

William I. Wolff, Ph.D.

**Fifth Year of Service
Application for Tenure**

**Intending to Apply for Promotion
To Rank of Associate Professor**

**Department of Writing Arts
Rowan University**

October 2010

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CHECKLIST TENURE/RECONTRACTING
FACULTY / LIBRARIANS FOR 3RD & 4TH YEAR CONTRACTS (2ND Year of Service),
5TH YEAR CONTRACT (3RD Year of Service), AND FOR TENURE (5TH Year of Service)

CANDIDATE NAME William I. Wolff DATE HIRED 9/2006

OFFICE / DEPARTMENT Writing Arts PHONE EXT. 5221

DEPARTMENT T/R CHAIRPERSON Martin Itzkowitz PHONE EXT. 3418

CHECKLIST FOR FACULTY & LIBRARIANS within the Bargaining Unit appointed after December 31 of the current year shall not be reviewed by the Senate Tenure & Recontracting Committee and will be reviewed the following year as a first-year candidate. Departmental Tenure & Recontracting Chairperson's initials must appear on blank lines under word "initials." Please number the pages of the recontracting file and collate in the order listed below. Please include the corresponding file page number where indicated below.

<u>File Page Number</u>	<u>CHECKLIST ITEM</u>	<u>Initials</u>
Starts with:		
<u>i</u>	1. Checklist	1. <u>MD</u>
<u>1</u>	2. Definition of Terminal Degree for your department (Section 2.113 of the Tenure & Recontracting Procedure)	2. <u>MD</u>
<u>1</u>	2.a. A recently dated letter from dissertation advisor for candidates who have not completed their terminal degree (if applicable)	2.a. <u>NA</u>
<u>2</u>	3. Departmental Interpretation and Weighting of Evaluation Criteria (Weights should be assigned to each evaluation category; i.e., Teaching Effectiveness, Scholarly and Creative Activity, etc. (1.2 and 2.41)	3. <u>MD</u>
<u>25</u>	4. Role of Department Chairperson (2.44)	4. <u>MD</u>
<u>26</u>	5. Rowan University Personnel Resume	5. <u>MD</u>
<u>33</u>	6. A self-appraisal of professional performance (2.1111)	6. <u>MD</u>
<u>81</u>	7. Plans for future professional growth (2.1112)	7. <u>MD</u>
<u>84</u>	8. Summaries of student responses and candidate's analysis of the responses (dated and signed by candidate and administering faculty or T & R Dept. Committee Chair)	8. <u>MD</u>
<u>137</u>	9. Assessment of Teaching Effectiveness, including the latest classroom observation(s) or results of alternative means of assessing teaching effectiveness	9. <u>MD</u>
<u>148</u>	10. Departmental evaluation (2.661) a. Committee recommendation with written explanation and minority report(s) if required. (2.684) b. Numerical vote. (2.681) c. Names and signatures of the committee members and chair	10. <u>MD</u>
<u>155</u>	11. Copy of most recent evaluation letters of the Department Committee, the Senate Committee, the Dean, the Provost, and the President (if applicable)	11. <u>MD</u>
<u>✓</u>	12. Supplemental Folder (if needed), a. One copy of all previous evaluation letters of the Department Committee, the Senate Committee, the Dean, and the President plus previous student response measures	12. <u>MD</u>

SUPPLEMENTAL FOLDER: CANDIDATES MAY ALSO INCLUDE IN THE FOLDER ONE (1) COPY OF ANY SUPPLEMENTAL DOCUMENTATION TO SUPPORT THEIR APPLICATION. THIS FOLDER WILL BE AT THE DISPOSAL OF THE SENATE COMMITTEE THROUGHOUT THE DELIBERATIONS.

**Department of Writing Arts
College of Communication**

Definition of Terminal Degree

The Department of Writing Arts, in consultation with the Dean of the College of Communication, has determined that the terminal degree in this field for full-time tenure-track candidates is the Ph.D. or Ed.D.

Department Criteria

Tenure and Recontracting Criteria for the Department of Writing Arts Ratified September 14, 2010

This document is intended to serve in conjunction with the current Tenure and Recontracting *Memorandum of Agreement (Memorandum)*. The candidate should familiarize him/herself with the Memorandum and its components in conjunction with this document. The current Tenure and Recontracting *Memorandum* is located on the Provost's web page (<http://www.rowan.edu/provost/aft/>). If any conflict between the two occurs, the *Memorandum* shall supersede this document.

The Department's Tenure and Recontracting procedures are designed to support the mission of Rowan University, the College of Communication, and the Writing Arts Department.

The Rowan Mission (adopted 2003)

A leading public institution, Rowan University combines liberal education with professional preparation from the baccalaureate through the doctorate. Rowan provides a collaborative, learning-centered environment in which highly qualified and diverse faculty, staff, and students integrate teaching, research, scholarship, creative activity, and community service. Through intellectual, social, and cultural contributions, the University enriches the lives of those in the campus community and surrounding region.

College of Communication Mission Statement

The College of Communication combines liberal learning with professional education to prepare students to assume positions of leadership in the field of communication. In addition to providing students with rigorous academic experiences in writing, critical thinking, speaking, and media production, the College prides itself on providing students with a variety of opportunities for growth outside the classroom, including memberships in professional organizations, participation in student publications, and creative involvement with radio, television, and film productions. Central to the College is the commitment to nurture imagination, spark creativity, cultivate strategic thinking, and provide opportunities for students to succeed in artistic, scholarly, and commercial venues. The College seeks to reward excellence in all facets of instruction and advisement, and envisions a future where technology extends, enhances, and transforms the process of communication.

Department of Writing Arts Mission (adopted 2005)

The Department of Writing Arts develops students' academic achievement, professional success, and personal growth through its first-year writing program, concentration in creative writing, undergraduate major, graduate certificates, and Master's in Writing. By combining the best of rhetorical and educational traditions with appropriate state-of-the-practice technology and innovative teaching, the Department advances students' understanding of written communication within our dynamic culture. Through scholarly and creative activity, interdisciplinary collaboration and community outreach, the Department forges connections with a wide range of individuals and institutions. Writing Arts—focused both on the art and craft of writing—meets the needs for an articulate, informed citizenry with enthusiasm, creativity, and rigor.

Further refinement of these goals can be found in the appendices. Included are the core values for the first-year writing program (Appendix A) and the undergraduate major (Appendix B). The core values for the graduate program are currently under development and will be added when they are complete.

Candidates may point directly to these mission statements and values as evidence of their application aligning with departmental missions and values.

Tenure and Recontracting Administrative Procedures

Periodic Review of Department Tenure and Recontracting Procedures

The Department of Writing Arts will review and update this document every three years, or more frequently if Department members vote to do so by simple majority of the ongoing faculty. Changes to the document will take effect only after approval by the Dean of the College of Communication.

Schedule for Evaluation

Each fall when the local University/Union Agreement for Tenure and Recontracting is distributed, the Department Chair shall formulate a schedule for the evaluation of candidates consistent with the Local Agreement. To ensure the timely evaluation of candidates, the Department Tenure and Recontracting Committee members shall be selected during the May meeting prior to the academic year but definitely by the first Department meeting of the academic year. Within a week of this meeting the Committee shall elect a chair.

Make-up of the Departmental Committee

Consistent with 2.43 of the *Memorandum*, the Department Tenure and Recontracting Committee shall consist of three, five, or seven tenured faculty members. Consistent with 2.435, Department Committee members cannot serve on the Senate Recontracting Committee.

Role of the Chair

Consistent with 2.44 of the *Memorandum*, the Department Chairperson shall be included in the evaluative process; the role and specific function of Department Chairperson in the evaluation of probationary faculty will be established by the faculty of the Writing Arts Department each year.

General Tenure and Recontracting Evaluation Procedures

Expected Balance Among Areas to Be Evaluated

The Department of Writing Arts recognizes that our department functions best when faculty bring their diverse talents to their multifaceted roles as professors and that in a department such as ours these achievements can take many forms. In accordance with the Memorandum of Agreement and consistent with department mission and values, candidates will be evaluated in four areas:

- Teaching effectiveness
- Scholarly and creative activity
- Contributions to university community
- Contributions to the wider and professional community

Balance or Mix Among the Criteria for Tenure and Recontracting

The four areas above are listed in rank order. The Department Tenure and Recontracting Committee will regard excellent teaching as the most important achievement. The committee will count significantly scholarly and creative activity. These will be followed by contributions to the university community and to the wider and professional community. In all areas, candidates must demonstrate rigorous intellectual and high professional and ethical standards.

To assess these four areas, each candidate will compose an extended self-assessment showing how he or she has met the requirements of each area, as described below.

Teaching Effectiveness

The application of each candidate for Tenure and Recontracting must address the following areas in order to establish appropriate teaching effectiveness:

1. Excellence in academic instruction
2. Excellence in developing learning activities
3. Excellence in developing as a teacher
4. Excellence in mentoring and advising.

Academic instruction includes but is not limited to

1. Facilitating learning by instructing Rowan University students in courses, laboratories, theaters, clinics, studios, workshops and seminars
2. Managing instruction, e.g., planning and arranging for learning experiences, maintaining student records, grading
3. Supervising students in laboratories, fieldwork, internship and clinical experiences, and independent study
4. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

Criteria for Excellence in Academic Instruction

The department of Writing Arts recognizes that different teaching methodologies should be applied depending on the context, goals of the class, and lesson. The candidate should demonstrate the skill to handle effectively several different approaches to teaching, tailoring pedagogical technique to the diverse needs of various student populations. (For example, students in a first-year writing course [IPWS, College Composition I or II] or introductory creative writing course [Creative Writing I or Writing Children's Stories] require a different level of instruction and different pedagogical techniques than Writing Arts majors in a senior-level course or those in the M.A. in Writing.) Whatever the approach, effective teaching should encompass the characteristics discussed above.

Excellence in academic instruction is demonstrated by a combination of several of the following characteristics, by which the candidate:

1. Engages students as active participants in the learning process, encouraging critical and creative thinking rather than passive retention of material.
2. Maintains a class environment that interests and challenges students in the subject matter of the course and cultivates a positive attitude toward lifelong learning.
3. Demonstrates a command of the current state of the discipline.
4. Remains current in teaching pedagogy and is willing to experiment with innovative teaching approaches.
5. Demonstrates knowledge of and enthusiasm for the subject matter and teaching.
6. Organizes the subject matter, including appropriate pacing and adherence to departmental syllabi and policies.
7. Identifies appropriate student learning outcomes via course materials.
8. Provides opportunities for interaction with students outside of class.
9. Articulates and applies fair and consistent standards in designing assignments and in grading student work.

Criteria and Documentation for Evaluating a Candidate's Excellence in Teaching

The candidate should organize this section of the application based on the following:

I. The candidate must demonstrate that he or she provides excellence in academic instruction. Factors that will be considered in the Committee’s review include but are not limited to:

A. Self-reflective narrative

The candidate's self-reflective narrative should include the following subject areas, but does not necessary need to be composed in this order or with these specific headings:

- a. Summarize the candidate's teaching responsibilities and activities
- b. Describe and analyze pedagogical strategies
- c. Discuss modalities of student assessment utilized by the candidate

B. Course content analysis

The course content analysis should include descriptions and analyses by the candidate of all courses taught since hiring. The candidate may locate his or her discussion within relevant values and outcomes corresponding to each collection of courses (first-year writing program, major courses, graduate courses, etc.).

C. Student Evaluations and Candidate Analyses

In accordance with the *Memorandum*, student perception of the teaching/learning experience will be collected in at least two sections of the candidate's choice once per semester during the last five (5) weeks of each semester of the current recontracting period throughout probationary service. Candidates may also collect student perceptions during the last week of the summer session of the current recontracting period.

Candidate folders should contain student evaluations from two courses per semester as follows:

Candidate Evaluation	Student evaluations performed during
1st Year	Semester 1
2nd Year	Semester 2
3rd Year	Semesters 3, 4, 5
5th Year	Semesters 6, 7, 8

Where possible, the candidate should submit evaluations demonstrating a range of effective teaching in a variety of courses.

The candidate should include a statement reflecting on the outcomes of the student evaluations.

The Committee will carefully assess the candidate's student evaluations and the accompanying analyses of student responses in the determination of teaching effectiveness. The departmentally approved student evaluation form(s) will be the standard measure of student perceptions.

D. Peer Evaluations and Candidate Analyses

Per 2.6422 of the *Memorandum*, the Department T&R Committee must arrange for candidates to be observed at least once each semester during the probationary period. Candidates should include reports of one peer observation for every semester since their previous evaluation.

