>Yes. Two first-year writing seminars req., with at least six—and at most nine—formal essays on new topics, totaling ca. 25 – 30 pages of polished prose. 100 different courses are taught in more than 30 departments on varied topics.</td>
<td>Yes. Engineers must take one course with significant technical writing. Writing 137/138 &quot;An Introduction to Writing in the University&quot; 139/239 (grad) offered for students who have completed req.'s but encounter difficulty while working on major writing projects.</td>
<td>No apparent courses, but courses offered in partnership with local community college and &quot;The Walk-In Service&quot; is a peer tutoring service, but &quot;Peer tutors are not linguists and are not trained to do ESL work.&quot;</td>
<td>Yes. The staff of undergraduate and graduate students work with a large cross-section of the campus community, primarily with questions that student writers have about their paper's thesis and structure.</td>
<td>The Knight Institute coordinates the First-Year Writing Seminar Program and advanced-writing initiatives. Mostly English faculty.</td>
</tr>
<tr>
<td>Dartmouth</td>
<td>Yes. Two to three semesters of writing in freshman year. Writing 5, or 2 and 3, required of all students unless exempted on the basis of CEEB scores. Students must complete during the first or second term of first year. They offer over 125 sections of Writing 2-3, Writing 5, and First-Year Seminars. Based on SAT scores, students are invited to take an on-line Writing Placement exam to determine if they need two or three semesters of</td>
<td>No requirement, but offers upper-level writing courses: Writing with Media, Composition Theory and Practice, Writing and Speaking Public Policy, The Art of Science Writing, and The Written Judicial Opinion.</td>
<td>Support but no courses - <a href="http://www.dartmouth.edu/~writing/service/s/support_ESL.shtml">http://www.dartmouth.edu/~writing/service/s/support_ESL.shtml</a></td>
<td>Yes.</td>
<td>Institute for Writing and Rhetoric. Arts and Sciences faculty.</td>
</tr>
<tr>
<td>University</td>
<td>Required Freshman Comm</td>
<td>Upper-level requirements</td>
<td>ESL courses/ instruction</td>
<td>Lab</td>
<td>Location/Faculty</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>-----</td>
<td>-----------------</td>
</tr>
<tr>
<td>Duke</td>
<td>Yes. Writing 20, Duke's one-semester, first-year course in academic writing, offers students a foundation for and introduction to university-level writing. In addition, students must take two more writing courses to graduate.</td>
<td>Yes. Two writing-intensive courses (coded W) in the disciplines, at least one of which must be taken after the first year. These writing-intensive courses link writing to various fields of study, thereby providing students with the opportunity to deepen these skills.</td>
<td>No courses. Have several specially trained tutors who work with non-native speakers - <a href="http://uwp.duke.edu/wstudio/about/index.html">http://uwp.duke.edu/wstudio/about/index.html</a></td>
<td>Yes. <a href="http://uwp.duke.edu/writing-studio">http://uwp.duke.edu/writing-studio</a></td>
<td>Thompson Writing Program. Writing 20 courses are taught by &quot;a cross-disciplinary faculty-historians, biologists, engineers, geneticists, rhetoricians, literary scholars, architects, sociologists, anthropologists, and philosophers.&quot;</td>
</tr>
<tr>
<td>Emory</td>
<td>Yes. First Year Writing Requirement - One semester 4 hours credit. Three course choices, English 101 - Expository Writing, CPLT 110 - Intro to Literary Studies; English 181 - Writing about Literature. Must be completed in first two semesters.</td>
<td>Yes. Three courses - Continuing Writing Requirement</td>
<td>English 101 with ESL designation. Also, individual consultations and ESL group sessions to assist students.</td>
<td>Yes. <a href="http://www.writingcenter.emory.edu/">http://www.writingcenter.emory.edu/</a></td>
<td>College of Arts and Sciences For Continuing Writing Courses, individual instructors in different disciplines have the discretion about whether to offer a course as a continuing writing requirement during a certain semester.</td>