Per 2.6423 of the *Memorandum*, written, dated reports of each observation shall be given to the candidate within two (2) calendar weeks of each observation.

The peer evaluation should include a summary of material presented in the class as well as an evaluation of the candidate's organization of the material, ability to communicate, up-to-date knowledge of subject matter, pedagogical techniques, and classroom environment.

As stated in Appendix A 1.13 C of the *Memorandum* candidates are required respond to the peer evaluation(s).

II. The candidate must demonstrate excellence in developing learning activities that enhance excellence in academic instruction. This area can be demonstrated at the classroom and curricular levels. Factors that will be considered in the Committee's review include but are not limited to the following as outlined in the *Memorandum* (Appendix A, 1.11, A):

1. Participation in development, review, and redesign of courses and programs
2. Participation in developing and revising curriculum
3. Developing teaching materials, manuals, software, and computer exercises
4. Developing online courses
5. Contributing to study abroad programs
6. Contributing to service learning programs
7. Participating in development of learning outcomes assessment tools and analysis of assessment results
8. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

III. The candidate must demonstrate excellence in developing as a teacher. Factors that will be considered may include but are not limited to the following as outlined in the *Memorandum* (Appendix A, 1.11, A)::

1. Reflecting on one's instruction and classroom to benefit the teaching-learning experience
2. Attending and participating in development activities at Rowan or through professional organizations
3. Maintaining currency in discipline-specific concepts
4. Maintaining currency in pedagogical practices
5. Collaborating with colleagues in course development, pedagogical research, and team-teaching
6. Observing and providing feedback related to the teaching of colleagues as such observations contribute to one's own development in the classroom
7. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

IV. The candidate must demonstrate that he or she provides excellence in mentoring and advising. Factors that will be considered include but are not limited to the following:

1. Self-Assessment of Mentoring and Advising Effectiveness

Because advising and mentoring are important corollaries to classroom teaching, the candidate will submit a statement of self-assessment addressing perceived performance in five areas of student mentoring:

- a. academic advising, or assisting students in selecting their courses and completing their curriculum in a timely manner
- b. serving as the second reader of a graduate thesis. Students in the department's MAW program may choose to complete a creative or scholarly thesis. Thesis genres can include but are not limited to: novel, memoir, play, an extended nonfiction narrative, collection of poetry, collection of essays, academic prose, and those that mix genres (multi-genre or multimodal). The department recognizes and values print and born-digital theses, as well as those that combine elements of the two. All theses require second readers with an expert knowledge of the advisee's chosen genre(s). The department recognizes and values the highly skilled and labor-intensive nature of thesis advising. The candidate is encouraged to outline the advising processes he or she uses when serving as a second reader.
- c. reading and assessing undergraduate Portfolio Seminar statements. The candidate is encouraged to outline the advising processes he or she uses when working with students on their statements.
- d. developmental advising, or helping students to explore career and/or graduate school options that best fit their goals and interests
- e. one-on-one help with personal or academic questions (with the acknowledgment that often the best "help" is a referral to the Counseling Center, Tutoring Center, or Writing Center)

- f. advising and mentoring of student groups and organizations

Note:

The Writing Arts Department places great emphasis on teaching during the hiring, tenuring, and promotion process. We recognize that teaching is both a skill to be honed through accumulation of knowledge and an art to be perfected through practice and adaptation of various methodologies. It has been our policy to hire individuals who already show evidence of being gifted teachers; therefore, we do not expect or require a record of increasingly higher scores on student evaluations, or a record of increasing praise on peer evaluations. In the same way, we expect that all department members will serve as reliable, conscientious mentors and advisors from the outset; we do not expect or require a pattern of improvement in this area.

A further result of our concentration on teaching excellence from the outset is that professional development activities must be tailored to each individual. For example, we do not expect or require candidates for Tenure and Recontracting to attend workshops devoted to improving teaching, but candidates who have, for their own benefit (not for the purpose of fulfilling a Tenure and Recontracting requirement), attended such workshops are welcome to include documentation in their Tenure and Recontracting files and to discuss the various ways in which they have taken advantage of professional development activities.

1.2 Scholarly and Creative Activity

The only department in the country with the name Writing Arts, our department brings together a diverse group of faculty from disciplines that are variously referred to as writing studies, composition and rhetoric, media studies, creative writing, and writing program administration, among others. This diversity presents itself most clearly in the scholarly and creative activities—the intellectual work—of faculty. The Department believes that whenever writing teachers write they contribute to their own scholarship and creative activity. Writing that contributes to a faculty member's discipline may also provide insights relevant to their teaching. Thus, although the department realizes that for Tenure and Recontracting purposes, faculty must list scholarly and creative activities in this area, we acknowledge the influence these endeavors may have on the classroom.

Recontracting Expectations

Second evaluation in the second year of service:

Faculty must minimally demonstrate a clear and detailed plan for their scholarly and/or creative activity.

Third evaluation in the third year of service:

Faculty should present evidence of success in scholarly and/or creative activity.

Fourth evaluation (the tenure review) in the fifth year of service:

Faculty must clearly demonstrate evidence of sustained accomplishment and a plan for continued scholarly and/or creative productivity as prescribed by the Writing Arts Department's standards and criteria found below.

Criteria

Under "Evaluating Scholarly and Creative Activities" found below, the "Characteristics of Excellence" for scholarly and creative activity that will be applied to candidate folders are defined. The Department expects scholarly and creative activity to be appropriate to **at least** one of the following:

- the faculty member's academic or research field
- his or her teaching and department responsibilities
- his or her university responsibilities

Scholarly and creative activity, as described in the *Memorandum*, is the pursuit of an active or continuing agenda of reading, writing, speaking, or other forms of scientific or pedagogical inquiry whose purpose is to create new knowledge, integrate knowledge, or open additional knowledge-based areas for further exploration. The work of scholarly and creative activity includes any of the following: basic research, research in the scholarship of teaching, creative activity, applied research and evaluation, and funded research and creative projects. (App. A, 1.21)

Appendix A of the *Memorandum* goes on to describe these five categories of scholarly and creative activities. Below, following the A-E lettering of the *Memorandum*, the *Memorandum's* wording appears in italics followed by elaboration as it applies to the Department of Writing Arts. There is no hierarchy implied by the A-E order of this listing.

A. Basic research includes scholarly efforts leading to presentation and publication as defined in the candidate's discipline.

The Department recognizes technology's effect on contemporary research, writing, and publication processes. Thus the Department acknowledges the value of non-print publication and evaluates publications, such as Web-based journals, by the same standards it uses to judge print forms of publication.

Also, understanding the time and energy commitments required of collaborative research and creative activities, the Department of Writing Arts recognizes collaboratively authored work as valuable scholarly contributions.

Examples of Scholarship

Scholarly and creative work will be assessed based on a range of successful activities as well as the weight of specific accomplishments. Candidates are not expected to achieve success in every category.

The Committee understands that composing scholarly and creative work for publication and presentation is an extended process. Though publication and presentation are, of course, desired end-points, the Committee values and the candidate should provide context for work that is in-progress, under review, or has been rejected.

The candidate may help the Committee assess the value of the Scholarly and/or Creative Activity by consulting empirical information on criteria for publication, stringency of acceptance, and distribution.

The candidate should also explain the value of the activity in terms of its place in his or her overall body of scholarly work and teaching activities.

I. Scholarly Work through Print and Non-Print Media

- A. Writing, submitting, and publishing a book (including monograph, scholarly edition, or collection of scholarly essays)
- B. Writing an article, whether authorship is single or collaborative, for a refereed journal or collection of essays.
- C. Editing, submitting, and publishing a book of collected scholarly essays
- D. Editing or guest-editing a journal
- E. Writing, submitting, and publishing an article, whether authorship is single or collaborative, in a non-refereed journal or collection of essays
- F. Writing, submitting, and publishing an article, whether authorship is single or collaborative, in a professional/scholarly newsletter
- G. Writing, submitting, and publishing an entry for a reference work
- H. Writing, submitting, and publishing a book review
- I. Editing, submitting, and publishing an article

II. Presentations

- A. Delivering a plenary address
- B. Delivering a paper
- C. Presenting a refereed paper
- D. Serving as a moderator or commentator of a session
- E. Organizing a session or panel

B. Research in the scholarship of teaching includes but is not limited to conducting instructional and classroom research to benefit the teaching-learning experience. Faculty who engage in classroom research will be responsible for discussing the methodologies used to conduct such research. When appropriate, faculty should include Institutional Review Board (IRB) approval in the Supplemental Folder.

C. Creative activity is an expression of the scholarship of discovery and integration for those faculty engaged in disciplines for which research, as it may be traditionally defined, may not apply. Such faculty may sometimes, but not always, focus on disciplines in the fine, performing, or communicative arts. Genres of creative activity include, but are not limited to: poetry, novel, novella, memoir, essay, play, screenplay, and short story. Examples include, but are not limited to:

I. Creative Work through Print and Non-Print Media

- Writing, submitting, and publishing creative book-length works
- Editing, submitting, and publishing literary or creative collections or journals
- Writing, submitting, and publishing shorter creative works in literary journals or appropriate venues
- Writing, submitting, and publishing creative works in collections
- Republishing work in annuals and anthologies that has previously appeared in literary journals
- Writing, submitting, and publishing non-peer reviewed works in appropriate venues
- Writing, submitting, and publishing articles related to craft, aesthetics, and authorship of literary genres

See Appendix C for a discussion of the process of literary publishing as it pertains to creative activity.

II. Presentations

- Giving a reading of literary works
- Performances by others of created works
- Gallery exhibitions
- Participation in panel discussions and forums (for example, at literary conferences and festivals)
- Interviews in both print and non-print media as interviewee

D. Applied research and evaluation includes but is not limited to

- 1. Applied study or applied pedagogical or scientific research (e.g., work in Professional Development Schools)*
- 2. Sponsored or contracted study or research (e.g., Engineering clinic projects)*

3. *Program, policy, or personnel evaluation, study, or research for the local campus or other institutions or agencies*
4. *Leadership in multidisciplinary centers and task forces.*

Examples of *Applied Research and Evaluation* include, but are not limited to

- A. Writing, submitting, and publishing textbooks, teaching anthologies, handbooks, guides, etc.
- B. Providing external evaluations of curricular programs
- C. Publishing in or being responsible for publishing professional, academic, and non-academic bulletins, brochures, newsletters, etc.
- D. Speaking or appearing at professional, civic, or community engagements
- E. Reviewing articles, books, textbooks and other curricular materials

Furthermore, a critical function of our department is Writing Program Administration. As currently constituted in Writing Arts, such work may include but is not limited to:

- First-year Writing Coordinator
- Writing Center Director
- Undergraduate Programs Coordinator
- Graduate Advisor

The work of a writing program administrator (WPA), as the Council of Writing Program Administration (CWPA) states in *Evaluating the Intellectual Work of Writing Administration*, “is worthy of tenure and promotion when it advances and enacts disciplinary knowledge within the field” (<http://www.wpacouncil.org/positions/intellectualwork.html>). However, “In order to be regarded as intellectual work . . . writing administration must be viewed as a form of inquiry which advances knowledge and which has formalized outcomes that are subject to peer review and disciplinary evaluation.” The scholarly and creative work that candidates complete should be contextualized within the demands of writing program administration.

The department endorses the following four categories described by CWPA as an organizational and evaluative framework for writing administrators:

i. The Work of Writing Administration

Description of activities and products organized by the following five areas:

- Program Creation
- Curricular Design
- Faculty Development
- Program Assessment and Evaluation
- Program-Related Textual Production

Evaluation could include a wide range of program-related written materials "in addition to conference papers, articles in refereed journals, scholarly books, textbooks, and similar products that would be evaluated the same whether produced by a WPA or any other faculty member."

It is recommended that candidates who complete work in the area of Writing Program Administration supply a briefly annotated list of primary and secondary duties associated with their administrative work.

ii. Evidence of Intellectual Work

A particular product or activity of a WPA is intellectual work when it meets one or more of these four criteria:

- It generates, clarifies, connects, reinterprets, or applies knowledge based on research, theory, and sound pedagogical practice;
- It requires disciplinary knowledge available only to an expert trained in or conversant with a particular field;
- It requires highly developed analytical or problem solving skills derived from specific expertise, training, or research derived from scholarly knowledge;
- It results in products or activities that can be evaluated by peers (e.g., publication, internal and outside evaluation, participant responses) as the contribution of the individual's insight, research, and disciplinary knowledge.

iii. Quality of Intellectual Work

- The listing below suggests more specific criteria that can be used to evaluate the quality of a product or activity reflecting a writing administrator's intellectual work:
- Innovation: The writing administrator creates one or more new programs, curricular emphases, assessment measures, etc.
- Improvement/Refinement: The WPA makes changes and alterations that distinctly and concretely lead to better teaching, sounder classroom practices, etc.
- Dissemination: The WPA, through workshops, colloquia, staff meetings, and other forums, is able to communicate curricular goals, methodologies, and overall programmatic philosophy in such a way as to lead to positive and productive results for students, instructors, and school.
- Empirical Results: The WPA is able to present concrete evidence of accomplishments; that evidence may take the form of pre- and post-evaluative measures, written testimonials from students and staff, teaching evaluations, etc.

iv. Peer Review

The Council of Writing Program Administrators encourages the use of peer review in evaluating the intellectual work of WPAs. This will likely require the WPA to create a portfolio that reflects

her or his scholarly and intellectual accomplishments as an administrator; this portfolio would be reviewed by outside evaluators selected by the department in consultation with the person being evaluated.

E. Funded scholarly and creative projects include but are not limited to

- 1. Grant-seeking and proposal development to public and private sponsoring agencies for research*
- 2. Supervision and management of sponsored creative and artistic projects.*

While certainly successful grants are held more highly than rejected applications, the department values the effort required to seek out grant opportunities and to develop the grant application.

To this list of funded projects, both internal and external, the Department also adds, but does not limit itself to:

- A. Applying for and winning grants to further the candidate's scholarship and/or creative activity.
- B. Applying for and winning competitive fellowships related to the candidate's field
- C. Applying for and receiving funded research and creative projects may result from public or private sponsorship or contracted service. Such opportunities include but are not limited to
 - leadership in multidisciplinary centers and task forces
 - contributions of expertise to public or private institutions of elementary, secondary, or higher education
 - grant-seeking and proposal development to public and private sponsoring agencies
 - supervision and management of sponsored creative and artistic projects
- D. Reviewing grant proposals for funding

The Department also recognizes the work faculty are doing in the burgeoning research field known as the Scholarship of Engagement. Those faculty who are engaged in the Scholarship of Engagement as part of their application packet will need to present criteria for evaluation of this type of scholarship the year prior to coming up for Tenure and Recontracting. The Department Tenure and Recontracting Committee and Dean will have to approve these criteria. See <http://scholarshipofengagement.org/> for more information.

Evaluating Scholarly and Creative Activities

As with those candidates in any specialization, but especially in the Department of Writing Arts because of the diversity of faculty interests, it is incumbent upon the candidate to contextualize his or her scholarly and creative activities for multiple audiences at the department, college and administrative levels. The candidate should provide—and the Committee will consider—information regarding the

- quality and appropriateness of the venue in which research and creative activities appear
- usefulness of such publication in serving the needs of particular audiences
- candidate's contribution to materials that are co-authored

The candidate shall be evaluated based on the “Characteristics of Excellence in Scholarship (scholarly and creative activity) at Rowan,” as defined in 1.22 of the *Memorandum*. These are:

- A. The activity requires a high level of discipline-related experience
- B. The activity can be replicated or elaborated (research activity)
- C. The work and its results can be documented
- D. The work and its results can be peer-reviewed
- E. The activity is innovative, breaks new ground, or demonstrates other types of significance or impact, including creative work.

Documentation for Evaluating a Candidate's Scholarship and Creative Activity

I. Required Documentation

- A. A listing of the candidate's scholarly and creative activity using the five A-E categories discussed above:
 - A. Basic Research
 - B. Research in Scholarship of Teaching
 - C. Creative Activity
 - D. Applied Research
 - E. Funded Projects
- B. A statement concerning the candidate's scholarly and creative activity that
 - summarizes separately or together each of the candidate's scholarly and creative activities
 - contextualizes the quality and appropriateness of the venue in which the scholarly and creative activities appear
 - discusses their value in disseminating knowledge; their significance in terms of contribution to the profession or to the community of learners; their importance within a popular or literary context; etc.
- C. When applicable, a representative description or sampling of creative work, as well as an explanation or documentation of the value and quality of the work. See Appendix C for more information on this.
- D. When applicable, evidence of a broader dissemination of knowledge to students, whether they are drawn from the Rowan community or a more general community of learners, participants, viewers and/or readers.
- E. For a candidate to whom such work applies, explanation and/or documentation of activities related to grants, sponsored, or contracted research.

Supporting Documentation (to be placed in Supporting Documentation folder)

- A. Copies of publications (print or non-print), editorial work, or integration of scholarship and teaching. Working URLs may be provided for non-print work.
- B. Copies of programs for presentations
- C. Reviews of the candidate's work
- D. Any other form of support acceptable to the Committee, such as unsolicited comments, mention of or citation of the work by others, etc.

1.3 Contributions to the University Community

A. Active participation and leadership in campus activities and governance includes but is not limited to:

- 1. Chairing a department, college, or university committee
- 2. Contributing to tasks central to the department's day to day activities serving both students and faculty
- 3. Helping the department meet the expectations of the College and the University
- 4. Assisting with other campus-wide activities; e.g., Homecoming, Rowan Day, advising student groups
- 5. Course and program development, review, and redesign
- 6. Chairing a department
- 7. Program coordination/Senate participation/Union participation
- 8. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

B. Mentoring other faculty or staff within the candidate's own Department, or College, or University-wide including but not limited to taking part in the established department, or college mentoring programs or working with the Faculty Center mentoring programs.

C. Representing the institution for its advancement includes but is not limited to:

- 1. Participation in open houses
- 2. Recruiting students
- 3. Outreach for bringing more students or resources to the University
- 4. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

Documentation for Evaluating a Candidate's Contributions to the University Community

I. Required Documentation

A. Statement of candidate's contributions to Department, College, and University, including dates of participation and details of demands of each activity.

II. Optional Documentation

- A. Letters of recommendation, appreciation, or support from administrators, committee chairs, colleagues, students, or other appropriate individuals.
- B. Any supporting documentation to clarify the candidate's statement.

Professional activities vary in type and importance. The candidate should not just list but detail the nature and demands of the work for each activity or assignment, as well as discussing leadership roles and other factors, such as if reassigned time was provided for such service. The candidate's contribution should be regular and ongoing.

General Criteria for Evaluating Contributions to the University Community

Candidates for Tenure and Recontracting are expected to demonstrate full engagement as a member of the University community. Candidates should specify the dates, nature, and demands of the work they have performed in service to the University community. The candidate's contributions should be regular and ongoing.

The Department Tenure and Recontracting Committee will further take into account the candidate's leadership roles and other factors, such as receiving reassigned time for service that is included here. Because leadership does not mean simply chairing committees, candidates should discuss the impact of their roles on the committee and/or larger context surrounding the activity.

1.4 Contributions to the Wider and Professional Community

Outstanding performance in this area may be demonstrated by the following characteristics:

1. Membership and service in appropriate professional organizations and participation in their governing process.
2. Commitment to community service and civic responsibility in ways that draw upon the candidate's area of professional expertise.

Faculty members will demonstrate significant activity in practice and professional service at local, state, or national levels. Such activities shall be appropriate to (1) the faculty member's academic or research field or (2) to his or her teaching and department or (3) his or her university responsibilities.

Service to the profession may include but is not limited to

- holding leadership positions in recognized professional organizations
- organizing meetings and conferences sponsored by professional organizations
- participating in professional organizations, including attending conferences, chairing panels, organizing or participating in workshops
- serving as chairs, organizers, reviewers, or discussants at professional meetings
- serving accreditation bodies or national examination boards
- managing, creating, or maintaining professional web sites or discussion groups
- maintaining membership in professional organizations
- subscribing to professional journals or other relevant publications

Service to the community may include but is not limited to

- presenting or participating in panel discussions, workshops, and seminars delivered to K-12 education professionals and other organizations
- serving as a visiting writer, such as a Poet in the Schools
- contributing to local, civic and other community groups
- consulting activities with other educational organizations or universities
- serving as a peer reviewer or field bibliographer for a journal or publishing company.
- writing or editing newsletters
- offering professional consultancies to the University and the external community
- contributing to community groups and projects
- holding public office or assuming important roles in civic and other nonprofit organizations
- providing lectures for and making guest appearances at external gatherings in a way that draws on candidate's expertise

Documentation for Evaluating a Candidate's Contributions to the Wider and Professional Community

I. Required Documentation

A. Statement of candidate's fulfillment of professional responsibilities.

II. Optional Documentation

A. Any supporting documentation to clarify the candidate's statement (e.g., posters advertising professional or public events, thank you letters for service provided to professional or community groups)

B. Any supporting evidence to clarify the candidate's statement.

Goals and Plans

Following 2.1112 of the *Memorandum*, candidates must provide a description of goals and plans for future professional development in each of the four areas discussed above and provide an evaluation plan to measure the candidate's success in reaching these goals.

Copies of Previous Evaluations

Following 2.1113 of the *Memorandum*, copies of the previous cycle's evaluations, including evaluations by the Department/Office Committee, the University Senate Recontracting and Tenure Committee, the Dean, the Provost, and the President.

Summaries of prior student responses should also be included.

Appendix A

First-Year Writing Program Core Values at a Glance

The seven core values of the Rowan University First-Year Writing Program were developed by the General Education Subcommittee of the Department of Writing Arts over a period of two years and were first implemented in Fall 2007. Based on this set of core values, specific goals and outcomes statements were written for the three courses in our sequence, Improving Personal Writing Skills, College Composition I and Integrated College Composition I, and College Composition II. Student work in these courses is evaluated on the basis of these goals and outcomes statements. The descriptions below are broad explanations of the intent of each goal and apply to all courses.

Upon completion of the First-Year Writing Program course sequence, students will:

Core Value I. Understand that writing is a multi-stage, recursive and social process.
College-level writing requires time for information-gathering, development, organization, expression, and reflection. Writers should seek feedback from other readers and revise in response to that feedback.

Core Value II. Understand that writing is shaped by audience, purpose, and context.
College-level writing should have an authentic message. Writers should make choices in their writing to effectively communicate their message.

Core Value III. Understand how texts represent meaning and how the processes of writing and reading create and interpret meaning.
College-level writing involves complex rhetorical and textual strategies. Writers should be able to analyze texts and explain what they mean and how they achieve their meaning.

Core Value IV. Understand the conventions of academic writing and Standard Written English and the contexts in which adherence to these standards is expected.
College-level writing is generally formal and should be well-edited. Writers may sometimes depart from the academic style, but should have a specific reason for choosing to do so.

Core Value V. Understand the role and use of information in writing.
College-level writing values and draws upon the expertise of others. Writers evaluate the quality of this information and actively interpret it based on their own knowledge and experience.

Core Value VI. Understand the principles and practices of academic honesty.

College-level writing acknowledges the work of others as their intellectual property. Writers always attribute ideas or information to the sources from which they were taken and clearly distinguish this material from their own observations and interpretations.

Core Value VII. Understand the power and ethical responsibility that come with the creation of written discourse.

College-level writing addresses serious and complex topics. Writers strive to be perceptive, credible and respectful in their views.

Appendix B
Department of Writing Arts Core Values Statement

Adopted Fall 2007 Revised 2/2010

Because writing is a powerful mechanism for creating meaning, implicit within this mechanism are power, responsibility, and deliberate choice. Therefore, the Writing Arts Department values the following for students in the Writing Arts Program:

1. Writing Arts students will understand and be able to apply the conventions of a variety of writing genres and rhetorical concepts.
2. Writing Arts students will understand theories of writing and reading and be able to apply them to their own writing.
3. Writing Arts students will demonstrate the ability to critically read complex and sophisticated texts in a variety of subjects.
4. Writing Arts students will be able to discover, investigate, and evaluate information in the creation of text.
5. Writing Arts students will demonstrate self-critical awareness of their writing.
6. Writing Arts students will understand the impact evolving technologies have on the creation of written texts.
7. Writing Arts students will show an understanding of the power of the written word and that such power requires ethical responsibilities in its application.
8. Writing Arts students will be familiar with the current standards and dynamic nature of grammar, mechanics, and usage and will be able to apply them appropriately.
9. Writing Arts students will have knowledge of the post-graduate options available to them in professions and/or graduate studies.