</tr>
<tr>
<td>Harvard</td>
<td>Yes. To fulfill the Writing requirement students must complete Expos 20: Expository Writing 20. Many elect to take (or must take because of writing test) Expos 10: Introduction to Expository Writing first. The writing test is given in September to all students to determine placement in either Expos 10 or 20.</td>
<td>No requirement, but offer several writing intensive courses, which incorporate writing multiple (perhaps sequenced) writing assignments distributed throughout the semester with faculty feedback on writing. New initiative of the Harvard Writing Project and the Writing Center, the Departmental Writing Fellows (DWF) Program appoints advanced graduate students to serve as in-house writing tutors for selected departments to respond to a perceived gap in the College’s support for undergraduate student writers.</td>
<td>Some graduate instruction, plus tutoring and courses available through Harvard's Extension Program (continuing education).</td>
<td>Yes. Student tutors. <a href="http://isites.harvard.edu/icb/icb.do?keyword=k33202">http://isites.harvard.edu/icb/icb.do?keyword=k33202</a></td>
<td>English and faculty in other disciplines; Fellows and undergraduate tutors in The writing Center. <a href="http://www.fas.harvard.edu/~wricntr/">http://www.fas.harvard.edu/~wricntr/</a></td>
</tr>
<tr>
<td>University</td>
<td>Required Freshman Comm</td>
<td>Upper-level requirements</td>
<td>ESL courses/instruction</td>
<td>Lab</td>
<td>Location/Faculty</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>MIT</td>
<td>Yes. Require 4 courses, 2 lower level and 2 upper level required to graduate. CI-H (Communication Intensive in the Humanities, Arts, and Social Sciences) subjects provide foundation in effective writing and oral communication. Must pass one CI-H by the end of first year, two CI subjects by the end of second year, three CI subjects by the end of third year and four CI subjects by graduation. Placement is determined by Comp Exam given in summer before matriculation.</td>
<td>Yes. CI-M subjects (Communication Intensive in the Major) teach the specific forms of written, oral, and/or visual communication appropriate to the field's professional and academic culture. Students must complete two CI-Ms within their declared major.</td>
<td>Yes. Two ESL courses; Comp Exam used to place in the first course. Must pass before taking other comm courses.</td>
<td>Yes. Provide advice on all types of writing and speaking to all members of the MIT community. Serves about 950 clients a year. More than 50% of clients are international students and more than 50% are graduate students and postdoctoral students. WCC maintains an extensive website on writing pedagogy and writing fundamentals.</td>
<td>Program in Writing and Humanistic Studies. Faculty consist of novelists, essayists, poets, translators, biographers, historians, engineers and scientists.</td>
</tr>
<tr>
<td>Northwestern</td>
<td>Yes. The WCAS writing proficiency requirement is designed to be completed in the freshman or sophomore year and to help ensure that students are prepared to write effectively in their upper level classes. To demonstrate their proficiency, students must write satisfactorily in two courses at Northwestern, typically during their first year, in freshman seminars.</td>
<td>The Writing Program offers three levels of expository writing: English 105, 205, and 305. The Writing Program also offers a number of special-focus courses, such as Writing Women's Lives, cross listed with Gender Studies, and Practical Rhetoric (English 304) to prepare students to tutor in the Writing Place. English 391: Professional Linkage Seminars offer students an opportunity to consider professional issues in different fields, such as science writing.</td>
<td>Graduate student help, but no courses or instruction found for undergraduates.</td>
<td>Yes. The Writing Place. Faculty and trained peer tutors.</td>
<td>College of Arts &amp; Sciences, English Department.</td>
</tr>
</tbody>
</table>