Appendix C

Concerning Literary Publication

Literary magazines, even those sponsored by universities, often do not use “peer review” in the sense of using outside, independent experts to evaluate the scholarship or quality of a submission. Instead, they often use a standing editorial staff composed of experts and practitioners in the genres that the magazine publishes. Typically, a submission will be subjected to multiple rounds of review as it moves from the first readers, to an editor focused on a specific genre, and on to a final review by an editorial board or the editor in chief. Some factors that might establish the quality of a magazine include but are not limited to

- national distribution or the importance of the magazine to a region or a particular readership
- indexing by databases such as Academic Premier
- the magazine’s ability to place what they publish in “best of” or thematic anthologies, including The Pushcart Prize and similar collections
- support of the magazine by the NEA, foundations, or universities
- specific reputation of an editor
- the importance of the magazine in terms of establishing innovative approaches to the art of imaginative writing
- quality and reputation of authors the magazine attracts

**Department of Writing Arts
College of Communication**

Description of the Role and Specific Function of the Department Chair

The chairperson of the Department of Writing Arts has informed the candidate of the Tenure and Recontracting process and procedures, organized the departmental election of the Tenure and Recontracting Committee. The chairperson is currently a voting member of the Tenure and Recontracting Committee.

Rowan University Personnel Resume 2006 - 2010

Name: Wolff, William I.
 Last First Middle Initial

Application For: (please check) () Reappointment
 (x) Tenure

Department/Office: Writing Arts

Status at Rowan University: (Circle appropriate years)

Application for: 2nd 3rd 4th 5th 6th

Year of Service: 1st 2nd 3rd 4th 5th

Date of appointment to Rowan University: September 1, 2006

Date(s) of Position/Title

September 1, 2006 – Assistant Professor

Educational Record:

<u>University or University</u>	<u>City/State</u>	<u>Dates Attended</u>	<u>Degree/Year</u>
Univ. of Texas at Austin	Austin, TX	Aug 2000 – Aug 2006	PhD, 2006
Univ. of Cincinnati	Cincinnati, OH	Aug 1995 – Aug 1997	MA, 1997
Union College	Schenectady, NY	Sept 1990 – June 1994	BA, 1994

For candidates pursuing additional degrees/studies: N/A

In what program are you enrolled? _____

Where? _____

Major Field: _____ Special Fields: _____

When did you first start work on this program? _____

Last date enrolled? _____

When do you anticipate completing this program? _____

List, in chronological order, all professional experiences, full-time, part-time, adjunct, etc.:

<u>Institution or Type of Activity</u>	<u>City/State</u>	<u>Position*</u>	<u>Dates^</u>
Rowan University	Glassboro, NJ	Asst. Professor	2006 – present
Univ. of Texas at Austin	Austin, TX	Lecturer	2002 – 2006
Univ. of Texas at Austin	Austin, TX	Asst. Director of CWRL	2002 – 2004
Univ. of Texas at Austin	Austin, TX	Instructor	2000 – 2002
Rutgers	New Brunswick, NJ	Full-Time Asst. Dir. of WP	1999 – 2000
Rutgers	New Brunswick, NJ	Full-Time Instructor	1998 – 1999
Rutgers	New Brunswick, NJ	Part-time Instructor	1997 – 1999
DeVry Institute	North Brunswick, NJ	Adjunct Professor	1997 – 1998
Univ. of Cincinnati	Cincinnati, OH	Teaching Assistant	1996 – 1997

Executive Summary

I am a strong supporter of the Rowan University mission to create a “collaborative learning-centered environment” for students through faculty endeavors in teaching, scholarship, creative work, and service. Since my Third Year Review in spring 2009 I have continued to work toward creating an evolving symbiotic relationship among all four areas so that each enhances the effectiveness and innovation of the other. Toward that end I have expanded the courses I teach, continued my history of creating new graduate courses, refined my pedagogy while continuing to challenge students, broadened my scholarship, engaged in new creative endeavors, and maintained a strong commitment to service at the department, university, and community level. I have also cultivated a research trajectory that is directly informed by the work my students and I are doing in the classroom and stays at the forefront of future directions in new media composition and communication. My accomplishments are summarized below.

TEACHING EFFECTIVENESS

Summary of Teaching Effectiveness Since Joining the Rowan Faculty in September 2006

Since joining the Rowan faculty in September 2006, I have taught 27 course sections, including 8 graduate courses in the MA in Writing program; 1 newly designed undergraduate course; 2 re-designed versions of an undergraduate course; 2 newly designed graduate courses; 2 re-designed graduate courses; and 1 newly designed independent study taught as a .5 credit overload. I have achieved student evaluations showing an overall average Teacher Mean of 4.61, an average Grand Mean of 4.56, and exemplary student comments that reinforce my goals to challenge students in new ways. Observations of my teaching by my colleagues laud the innovative and effective ways I ask students to engage with and think about the implications of new media technologies. As a way to enhance my pedagogy and students’ learning experience, I have created 27 course web sites totaling more than 225 individual pages. I have advised approximately 25 Writing Arts students per semester since fall 2007 and served as a second thesis reader for 3 MA in Writing students. In 2010 I received an Honorable Mention in the Junior Faculty Innovative Teaching Award for the redesign of Writing, Research, and Technology.

Teaching Effectiveness Since my Third Year Review

- Taught a total of 9 courses, including 2 graduate-level courses taught for the first time
- Received an Honorable Mention in the Junior Faculty Innovative Teaching Award for the redesign of Writing, Research, and Technology
- Achieved student evaluations showing an average Teacher Mean of 4.61 and an average Grand Mean of 4.56, scores that are equivalent to my overall average scores
- Created 9 course Web sites totaling more than 93 individual pages
- Served as second thesis reader for MA in Writing students Joe Sabatini and Lisa D’Amico
- Developed and oversaw a new College of Communication internship and outreach program, the Rowan Internship and Outreach Team (RIOT)
- Mentored 6 students through the process of submitting course projects to and 3 having them accepted to be published in the *Journal of Undergraduate Multimedia Projects*

SCHOLARLY AND CREATIVE ACTIVITY

Summary of Scholarly and Creative Activity Since Joining the Rowan Faculty in September 2006

Since joining the Rowan faculty in September 2006, I have published 3 journal articles (one co-authored with Rowan undergraduates). The journal editor nominated my article in *Technical Communication Quarterly* for the 2010 NCTE Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication. I have another article currently under review. I co-authored with two Writing Arts colleagues a chapter in an important book on the future of the Writing major and I served as the Technical Editor for an HTML and CSS textbook that to date has sold over 10,000 copies. I have presented 9 times at premier national and international conferences in my field and at 1 international pop-culture symposium. I have received 4 university grants totaling over \$11,000, and applied for and received positive comments on a National Endowment of the Humanities Summer Stipend grant. My teaching, scholarship, and online presence led to my invitation to apply for a 2011–2012 or 2012–2013 research and teaching Fulbright Scholarship in Digital Culture at the University of Bergen, Norway. I also co-founded Composing with Images Press, which will publish books that bring together photographs and alphabetic text to engage creative, artistic, social, cultural, and rhetorical ideas within a particular theme.

Publications Since my Third Year Review

Tweedie, S., Courtney, J., and Wolff, W.I. (2010). What exactly is this major?: Creating a Writing department's identity through an introductory course. In T. Moriarty & G. Giberson (Eds.), *What we are becoming: Developments in undergraduate writing majors*. Logan, UT: Utah State University Press.

Meloni, J. & Morrison, M. (2010). *Sams teach yourself HTML and CSS in 24 hours*. W. Wolff (Tech Ed.). Indianapolis, IN: Sams.

Wolff, W.I., Fitzpatrick, K., & Youssef, R. (2009). Rethinking usability for Web 2.0 and beyond. *Currents in Electronic Literacy*. Available at <http://j.mp/1R3r8>

Wolff, W.I. (2009). Systems of classification and the cognitive properties of grant proposal formal documents. *Technical Communication Quarterly*. 18(4). pp. 303 - 326.

Nominated for the 2010 NCTE Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication

National and International Presentations Since my Third Year Review

Wolff, B. (2010, May). "When understanding hypertext isn't enough: Thoughts on writing in the age of Web 2.0." Paper presented at the *Computers and Writing Online Conference*. West Lafayette, IN.

Wolff, B. (2010, May). "Remixing composition in the writing classroom: An installation of student videos." Online installation and presentation at the *Computers and Writing Online Conference*. West Lafayette, IN. Available online at <http://j.mp/a9aogN>.

Wolff, B. (2010, March). "Revealing meaning, broadcasting history: Notes on the composition of oral history video." Paper delivered at the *Conference on College Composition and Communication*. Louisville, KY. Abstract and Prezi available online at <http://j.mp/cN3GUd>.

Wolff, B. (2009, September). "On queens and candy aisles: Desire, decaying society, and the literary tradition of "Queen of the Supermarket." *Glory Days: A Bruce Springsteen Symposium*. West Long Branch, NJ. Abstract and Prezi available online at <http://j.mp/boysM4>.

Research in the Scholarship of Teaching Since my Third Year Review

Wolff, B. (2010). Instructor reflection, course & assignment description, and project timeline. In response to *The One: Contagious Kindness* by Chris Cullen. *The Journal of Undergraduate Multimedia Projects*, 1(2), Available online at <http://j.mp/aVFZVF>.

Wolff, B. (2010). Instructor reflection, course & assignment description, and project timeline. In response to *Hitler Finds Out about the Downfall Parodies* by Michael Pfister. *The Journal of Undergraduate Multimedia Projects*, 1(2), Available online at <http://j.mp/acGkzG>.

Grants Funded Since my Third Year Review

Wolff, W. I. (2010). Three Presentations at the *Computers and Writing Conference*. Assistant Professor Travel Grant, Rowan University, (\$1091.56 for travel and expenses)

Wolff, W.I. (2010). 22 Flip Ultra video cameras for use in Writing, Research, and Technology. College of Communication Technology Grant, Rowan University, \$2858.90 for hardware)

Creative Work Since my Third Year Review

Wolff, B. (2010, Oct 1 – Nov 1). *Decompositions & other Reflections*. Solo show with 30 pieces. Whereabouts Café, Newark, DE.

Wolff, B. (2010, June 18 – Aug 18). *The HOLGA Show 2010*. Four Photographs Showing. Juror, Richard Floyd. Curator, Céline Downen. The Saans Downtown Gallery, Salt Lake City, UT. Selected images available online at <http://j.mp/cML8zo>.

Wolff, B. (2010, March 3). New developments. *Pictory Magazine*. Available online at <http://j.mp/cGJvvm>.

In-progress Scholarly and Creative Projects

- Completing requested revisions on 1 blind-reviewed article with a Writing Arts colleague
- Editing the born-digital collection, *Remix as / Remixing Scholarship* for Computers and Composition Digital Press
- Co-editing and co-designing the online open-access collection, *The Web 2.0 Reader*
- Technical editing an HTML, CSS, and Javascript text book
- Co-editing a yet-to-be-titled Gulf Coast oil spill relief benefit photo book (proceeds to support oil spill relief efforts)
- Writing a play entitled *Shingles: A Play in Three Acts*

CONTRIBUTIONS TO THE UNIVERSITY, WIDER, AND PROFESSIONAL COMMUNITIES

Summary of Contributions Since Joining the Rowan Faculty in September 2006

Since joining the Rowan faculty in September 2006, I have served on 10 department, 3 college, and 4 university committees. These include: 2 department hiring committees that resulted in 3 tenure-track, 1 full-time-temp and, 1 ¾-time hires, chairing the department CGCE Grant committee, and co-chairing the university laptop initial committee. I sponsored 2 and co-sponsored 1 course curriculum proposal, and co-sponsored a curriculum proposal for a New Media Concentration in the College of Communication. I have conducted 2 faculty workshops at Rowan and 5 workshops for educators at the college and K-12 levels. I have served on the board of one professional organization, currently serve on the editorial board of a new online journal, and serve as a reviewer for 5 journals and 2 conferences.

Department-level Committees Since my Third Year Review

- Tenure, Recontracting, and Promotion Documents Rewrite Committee 2010 - present
- CGGE Grant Committee (Chair), 2009 - present
- Undergraduate Major Working Group, 2008 – present
- Graduate Program Working Group, 2008 – present
- Medallion Committee, 2010
- Hiring Committee, 2009 – 2010

College-level Committees Since my Third Year Review

- College Technology Committee, 2009 – present
- New Media Concentration Development Committee, 2009 - 2010
- College Advisory Board Committee, 2008 – present

University-level Committees Since my Third Year Review

- MFA Task Force, 2008 – present
- Campus Master Plan – Academic Facilities Subcommittee, 2006 – present

Other Contributions to the University and Scholarly Community Since my Third Year Review

- Organized and co-presented two workshops on Twitter at the 2010 *Computers and Writing Conference*
- “6 7 Recommendations for Using Flip (and other) Video Cameras in the (non-video) Classroom.” Workshop sponsored by Information Resources Training Center, March 2010. Complete workshop available online at <http://j.mp/9KBk2H>
- “On Web 2.0.” Presentation at the College of Communication Colloquium on New Media, April, 2009. Prezi available online at <http://j.mp/bzM1Qx>.