Prepared by Deborah Barrett

For Rice Internal Purposes Only
<table>
<thead>
<tr>
<th>University</th>
<th>Required Freshman Comm</th>
<th>Upper-level requirements</th>
<th>ESL courses/ instruction</th>
<th>Lab</th>
<th>Location/Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Princeton</td>
<td>Yes. All students, without exception, must fulfill the University writing requirement by taking a one-term writing seminar in the freshman year as assigned, i.e., in the fall or spring term. Each year, the Writing Program offers over 100 Writing Seminars of 12 students each on a wide variety of topics. Writing Seminars provide intensive instruction in college-level inquiry and argument, and introduce students to library research methods.</td>
<td>No, but offer Writing in Science and Engineering.</td>
<td>No courses or instruction found for undergraduates. The English Language Program helps non-native English speaking graduate students and Writing Program offers two graduate half-term courses for international graduate students on reading and writing the scientific literature, and WRI</td>
<td>Yes. The Writing Center offers all Princeton undergraduate and graduate students free one-on-one conferences with experienced fellow writers trained to consult on assignments and projects in any discipline.</td>
<td>Faculty and fellows from various disciplines, but apparently all affiliated with Writing Program in some way.</td>
</tr>
<tr>
<td>Stanford</td>
<td>Yes. Must complete three courses at three levels. The first two levels are PWR 1: a course emphasizing writing and research-based argument or a SLE: writing instruction in connection with the Structured Liberal Education program. The second-level Writing and Rhetoric Requirement (WR 2) is fulfilled by taking PWR 2, a course emphasizing writing, research, and oral presentation of research or a SLE: writing and oral presentation instruction in connection with the Structured Liberal Education program, or a course offered through a department or program certified as meeting the WR.</td>
<td>Yes. Writing-intensive courses that fulfill the third Writing in the Major (WIM) requirement, are designated under individual department listings.</td>
<td>The English for Foreign Students Program in the Stanford Language Center offers courses to international graduate students in ESL. Although their courses are for graduate students, they say undergraduates may take them with permission. Also, provide a list of tutors.</td>
<td>Yes. The Stanford Writing Center assists students with writing in all academic contexts with an emphasis on first- and second-year students writing for PWR, IHUM, and Stanford Introductory Seminars through one-to-one and group tutorials, workshops, and seminars.</td>
<td>Program in Writing and Rhetoric; English Department and Provost for Undergraduate studies.</td>
</tr>
<tr>
<td>University</td>
<td>Required Freshman Comm</td>
<td>Upper-level requirements</td>
<td>ESL courses/ instruction</td>
<td>Lab</td>
<td>Location/Faculty</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Univ of Chicago</td>
<td>Yes. Humanities Writing Seminars (HUMA 19100-19200-19300) that introduce the analysis and practice of expert academic writing required with core humanities requirement. The University's Common Core has a significant writing component. Students taking Core courses can end up writing dozens of papers in an academic year.</td>
<td>Academic and Professional Writing (English 13000/33000, also known as &quot;The Little Red Schoolhouse&quot;). This course helps advanced writers structure complex data, develop extended arguments, and position their work as a contribution to ongoing debate in their fields. The course is offered in several different versions for graduate students, MBA students, professional students, and advanced undergraduates.</td>
<td>English Language Institute classes and workshops. <a href="http://ihouse.uchicago.edu/esl/">http://ihouse.uchicago.edu/esl/</a></td>
<td>The University of Chicago Writing Program provides two forms of assistance for undergraduates in Common Core courses. Undergraduates in Core courses can get quick help on individual papers from Writing Tutors who work in the evenings in Harper Library. For more extensive writing instruction, each section of the Humanities Common Core is assigned a Writing Intern. <a href="http://writing-program.uchicago.edu/resources/tutor.htm">http://writing-program.uchicago.edu/resources/ tutor.htm</a></td>
<td>Humanities</td>
</tr>
<tr>
<td>Vanderbilt</td>
<td>Yes. Students must take a First Year Writing Seminar, a 100-level Writing course, and either another 100-level Writing course or a 200-level Writing course or an Oral Communication course.</td>
<td>Yes. 200 level courses are writing seminars in the disciplines</td>
<td>English Language Center provides workshops and tutoring.</td>
<td>Yes. The Writing Studio provides all undergraduates the opportunity to meet with trained writing consultants (peer and graduate students) to discuss individual writing concerns, from invention to drafting to revision. The Studio provides a space for students to discuss work-in-progress, to create their own writing, and to use available writing resources. <a href="http://www.vanderbilt.edu/writing/index.php">http://www.vanderbilt.edu/writing/index.php</a></td>
<td>English faculty for 100, but cross-disciplinary faculty for seminars and 200-level courses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>Required Freshman Comm</td>
<td>Upper-level requirements</td>
<td>ESL courses/ instruction</td>
<td>Lab</td>
<td>Location/Faculty</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Washington in St. Louis</td>
<td>Yes. All WU students are required to take Writing 1 during their first year of study.</td>
<td>Students have two ways of satisfying the Arts and Sciences advanced writing requirement: Taking an L14 literature course with a writing intensive component or taking an advanced (300 level) L13 writing course in argumentation or expository writing.</td>
<td>English Language Programs (ELP) provides classes, workshops, and other forms of English language support designed to hone English language communication skills for academic and professional settings.</td>
<td>The Writing Center consists of undergraduate students, graduate students, and faculty members.</td>
<td>English Department</td>
</tr>
<tr>
<td>7100 undergrads</td>
<td></td>
<td></td>
<td></td>
<td><a href="http://artsci.wustl.edu/~writing/home.html">http://artsci.wustl.edu/~writing/home.html</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://english.artsci.wustl.edu/undergraduate/writing_requirements">http://english.artsci.wustl.edu/undergraduate/writing_requirements</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yale</td>
<td>Yes. Yale's distributional requirements stipulate 2 course credits in writing. Over 150 courses, spanning more than 25 different academic programs, give special attention to writing. Such courses, designated WR, do not necessarily require more writing than other courses; rather, they provide more help with writing assignments. Some characteristics of WR courses include writing to discover ideas, learning from model essays, detailed feedback, and reviewing writing in small groups.</td>
<td>No requirements. The English department offers several advanced writing courses to prepare students for writing throughout the University, and other departments in the humanities, social sciences, and sciences complement this offering with courses.</td>
<td>A number of Yale organizations provide resources for non-native speakers of English. These include the Center for Language Study (CLS), the English Language Institute (ELI), the Office of International Students and Scholars (OISS), and the Yale College Writing Center.</td>
<td>The Yale College Writing Center supports a range of courses and tutoring services to help undergraduates improve their writing. Writing Tutors are undergraduates and Writing Partners are graduate students.</td>
<td>The Writing Center</td>
</tr>
<tr>
<td>5,247 undergrads</td>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.yale.edu/writing/">http://www.yale.edu/writing/</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://yalecollege.yale.edu/content/writing">http://yalecollege.yale.edu/content/writing</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B: Rice University Writing and Communication Resources