Extra-University Boards and Committees Since my Third Year Review

- Editorial Board, *The Journal of Undergraduate Multimedia Projects*, 2009 – present

Journal and Conference Reviewer Since my Third Year Review

- *Computers & Education*
- *Journal of Computing in Higher Education*

- *Journal of Information Architecture*
- *The Journal of Undergraduate Multimedia Projects*
- Association of Teachers of Technical Writing Conference
- Texas Computer Education Association Educational Technology Research Symposium

Professional Organization Memberships Since my Third Year Review

- Association of Teachers of Technical Writing
- Conference on College Composition and Communication
- Council of Writing Program Administrators
- National Council of Teachers of English
- Modern Language Association

Self-Appraisal of Professional Performance

CANDIDATE'S SELF-ASSESSMENT FORM

Name of Candidate: William I. Wolff

Highest Degree: PhD

Note: Information recorded below indicates total professional experience at Rowan University.

1. Candidate's assessment of **Teaching Effectiveness** or **Professional Performance**:

Please see enclosed documents and narratives for full account.

2. Identification of **Scholarly and Creative Activities** (for Faculty) and/or **Professional Development** (for Professional Staff and Librarians):

3. Identification of **Contribution to University Community**:

4. Identification of **Contribution to the Wider and Professional Community**:

Candidate's Signature: 

Date: 9/4/10

TEACHING EFFECTIVENESS

Excellence in Academic Instruction

Self-Reflective Narrative

Since joining the Rowan faculty in September 2006, I have taught 27 course sections, including 8 graduate courses in the MA in Writing program; 1 newly designed undergraduate course; 2 re-designed versions of an undergraduate course; 2 newly designed graduate courses; 2 re-designed graduate courses; and 1 newly designed independent study taught as a .5 credit overload (see Table 1 on page 46). I have achieved student evaluations showing an overall average Teacher Mean of 4.61, an average Grand Mean of 4.56 (see Table 2 on page 48), and exemplary student comments that reinforce my goals to challenge students in new ways. Observations of my teaching by my colleagues laud the innovative and effective ways I ask students to engage with and think about the implications of new media technologies. As a way to enhance my pedagogy and my students' learning experience, I have created 27 course web sites totally more than 225 individual pages. Since fall 2007 I have advised approximately 25 Writing Arts majors per semester. I have served as a second thesis reader for 3 MA in Writing students. In 2010 I received an Honorable Mention in the Junior Faculty Innovative Teaching Award for the redesign of Writing, Research, and Technology.

Each of the courses I teach reflects my passion for learning, eagerness to challenge students in new ways, and desire to connect what happens inside the class with what is happening in students' lives outside the classroom. My courses are theory-driven and pragmatic. Theory-driven in the sense that they have theoretical content and also that they are informed by established and contemporary theories in composition pedagogy. Pragmatic in the sense that course assignments are project-based, sequenced, and often collaborative. Revision plays a significant role. Student work becomes essential course texts used to inform class discussion and individual reflection.

The subject matter covered in my courses—new media, visual rhetoric, and web design—require students to use a significant number of information technologies both in and out of the classroom. My courses challenge students to re-think traditional notions about texts, writing, and the technologies used to compose texts. As a result, students often find themselves working outside their comfort zones, something that is necessary, I believe, to become more engaged, conscious, creative, and effective writers in a time of rapidly changing composing opportunities. Students' comfort can be disrupted by asking them to do something seemingly benign but wrought with angst: to use a Mac instead of a PC. Or, it can be disrupted by asking students to apply traditional composition processes and metaphors (pre-writing, drafting, revision) to new composition modes (video) that use new composition technologies (Flip video camera) and software applications (iMovie, Windows Movie Maker). Other sources of challenging students' pre-conceptions about writing come from new Web 2.0 applications, which are often in Beta release, and because they are in constant development could be prone to down times. And, yet, those times where we see software being designed as we use it are incredibly valuable teaching moments as they reveal much about the rapidly changing world we live in. They also ask students to think about how they, through their engagement, are participating in creating, developing, and testing the web.

However, because studies show that the majority of contemporary students in all disciplines prefer courses that use a moderate amount information technology, do not advocate that students consider the technologies to be tools. Tools become the focus of activities. Rather, I consider them to be part of what Nardi and O’Day (1999) define as an information ecology: “a system of people, practices, values, and technologies in a particular local environment. In information ecologies, the spotlight is not on technology, but on human activities that are served by technology” (p. 49). The primary human activities that are served by technologies (computers, paper, chairs, lights, and so on) in my classes are learning, teaching, critical thinking, and collaboration.

All technologies and software applications in my classes are learned in the process of learning something else, something more important to the theoretical and critical goals of the course. The technology is never an end in itself. The point of using YouTube is not to learn how to upload videos, though that is an important benefit. Rather, the goal is to think critically about identity and performance in contemporary culture. The reason we use Twitter is not to play with the latest social networking toy, but to help us think about how meaning is made, how text is malleable, how formal constraints affect the writing process.

For each of my courses I identify and define 5 topic areas in which students can expect to develop their skills during the 15 weeks of the semester. The Course Strands for Writing, Research, and Technology, for example, read:

Video Composition

Students will develop their ability to compose complex, multimodal video compositions that mash up video footage, still images, primary and secondary sources, and sound.

Research

Students will expand their research skills by engaging in primary and secondary research in and outside the library. Students will also learn oral history research methodologies.

Critical Thinking, Writing, and Reading

Students will develop their ability to analyze the texts they read and then filter that information in terms of the theories and other texts being read.

Technology

Students will learn how to use various online tools and technology-related skills, which can help them develop their abilities in the other course objectives.

Collaboration

Students will develop the ability to work collaboratively in activities that range from online discussion postings to peer reviews to in-class discussion.

Each course unit has major or minor assignments and/or activities that require students to, in one way or another, address each of these areas. The oral history assignment, for example, challenges students to learn how to compose video, learn new research methodologies, think critically about complex articles, learn new media technologies, and collaborate with narrators. When I assess

student projects, I create rubrics that break down their assignments into each of these 5 Course Strands. Some are weighted more heavily than others depending on the assignment. When I return students their grades, they receive a 1–2 page rubric that contains each of the strands, their definition, the percentage it is worth, and comments directly relating to each strand.

Ultimately, I consider my courses a success when students come away from them having been challenged to learn something new, having re-thought traditional modes of composition, having considered how to apply what they have learned to enhance their more traditional compositions, and having the confidence to take on new compositional and technological challenges.

Course Content Analysis

Each of the course descriptions below reflects the most recent version of the course taught since I joined the Rowan faculty in September 2006, and when applicable includes a link to the course web site. Each course web site includes the course description, syllabus, weekly schedule, homework, major assignments, and links to readings. The most recent web site is listed at the top. If I have taught the course during prior review periods I have included links to their web sites, as well (indented and in smaller font). I include web sites that are associated with the course (such as a course YouTube channel) at the end of the description. Please note that when I overhauled my site in August 2009 some of the inner navigation in spring 2009 and earlier course sites was lost. All of my course web sites can be accessed online from <http://williamwolff.org/courses/>.

College Composition II: Sophomore Engineering Clinic (UG)

Fall 2008: <http://sophclinic-f08-s09.pbwiki.com/WolffPage>

Fall 2007: <http://sophclinic.pbwiki.com/WolffPage>

Fall 2006: no Web site

College Composition II: Sophomore Engineering Clinic was taught by four Writing Arts faculty and five College of Engineering faculty, who collaborated on course design, assignment wording, and assessment. As a way to simulate real-world engineering experiences, students spent much of the semester working with a group of peers, each of whom had different skills that they brought to the group as a whole. Students learned about convergent and divergent design theory; designed and constructed two structures (a soda bottle rocket and a crane in 2007, a wind turbine in 2008); and developed the critical thinking and writing skills necessary to write technical reports about those structures. The course calendar was structured in such a way that students in each of the seven writing and two engineering-lab sections had a commensurate experience.

The course required Writing Arts faculty to be conversant in engineering rhetorical concepts and technical document design. It also required us to maintain a focus on process-based writing wherein students saw that writing informs and is not secondary to innovation, tinkering, and knowledge-building. To facilitate that process, writing faculty spent a great amount of time writing and revising assignments that provided students with the ability to write about their “real-world” design projects in such a way that would gain them entry into their engineering discipline. The course ultimately asked students to reinvent themselves as they entered into their future discourse community—not only in terms of their writing, but also within a collaborative design process.

College Composition II (The Rhetoric of War) (UG)

Spring 2007: <http://users.rowan.edu/~wolffw/courses/cc2/cc2-spring-07/>

The course catalog description read: “College Composition II emphasizes critical thinking, reading, and writing as they relate to research and argumentation. Evaluation of information as well as exercises in critical thinking and research design build upon skills achieved in College Composition I. A major activity involves writing and documenting a research paper.” I have found that research writing courses work best when students have an overarching theme that guides the readings and their writing, and from which interesting classroom discussions can emerge. To achieve these goals the course had a central theme: The Rhetoric of War.

In the course, students analyzed the rhetoric of war by looking at how people employed language to make arguments about why they fought, what they gained by it, and how they interpreted past conflicts. By using a variety of sources—historical texts, government documents, news reports, web sites—students looked critically at not only depictions of atrocities, but at how war was presented, reported, interpreted, and dramatized. Discussions led students to ask important questions about the rhetoric of war: Is declaring war ever justified? What exactly is ethnic cleansing? Who sets the line between a war crime and a “legitimate” act of war? How do the media and the Internet manipulate the way the general public perceives war? Is the United States really as altruistic as it imagines? This course challenged students to rethink how we come to believe what we do, and how the rhetoric of what we see on TV and in the news shapes—and often distorts—our perceptions of war.

Although the course involved a substantial reading component, the primary focus was on student writing. Students wrote two short papers (4 – 6, 5 – 7 pages) and one extended research paper (11 - 15 pages). Students handed in rough and final drafts of each short paper, and 3 rough drafts and a final draft of the research paper. Students also completed research process essays and peer responses.

Introduction to Writing Arts (UG)

Fall 2009: <http://williamwolff.org/courses/tfw-fall-2009/>

Spring 2009: <http://williamwolff.org/courses/tfw-spring-2009/>

Fall 2008: <http://williamwolff.org/courses/tfw-fall-2008/>

Spring 2008: <http://williamwolff.org/courses/tfw-spring-2008/>

Fall 2007: <http://wolff-tfw-fall07.pbwiki.com/>

This course was designed and originally taught by Writing Arts faculty Dr. Sandy Tweedie, Dr. Jennifer Courtney, and myself to introduce students to the Writing Arts major. Dr. Christa Teston has also taught the course recently. The course has a unique structure wherein for the middle twelve weeks of the semester 3 groups of students rotate through three four-week modules: History and Materiality of Writing (taught by Dr. Tweedie); Issues in Writing (taught by Dr. Courtney); and Technologies and the Future of Writing (taught by myself). The class meets as a whole group the first week of the semester (where we introduce the course and the Core Values of the major) and the last two weeks of the semester (where invited guests describe a few of the many and varied career opportunities available for a Writing Arts major).

The primary goals of my module, Technologies and the Future of Writing, were to challenge students to rethink their relationships with contemporary information technologies and to speculate as to the future directions of writing. To do so students considered the relationships among writing, technology, and the construction of electronic spaces through four one-week units: Writing Spaces, Origins of the Internet, Ownership & Identities, and The Future of Writing.

Students engaged the theories by interacting with four interrelated, symbiotic writing spaces: a portfolio of their work hosted in Blackboard; an RSS Reader using Netvibes; in Spring 2009 and earlier, a social bookmarking space using Diigo, in Fall 2009, Twitter; and a collaborative professional blog using Wordpress. My goal in having students work with each of these spaces was to challenge them to consider how, in a Web 2.0 environment, ideas—especially their ideas—can and do flow between multiple spaces, and to see how the spaces themselves influenced the flow of ideas and the ideas themselves.

TwapperKeeper Archive of Tweets Using #tfwf09 Hashtag
<http://twapperkeeper.com/hashtag/tfwf09>

Writing, Research, and Technology (UG)

Fall 2010: <http://williamwolff.org/courses/wrt-fall-2010/> (2 sections)

Spring 2010: <http://williamwolff.org/courses/wrt-spring-2010/>

Fall 2009: <http://williamwolff.org/courses/wrt-fall-2009/>

Spring 2009: <http://williamwolff.org/courses/wrt-spring-2009/>

Spring 2008: <http://williamwolff.org/courses/wrt-spring-2008/>

Fall 2008: <http://williamwolff.org/courses/wrt-fall-2008/>

Writing, Research, and Technology (WRT), challenges students to rethink traditional conceptions and metaphors of writing by asking them to complete innovative, disciplinarily significant, pragmatic, and theoretically-informed work in three topic areas: video composition, remix, and video oral history.

In 2008 I received a Rowan Innovations in Teaching with Technology Grant to fund the purchase of 20 Flip video cameras and support a complete overhaul of my sections of WRT. (In 2010 I received funding from the College of Communication and the Department of Writing Arts to purchase of 22 more cameras so I can teach two sections in fall 2010.) I redesigned WRT so that students would be able to continue to challenge the idea of contemporary modes of composition first discussed in Introduction to Writing Arts. Specifically, the course extends traditional conceptions of composition by applying it to the medium of video.

Kevin Kelly describes the emerging video movement as a cultural shift “from book fluency to screen fluency, from literacy to visuality.” As a means of engaging visuality the primary 8-10-week assignment is to create an oral history video composition that asks students to think critically about how writing, research, and technology are evolving in digital age. Students learn oral history research methodologies (including IRB); construct interview questions informed by documentaries, Studs Turkel interviews, and chapters from *The Oral History Reader* (Perks & Thomson, 2006); secure IRB approval; interview community members; and compose 8-10 minute (minimum) videos that mash together interview footage with still and moving images,

primary documents, and sound. The Oral History Video Archive that I created and students have populated is the only such video archive that I have found online. The videos present individuals whose voices on important social issues might never have been recorded, preserved, and broadcast to a world eager to watch, listen, and learn from the others' experiences. And watch they do: the 55 videos on the site have been viewed over 13,300 times.

Students also jump headlong into the complexities and controversies of a burgeoning field in composition and rhetoric: remix. By asking students to create their own videos that remix and build on the creativity of others, this unit challenges students' understanding of central terms for writers: text, authorship, creativity, ownership, and plagiarism. Students think about and engage with pressing contemporary social, political, and economic issues surrounding copyright by using Creative Commons licensed work (from Flickr and the music sharing site, Jamendo) and work in the public domain (from The Moving Image Archive); and make important rhetorical decisions by choosing an appropriate Creative Commons licenses for their work.

Except for times when oral history subjects refuse consent, all student videos (reading responses, rough, and final drafts) are uploaded to a course YouTube channel (in spring 2009 each student had their own channel but I found the distributed work too hard to manage). Student videos from my three sections of WRT have been viewed over 60,000 times, many receiving significant comments and engagement from the YouTube community. Posting the videos online has the impact of making real for students the concept of "composing for an unknown audience"—an important concept for writers but one that is often abstract.

Course YouTube Channels

Fall 2010: <http://www.youtube.com/user/wolffwrtf10>
<http://www.youtube.com/user/wolffwrtf10sec3>
Spring 2010: <http://www.youtube.com/user/wolffwrts10>
Fall 2009: <http://www.youtube.com/user/wolffwrtf09>
Spring 2009: <http://www.youtube.com/user/wolffwrts09>

Oral History Video Archive

<http://www.youtube.com/user/oralhistoryvideo>

Special Topics: Creative Hypertext (G)

Summer 2008: <http://williamwolff.org/courses/ch-summer-2008/>

In this graduate course students learned about the fascinating genres of hypertext fiction and poetry—creative texts that are designed and composed specifically for the web. We read important theory on hypertext and electronic literature—theory that helped students see how hypertext fiction and poetry challenge our print-based understanding of plot, narrative, grammar, rhetoric, and so forth. The course asked students to think in new ways about how medium affects structure and comprehension.

Students also composed their own hypertext pieces—specifically, one short piece of hypertext fiction or one poem (or series of short poems). These pieces were original to the course, not work that they have written elsewhere that they wished to adapt to the hypertext landscape. To complement this assignment, students read articles on composing hypertext work.

Creative hypertext is just one small genre in what has become an ever-expanding collection of work that has been grouped under the heading Electronic Literature. Because much of this work is based in Flash, and the course was only 5 weeks long, students did not have time to compose their own. However, each student presented to the class one piece of Electronic Literature collected in the *Electronic Literature Collection* (Volume I).

Special Topics: Web Design (G)

Summer 2008: <http://williamwolff.org/courses/wd-summer-2008/>

In this three-week graduate course students learned how to design web pages, starting with HTML coding and building to more complex layouts, using cascading style sheets and intricate graphic designs. But it was not just a course in coding and graphic design. Students engaged their projects by thinking critically about the important issue of the day: designing aesthetically intricate, usable, accessible pages according to Web Standards.

Projects for the course included learning the latest version of Photoshop, designing a professional web site that included a portfolio of work they chose to showcase, and a CSS Zen Garden web site. The CSS Zen Garden is correctly described by the site as a stunning “demonstration of what can be accomplished visually through CSS-based design.”

Information Architecture (G)

Spring 2009: <http://williamwolff.org/courses/ia-spring-2009/>

In this graduate course students considered the evolving, networked, symbiotic relationships among information, texts, and technologies. Students looked at how information is structured, classified, and situated within larger ecologies. Students read, critiqued, and put into practice theories on metaphor, ecology, classification systems, font, color, mapping, visual rhetoric, evidence presentation, and creativity. As a way to engage in the dissemination and exchange of information, students blogged on the site of the International Association of Online Communicators—an organization dedicated to thinking critically about how people communicate in online environments.

Assignments for the course included a review of a Web 2.0 application; a review of an application designed to take advantage of Twitter’s open API; a memory map of Rowan remediated in Google MyMaps; an original font designed using FontStruct; and a poster presentation that investigated the Writer as Cartographer Metaphor.

Writing for Electronic Communities (G)

Spring 2009: <http://williamwolff.org/courses/wec-fall-2009/>

Spring 2008: <http://williamwolff.org/courses/wec-spring-2008/>

For the spring 2009 semester I redesigned the course so that it would complement the three other courses that I hope are going to become part of a New Media COGS in the MA in Writing: Information Architecture, Visual Rhetoric & Multimodal Composition, and Internet & Writing Studies.

In this course students attempted to answer the questions: What is literacy? Is it evolving? If so, how? What role are the latest communication and new media technologies playing in that evolution? What are the implications of these technologies on how we read, write, communicate, and think? Where do we think literacy will be moving in the future? What impact will this new literacy have on future writers (of all genres)?

To help answer these questions, students read recent texts (most published in 2008 and 2009) that challenged the class to rethink traditional ideas about reading, writing, text, and communication. In-class discussions, assignments, and the online writing spaces we used to challenge students to become more nuanced readers and thinkers, as well as more critical users of contemporary communication technologies. One of the main themes of all the books we read was collaboration: new media technologies, especially in the age of Web 2.0, enhance and encourage opportunities for robust, authentic, effective collaboration on writing projects.

Students were asked to complete three semester long projects: a collaborative blog created, designed, and populated from scratch; Twittering in and out of class using #wecf09 hashtag as a way to expand course discussions (including engaging with the authors of the books we read); and a multi-draft collaborative academic essay using GoogleDocs.

Student Designed Blog: Godzilla: Is New Media Consuming the Old?
<http://williamwolff.org/courses/wec-fall-2009>

TwapperKeeper Archive of Tweets Using #wecf09 Hashtag
<http://twapperkeeper.com/hashtag/wecf09>

GoogleDocs Essay, “Toward an Understanding of New Media Literacy”
Final Draft: <http://j.mp/bzixOp>
Second Draft: <http://j.mp/aIcSjT>
First Draft: <http://j.mp/9WpPWc>

Visual Rhetoric and Multimodal Composition (G)

Spring 2010: <http://williamwolff.org/courses/vrhc-spring-2010/>

Writing, in our highly mediated, highly visual culture, is no longer just about using a keyboard to put words on a screen nor about using a pen to put words on paper. Writing is composing—in all the forms, media, modes, and genres we can think of. It is multimodal. That is, it brings together images (still and moving), words, and music. When composing such visual texts to make an argument, a host of rhetorical strategies are used, ranging from placement of texts on page to consideration of audience to the media used to write and present the text.

In this course students considered the impact of the pervasiveness of the visual in contemporary society by reading theoretical texts on the subject of visual rhetoric and multimodal composition; reading historical and contemporary multimodal texts and texts heavy in visual rhetoric; and composing texts that contain multiple modes of communication using multiple media technologies. Through the readings and projects students gained critical and practical skills to become better consumers and creators of visual texts. The units:

Unit I. Contexts, Semiotics, and Modalities

In this unit, students were introduced to theories on semiotics and multimodal composition. The unit grounded the discussion of the visual with texts that considered the role of the image in writing and contemporary society. Students composed a semiotic analysis of one of the most visited visual blogs, PostSecret, or an extremely controversial blog project, Legofesto.

Unit II. Visual Rhetoric

In this unit, students read theory on visual rhetoric, particularly the rhetoric of photography, and composed visual arguments in the form of a photo essay. The texts were showcased on a course Flickr page and were accompanied by an analysis of the work.

Unit III. Remixing

Contemporary culture is participatory; people create their own entertainment and distribute it online for others to enjoy, critique, or ignore. Much of this entertainment takes older media and represents it in a new way that often adds a new layer of social commentary. This is called remixing. In this unit, students composed a 3 – 5 minute video that remixed still and moving images to make a comment about contemporary society. The videos were posted to a course YouTube channel. The remix was accompanied by a rhetorical reflection.

Course Flickr Site

<http://www.flickr.com/photos/vrmcs10/sets/>

Course YouTube Channel

<http://williamwolff.org/courses/vrnc-spring-2010>

Core 2: Research Methods for Writers (G)

Spring 2010: <http://williamwolff.org/courses/core2-spring-2010/>

Core 2 is a required course for all MA in Writing students that introduces them to qualitative research skills that they could possibly use in preparing their thesis or in future descriptive research or nonfiction projects. Fiction writers and poets benefit from learning qualitative research to do the initial fieldwork needed to write strong, plausible prose.

The course had two themes—Write What You Don't Know and Share What You Research—and students used a variety of contemporary communication technologies in order bring those themes into practice. Through the use of social networking applications students reconsidered how and where research is conducted. Our assignments brought students into libraries and into local communities. Readings and class discussions challenged students to think in new ways about texts, objects, and facts. And everything students did in the class asked them to rethink their traditional ideas about the role of research in the writing process.

This course consisted of a 15-week research project, with the final result being an 8 – 10 page investigative article that could be submitted for publication in a magazine or newspaper. The topic or subject of the investigation was up to the individual student, but grounded in his or her local community. Because writing an extended research-driven article is a process, the

assignments students completed helped that process emerge more naturally. The assignments leading up to the article were:

- a research blog in which the researcher detail and reflects on each stage of their research process;
- a research proposal written with a specific audience in mind explaining the need for the investigation;
- an annotated bibliography of 8 scholarly and 4 creative/journalistic sources relating to students' research;
- a document annotation modeled on those published in *Harper's*;
- a series of interviews conducted in person and on line;
- and a 5 – 7 page rough draft that must be completed in order to write the final article.

Throughout the process of completing the above assignments, students interacted with members of the Twitter communities who are interested in or in some way related to students' areas of research. These connections broadened research potential, introduced students to new ideas, and provided them with people who they were able to interview on and off line.

Students also completed the NIH certification process required by the Grants Office and The Graduate School to ensure protection of human subjects in research in case Institutional Review Board paperwork is needed for their thesis.

TwapperKeeper Archive of Tweets Using #core2s10 Hashtag
<http://twapperkeeper.com/hashtag/core2s10>

Internet and Writing Studies (G)

Fall 2010: <http://williamwolff.org/courses/iws-fall-2010/>

In this course students gain the theoretical knowledge and practical skills to compose their own professional online presence. Students read scholarly texts that introduce them to the evolution of written communication and writing technologies, Internet studies, hypertext theory, and electronic literature (eLit). Students also read practical texts that introduce them to web design, usability, blogging, and the two primary web design languages: HTML (Hypertext Markup Language), CSS (Cascading Style Sheets). Students use these texts, theories, and skills to analyze and compose various online spaces, and to make sound choices when determining how, where, and why to share your work online.

The course has two main projects and several smaller assignments that support and enhance the development of the main projects. The projects include:

Designing a Professional Web Site using Wordpress (14 weeks)

Each student will compose a professional web site using the free and robust blogging and information management software, Wordpress.org. Each student will have their own URL and will learn how to install a blog, learn how to manipulate themes, learn how to use it for more than just blogging, and compose their professional site. The professional site will be completed in two installations. The first installation will be based on the WPFolio theme. The second

installation will be based on a theme of your choice, which must be heavily manipulated to fit your own particular goals. A reflective statement will accompany each installation.