For Undergraduates in Any School (Program for Communication Excellence)

- Staff: 8 full-time staff, including one director and 6 additional faculty
- Incoming students must take COMM 103 or pass the Comp Exam, which tests ability to read critically, use sources appropriately, organize ideas, and write clearly and correctly (about 33% of entering students receive Not Satisfactory on the Exam; See Appendix C for Comp Exam results).
- Program also offers 2 upper level communication classes each semester including Leadership Communication, Applied Leadership, and Medical Communication.
- None of these courses count for distribution credit.

School Specific Communication Programs

School of Humanities

- Staff: 2 faculty in Forensics and Speech Communications; Communication faculty coach for the Rice Debate team.
- Twelve courses in public speaking, forensics, debate and rhetoric and political communication open to all students. Other courses taught on a rotating basis. Public speaking course (HUMA 201; 16 students per semester and in the summer), required of sports management majors. None of these courses receive distribution credit.
- Several writing-intensive sections (ie: ENGL 200 primarily for English majors and ENGL 175 for non-English majors).
- Numbers of upper-level writing intensive classes in Humanities.

School of Social Sciences

- GATEWAY program provides students with many opportunities to hone their professional communications and research skills.
- Managerial studies course in communication, required for MANA majors.

Wiess School of Natural Sciences

- Staff: 2 part-time faculty.
- Writing Professionally in Natural Sciences: optional undergraduate course offered each semester (20 students)
- Writing and Publishing in Natural Sciences, optional graduate course focusing on writing student’s own paper or proposal. Will be taught for 1st time in spring 2011 and taught every spring thereafter.
- 9 BioC Communication-intensive courses.
- Summer thesis writing short course for graduate students within one year of graduating.
- Course support for faculty in natural sciences, including syllabus and communication assignment design, especially for class presentations, training TAs and student discussion leaders.
- Abstract and poster preparation workshops for undergraduate students.
- Workshops for graduate students with rotating topics each semester including; How to present data, How to prepare slides, Tips for presentation delivery, How to write an abstract, How to prepare a poster.

Jones School of Business

- Staff: 6 full-time faculty and 3 part-time faculty.
- Leadership Communication course required for all MBA tracks. Two sections (30 students each) open to undergraduates in the business minor. Topics include: business writing, crafting an argument, oral presentations
and visual communications, cross-cultural communication, crisis communication, elevator pitches, on the spot public speaking.