Blogging (14 weeks)

Students will use the blog feature of their professional web site to engage with the texts we'll be reading, reflect on their web design progress, and share ideas with their future audience. Each student will be responsible for at least 3 blog posts per week: 1) one that extends the class discussion; 2) one that discusses their web design progress; and 3) one based on a weekly feature that you create to help promote yourself.

Social Bookmarking (12 – 13 weeks)

Social bookmarking is the process of publicly archiving web pages you find interesting for possible future use. As a class, we will be using Diigo to socially bookmark web sites that directly relate to ideas and skills discussed in class that we think other classmates will find useful.

Analysis of a Professional Web Site (2 essays)

As a way to get a better understanding of how people in your field are using professional web sites and social media, you will write two short analysis papers. The first will analyze a web site in terms of its content, goals, and usability. The second will analyze it in terms of how the person is leveraging social media (blogs, Twitter, Facebook, and so on).

Supervising Undergraduate Research Assistants

The Non-Salary Financial Support Grant I received in 2008 provided funding for two undergraduate research assistants for the 2008 – 2009 academic year. I offered the positions to two outstanding Writing Arts students, Katherin Fitzpatrick and Rene Youssef (both of whom graduated in 2010).

The study we worked on was designed to catalogue the functions and writing spaces within Web 2.0 applications, investigate how those functions and writing spaces were implemented across Web 2.0 applications, and identify function and writing space relationships among Web 2.0 applications. Katherin and Rene worked on phases 4 – 6 of the study:

- *Phase 4: Analyze the Purposive Sample (September 2008 – August 2009)*. One of the challenges faced when analyzing Web 2.0 applications is that the applications are constantly changing. They are constantly adding, removing, or altering core and minor functions. This is often as a result of many Web 2.0 applications existing in perpetual beta or perpetual development stage of public release. As a result, Katherin, Rene, and I developed a Reflexive Cataloguing Methodology as a means to capture and record changes over a period of time. The Reflexive Cataloguing Methodology contained the following processes:
 1. One research assistant was assigned 15 applications from the purposive sample; the other research assistant was assigned 16 applications. Each researcher investigated their set of applications according to the functions they observed. For each observed function they created a tag and defined that tag. The tags,

definitions, and functions were added to an Excel spreadsheet. Each application that had an observed function was given a check mark for that function's tag. Any questions that might come up were added to a wiki page.

2. When completed, the research assistants emailed their spreadsheets to each other to double check each other's work.
3. When completed, the research assistants emailed the spreadsheets with their changes to the primary researcher, who compiled their findings, reviewed their work, and noted discrepancies.
4. The researchers then met for 2 hours to discuss the observations, tags, definitions, discrepancies, and questions. Questions raised in the meetings were noted on the wiki page. At the end of the meeting, one research assistant was assigned 15 applications from the purposive sample; the other research assistant was assigned 16 applications.

The process was repeated each month for 9 months (the length of the academic year). Thereafter the primary researcher conducted the work.

- *Phase 5. Consider whether Functions can be Considered Writing (June 2009 – July 2009).* Researchers assessed each of the functions identified and tagged in Phase 4 in terms of Dorothy A. Winsor's (1992) descriptions, theories, and conclusions in "What Counts as Writing? An Argument from Engineers' Practice" to determine whether a particular function could be considered a kind of writing. The primary researcher resolved discrepancies and questions that arose during the process.
- *Phase 6: Analyze the Data in Terms of the Observed Relationships (June 2009).* Screen shots of each Web 2.0 application in the purposive sample were taken and uploaded to a Flickr account (<http://www.flickr.com/photos/web20study/>). The images were tagged with the function tags assigned in Phase 4. Taggraph (<http://taggraph.com>), an application that visually represents relationships among tagged Flickr images, was used to better understand how functionalities overlap in the purposive sample.

The work we completed has led to 2 journal articles, one published and co-authored by Katherin and Rene, and one submitted to a premier journal in my field, *Computers & Composition*. It has also led to 2 conference presentations at the premier conferences in my field. The work we completed will form the basis of future studies and hopefully more successful work with undergraduate student researchers.

Table 1. Courses Taught Fall 2006 – Fall 2010

Semester	Course	Comments
Fall 2006	Writing, Research, and Technology	First time teaching
	Sophomore Engineering Clinic	First time teaching
	Sophomore Engineering Clinic	First time teaching
Spring 2007	Writing, Research, and Technology	First Time Teaching
	Writing, Research, and Technology	
	College Composition II	
Fall 2007	Introduction to Writing Arts	First time teaching; Designed 4-week module in new course
	Sophomore Engineering Clinic	
	Sophomore Engineering Clinic	
Spring 2008	Introduction to Writing Arts	Graduate; First time teaching; Re-designed course
	Writing for Electronic Communities	
	Writing, Research, and Technology	
Summer 2008	Special Topics: Creative Hypertext	Graduate; First time teaching; Designed new course
	Special Topics: Web Design	Graduate; First time teaching; Designed new course
Fall 2008	Introduction to Writing Arts	Re-designed version of course Graduate; First time teaching; Designed .5 credit overload
	Sophomore Engineering Clinic	
	Writing, Research, and Technology	
	Independent Study: New Media	

Spring 2009	Information Architecture Introduction to Writing Arts Writing, Research, and Technology	Graduate; First time teaching; Redesigned course Re-designed version of course
Fall 2009	Writing, Research, and Technology Introduction to Writing Arts Writing for Electronic Communities	Graduate; Redesigned course to work within planned New Media track
Spring 2010	Writing, Research, and Technology Visual Rhetoric and Multimodal Composition Core II: Research Methods for Writers	Graduate; First time teaching; Designed new course Graduate; First time teaching; Redesigned course
Fall 2010	Writing, Research, and Technology Writing, Research, and Technology Internet and Writing Students	Graduate; First time teaching; Designed new course

Table 2. Evaluation Scores (Fall 2006 – Spring 2010) for Evaluations Included in Recontracting Packets

Course Level	Course Name	2 nd Year of Service App for 3 rd & 4 th years				3 rd Year of Service Application for 5 th Year				Fifth Year of Service Application for Tenure				Overall Average					
		Fall 2006		Spring 2007		Fall 2007		Spring 2008		Fall 2008		Spring 2009				Fall 2009		Spring 2010	
		TM	GM	TM	GM	TM	GM	TM	GM	TM	GM	TM ^a	GM ^b	TM	GM	TM	GM	TM	GM
Undergraduate	Sophomore Engineering Clinic	4.24 ^c	4.13			4.53	4.47												
	Writing, Research, Technology	4.56	4.19	4.85	4.84			4.78	4.69	4.64	4.49	4.68	4.63	4.69	4.64	4.58	4.52		
	College Comp II			4.57	4.50														
	Introduction to Writing Arts					4.57	4.51			4.39	4.33	4.81	4.75	4.52	4.47				
Undergraduate Average		4.40	4.16	4.71	4.67	4.55	4.49	4.78	4.69	4.52	4.41	4.75	4.69	4.61	4.56	4.58	4.52	4.61	4.52
Graduate	Writing for Electronic Communities							4.74	4.72										
	Information Architecture											4.59	4.57						
	Visual Rhetoric															4.48	4.45		
	Graduate Average								4.74	4.72			4.59	4.57			4.48	4.45	4.60
Overall Average		4.40	4.16	4.71	4.67	4.55	4.49	4.76	4.71	4.52	4.41	4.69	4.65	4.61	4.56	4.53	4.49	4.61	4.56

^a Teacher Mean, or an average of the first nine evaluation questions; ^b Grand Mean, or an average of all ten evaluation questions;

^c Shaded background indicates first time teaching course.

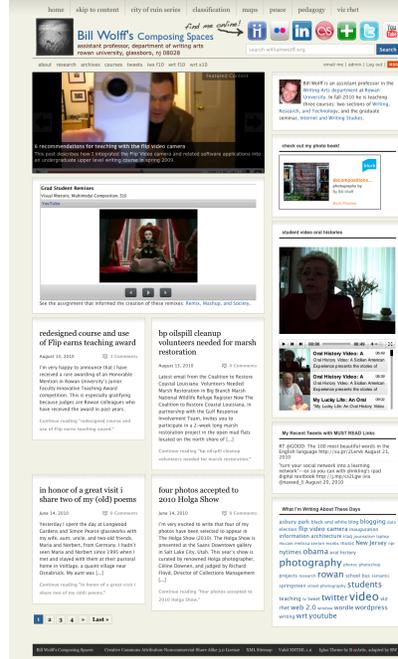
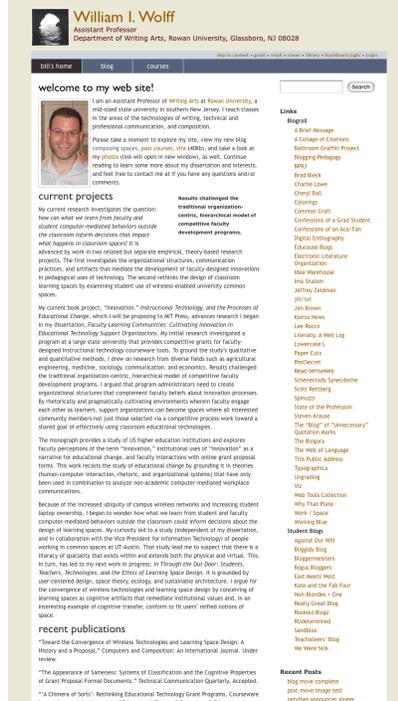
Excellence in Developing Learning Activities

Since my Third Year Review, I have continued to create and overhaul courses to ensure that the subject matter, readings, and assignments are asking students to consider the latest developments in the areas of new media, composition, and writing technologies. In spring 2009, I taught my overhauled version of Writing, Research, and Technology for the first time. At the graduate level, I overhauled and taught Information Architecture and Writing for Electronic Communities. I designed and taught Visual Rhetoric & Multimodal Composition and I am currently teaching Internet & Writing Studies (the courses were officially approved by the Provost in spring 2010). In fall 2010 I am going to propose the four courses make up a New Media COGS for the MA in Writing program. The courses' content, assignments, and technologies complement each other in exciting ways and I see this as a great area for the MA program to attract new students.

I also continued my dedication to sound departmental and course review by taking part in a full-day assessment of Portfolio Seminar during the summer of 2009. Portfolio Seminar is a one-credit course required for all Writing Arts majors. It is the last course Writing Arts majors take and in it they compose an extended essay in which they reflect on selected work they completed during their time in the major in terms of the department's 9 Core Values. Writing Arts advisors assess the essays. The goal of the full-day assessment was to look at three values to determine three things: if advisors were assessing students consistently; to reassess the language of the core values; and consider the effectiveness of the assessment rubric advisors used.

Because of the subject matter of my courses, all of my course materials are online and available for my students (and the rest of the Internet) to access whenever it is convenient for them. In August 2007, I purchased my own domain, <http://williamwolff.org>, so that I could have all my web pages within a unified design. I also created a blog, Composing Spaces, which I use as a model for students, to reflect on my teaching and research, and to post items of interest in writing, photography, visual rhetoric, classification systems, and other areas. As my students, especially those in Writing, Research, and Technology, began creating online multimedia projects, I wanted to be able to showcase that work for those who arrived at my web site. In August 2009, I began a process of overhauling my site so that it would become a showcase of the work my students and I were doing, as well as provide links to my various online spaces (see Figure 1 on page 50). By blending our work in one space I am also more accurately reflecting the symbiotic relationship among my teaching, research, and service. Each informs the other and each should be shown in a similar space where how they are read is affected by what is nearby.

Since my Third Year Review, I have created 9 course-related web sites totaling more than 93 individual pages. Since I joined the Rowan faculty, I have created 27 course web sites totaling more than 225 individual pages. Each course web site's main navigation includes the course schedule, syllabus, daily homework assignments, major assignments, and links to readings. By putting all of my course materials online under Creative Commons Attribution-Noncommercial-Share Alike 3.0 License (<http://j.mp/cgCld9>) I am also contributing to the learning activities of other instructors, many of who have looked to and borrowed from my assignments. For example, after tweeting about my WRT remix assignment and student work, one of my followers, CUNY Professor Matt Gold, made it an "assignment to explore" in his spring 2009 graduate course, Core 2: Interactive Technology and the University (<http://j.mp/b2iGB9>).