- Consulting support for faculty (communication assignment design and evaluation rubrics, in class evaluations and critique of communication assignments, videotaping).
- Consulting support for students (coaching presentations, evaluating written communication, letters, videotaping).

**Brown School of Engineering**

- Staff: 2 full-time faculty and some students trained as oral presentation coaches.
- 2 sections of a thesis writing course for graduate students each semester.
- Some upper-level courses including training in communication skills.
- Course support for engineering faculty (assignment design, materials development, in class presentations on communication skills, videotaping of presentations, and evaluation of students' written, oral and visual communication products done in tandem with engineering faculty).
- Over 120 hours of in-depth presentation coaching (oral and visual materials) for individual students and teams enrolled in engineering courses.
- Mini-courses and workshops on a variety of communication topics for graduate students.
- Coaching for undergraduate and graduate students in preparation for conference presentations, thesis defense, and job interviews.
- In the 10 years while the Cain Project was active, communications faculty members worked with 80 courses in sciences and engineering to enhance the communication instruction within the classes. This activity has curtailed in recent years due to lack of personnel.

**Other Opportunities for Rice Students to Enhance Communication Skills**

- Rice Undergraduate Research Symposium: preparation leading to a day of student presentations
- VIGRE (research program in CAAM, Math, and Computer Science), and Engineers without Borders (work-study club involving research and development)
- Summer internship programs (requiring communication skills and presentation of findings (written, poster, oral) upon return to Rice:
  - Center for Civic Engagement Fellows
  - Baker Institute Summer Program
  - Program in Poverty, Justice, and Human Capabilities
  - Beyond Traditional Borders
  - Loewenstein Fellows
  - Leadership Rice Summer Mentorship Experience
- School of Engineering communication faculty and School of Natural Sciences communications faculty often coach students in the presentations listed above.
### Final Results - Summer 2010

<table>
<thead>
<tr>
<th></th>
<th>Pass</th>
<th>Low Pass</th>
<th>Not Satisfactory</th>
<th>Total</th>
<th>Submitted</th>
<th>Did not take exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>220</td>
<td>368</td>
<td>296</td>
<td>1050</td>
<td>884</td>
<td>166</td>
</tr>
</tbody>
</table>

#### Comp Exam Summer 2010 Final Scores (Submitted Exams)

- **Pass**: 33%
- **Low Pass**: 25%
- **Not Satisfactory**: 42%

### Final Results - Summer 2009

<table>
<thead>
<tr>
<th></th>
<th>Pass</th>
<th>Low Pass</th>
<th>Not Satisfactory</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>232</td>
<td>368</td>
<td>238</td>
<td>838</td>
</tr>
</tbody>
</table>

#### Comp Exam Summer 2009 Final Results (Submitted Exams)*

- **Pass**: 28%
- **Low Pass**: 28%
- **Not Satisfactory**: 44%

* First year students allowed to opt out of exam and enroll directly in COMM 103.
### Final Results - Summer 2008

<table>
<thead>
<tr>
<th>Pass</th>
<th>Low Pass</th>
<th>Not Satisfactory</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>197</td>
<td>353</td>
<td>223</td>
<td>773</td>
</tr>
</tbody>
</table>

### Comp Exam Summer 2008
Final Results (all students)

- Pass: 29%
- Low Pass: 25%
- Not Satisfactory: 46%

### Final Results - Summer 2007

<table>
<thead>
<tr>
<th>Pass</th>
<th>Low Pass</th>
<th>Not Satisfactory</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>99</td>
<td>355</td>
<td>277</td>
<td>731</td>
</tr>
</tbody>
</table>

### Comp Exam Summer 2007
Final Results (all students)

- Pass: 38%
- Low Pass: 13%
- Not Satisfactory: 49%

### Final Results - Summer 2006

<table>
<thead>
<tr>
<th>Pass</th>
<th>Low Pass</th>
<th>Not Satisfactory</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td>435</td>
<td>246</td>
<td>772</td>
</tr>
</tbody>
</table>

### Comp Exam Summer 2006
Final Results (all students)

- Pass: 32%
- Low Pass: 12%
- Not Satisfactory: 56%