Web site as static page
2006

Web site as blog
2007

Web site as showcase
2010

Figure 1. Evolution of my Web site design from static page to showcase as work

Because my courses often ask students to learn new software applications, course web sites also link to the numerous tutorials I have created. These are linked-to from the assignment page and/or under the “helpful how-tos” heading in the right sidebar of each course page. I have revised many of these tutorials several times to keep up with the software’s rapid updates. I also link to all software we use in class under the heading “useful free web sites, plugins, and applications.” Also linked to on my course web sites are spaces such as course YouTube channels, which complement and enhance the work students complete for class. Since my Third Year Review, I have created 6 course YouTube channels (5 for WRT, 1 for Visual Rhetoric), 3 course wiki spaces using PB Works, 1 course Flickr page, and 3 course social bookmarking groups using Diigo. I have created 8 Twaperkeeper archives of course-related tweets. I also created the first online Oral History Video Archive, which archives and presents oral histories created by students from all sections of WRTI teach.

My first blog post, “preparing for classes” appeared on August 24, 2007. It discussed the collaborative teaching opportunities I was having as a result of teaching Sophomore Engineering Clinic II and Introduction to Writing Arts. Since then I have composed 202 blog posts, in 19 different categories, and with 71 different tags. According to Awstats, as of August 31, my Web site has had a total of 77,698 unique visitors, and a total of 195,889 visits. Pages have been viewed by visitors over 1 million times: 1,022,017. Monthly usage is consistent with when courses are in session (see Figure 2 on page 51). This suggests that students drive the use of the site, which was my goal when I created it.

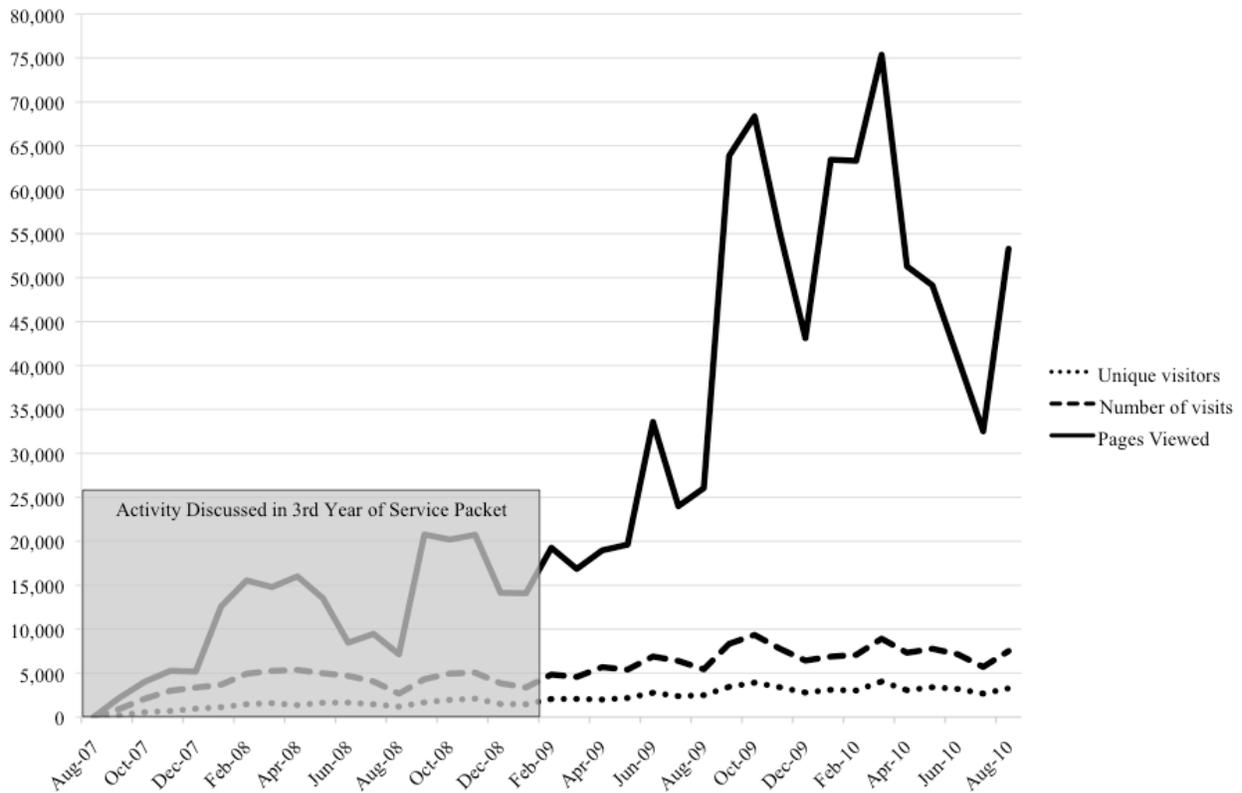


Figure 2. Monthly (August, 2007 – August, 2010) Unique Visitors, Number of Visits, and Pages Viewed for the domain <http://williamwolff.org>

Excellence in Developing as a Teacher

A major component of my job is to keep abreast of and then try to incorporate new software applications and browser plug-ins into my classes. My goal in doing this is to enhance students’ learning experience and remain consistent with the topics of my courses. Since my last review the new (often Web 2.0) applications and plug-ins that I have introduced to students include Diigo, Netvibes, Wordpress, Twitter, Google MyMaps, GoogleDocs, Wordle, PBworks (formerly PBwiki), Jamendo, Windows Movie Maker, Microsoft Photo Story 3, Prezi, Zamzar, Jing, Video Download Helper, Picnik, among others.

It is not hyperbole to write that almost all the time I spend composing online is time spent reflecting on my teaching and student learning. Of my 202 blog posts, 71 have been categorized as “academia,” 71 as “instructional technology,” 53 as “teaching,” and 39 as “pedagogy.” The tag cloud of what I’ve been writing about recently suggests that most of my posts are dedicated to reflecting on teaching and learning: Rowan, students, twitter, and video are all prominent. Even photography, which, because I’ve been writing about it often this past summer, is the largest, is also connected to my courses because in Visual Rhetoric students compose photo essays.

Further, the only aberration from the semester use pattern depicted in Figure 2 is the spike that occurs in June 2009 is directly related to reflecting on my teaching. Between May 13 and June 10, 2009, I posted three of my most important blog posts, each of which was informed by

courses I taught in spring 2009: “teaching students how to create meaningful tags” (<http://j.mp/NkFfv>), “using twitter in the graduate classroom” (<http://j.mp/10bljc>), and “6 recommendations for teaching with the flip video camera” (<http://j.mp/3t2nA>). As of August 31, “6 recommendations for teaching with the flip video camera” has been viewed 13,806 times and led to me being featured in an October 2009, *eLearn Magazine* article, “How Tiny Camcorders are Changing Education” (<http://j.mp/9m7gE2>). My most recent post, “on blogging, tweeting, professional & course web sites, and tenure,” has been viewed over 1,000 times since it was published on August 24, 2010.

Twitter, which so many disparage as being filled only with inane and pointless announcements about what one’s cat had for breakfast, has been a space where I engage in conversations with colleagues in the digital humanities about assignments, issues of the day, and research. As of this writing, I have composed 11,647 tweets. I am following 891 people and I am being followed by 1,013. The vast majority of these people are faculty and graduate students in the fields of new media, communications, and digital humanities (others include undergraduate students, photographers, writers, and environmentalists). Twitter has provided an unparalleled opportunity for me to expand and develop my professional, teaching, and scholarly community. We share syllabi, discuss assignments, think about pedagogy, point to important articles and blog posts, and support each other’s efforts to become better and more creative teachers and learners (see, for example, the discussion in Figure 3 on page 55).

I have also taken advantage of this wonderful community by engaging in exciting projects outside of Twitter. Each of the collaborations listed below are with people who I met first on Twitter and quite a bit later met in person at one conference or another:

- Julie Meloni (@jcmeloni) asked me to be the technical editor for *Sams Teach Yourself HTML and CSS in 24 Hours (2010)*. As of this writing it has sold over 10,000 copies. I am contracted to be her technical editor for *Sams Teach Yourself HTML, CSS, and Javascript in 24 Hours*.
- On Saturday, March 4, 2009, at 8:04 am, I tweeted the following: “Thinking about what a conference dedicated to Twittering and Writing would be like. Anyone interested in tossing around some ideas?” Rachael Sullivan (@rachaelsullivan), graduate student at the University of Wisconsin (then UT-Dallas), responded that she was. After some emails we decided to try to put together Twitter and Writing workshops for the 2010 *Computers & Writing* conference. We asked Julie Meloni and Karl Stolley (@karlstolley) to join us. We submitted two ½ day workshops: Twitter from the Ground Up (for beginners) and Twitter to Infinite and Beyond (for more advanced users). The workshops were a great success.
- In August 2009 I submitted a pre-proposal to Computers and Composition Digital Press to create a Web 2.0 Reader. They were concerned about permissions, so the project didn’t take off (though emails with the editors led to the *Remixing / Remix as Scholarship* edited collection I’m working on). Not deterred, I contacted James Schirmer (@betajames), a professor at the University of Michigan, Flint, to see if he would be interested in collaborating on developing an online, open-access Web 2.0 Reader. We are in the early stages of developing this project (see *Scholarship* for more).

- Over a year ago Billie Hara (@billiehara) and I started a weekly theme-based photoblog, Composing with Images (<http://composingwithimages.com>). We have each posted 40 images based on 40 themes. This summer I suggested we expand the goals of the blog to the medium of the photo book, taking advantage of Blurb's book publishing software and Web site. Composing with Images Press was born. We will solicit and publish books that bring together photographs and alphabetic text to engage creative, artistic, social, cultural, and rhetorical ideas within a particular theme. Our first book, due out mid-late October, 2010, is an edited collection of images and reflections that represent life of the Gulf Coast. All proceeds will directly benefit Gulf Coast oil spill relief efforts.

When I talk with students about why I am asking them to use Twitter, I describe the kinds of collaborative opportunities Twitter has afforded me. These opportunities—and the many conversations that happen online—have led me to be more creative and demanding when designing assignments (such as the graduate assignment, *Leveraging Twitter for Research*: <http://j.mp/cQqZT5>), reflective about my teaching, and appreciative of the opportunities I have at Rowan to ask students to engage with the latest online writing spaces.

Excellence in Advising

My goal as an advisor is to provide students with opportunities for learning, collaboration, and engagement with the community that they might not otherwise be aware of. This can range from advising students on which classes to take based on their interests to inviting students to participate in large-scale projects, as I did with the Rowan University Internship and Outreach Team (RIOT) and Pangea Day, both of which are discussed under Contributions to the Department and University.

Since fall 2007, I have advised approximately 25 undergraduate Writing Arts majors per semester. Each semester a few weeks before registration begins I send an email to all of my advisees letting them know that I'll be having advising hours and that a sign-up sheet is on my door. For students who cannot make it during my preset times we find a time that works or discuss questions via email. I am also more than happy to, and often do, talk with students about advising issues at other times during the year in person and via email.

Outside of course advising, I have worked with students on composing more effective resumes, made suggestions on which graduate schools to possibly attend, and worked with students on their graduate school application essays. I have written letters of recommendation for Rowan University students Rebecca Bland (law school), Jessica Collins (MFA), Justin Davis (MFA), Jessica Donovan (Peer Referral and Orientation Staff or PROS), Renee Marchand (PROS and MA in Education), Joe Sabatini (PhD), and Jackie Yaeger (MFA). I also spoke with Rene Youssef's future employer.

At the graduate level, I have served as a MA in Writing thesis second reader for Elena Pushaw, Joe Sabatini, and Lisa D'Amico. I tend to take a very hands-on approach to my second reader duties. I meet with students every other week in my office for about an hour to discuss the most recent draft of their thesis, questions they have, and progress they are making. I try to get drafts from them a few days ahead of time. Early in the process, I avoid written comments, opting instead to engage students in discussions about the ideas they are presenting in the draft and/or

how they are approaching their subject matter. Often the most difficult part of a thesis is finding your way into it. By talking through ideas at an early stage, students begin to see how a thesis evolves over time as ideas, points, and goals emerge from draft to draft. Later in the process, I give students written comments that address problems at the level of the sentence, paragraph, and chapter.

-  **billwolff:** [@KelliMarshall](#) [@samplereality](#) great! Looking forward to seeing how it goes!
1 day ago via *Osfoora for iPhone* · [Reply](#) · [View Tweet](#) · [Show Conversation](#)
-
-  **KelliMarshall:** Alright, [@billwolff](#) and [@samplereality](#) have talked me into it: I am REQUIRING students to tweet this semester. Here goes nothin'.
1 day ago via *TweetDeck* · [Reply](#) · [View Tweet](#)
-
-  **billwolff:** [@KelliMarshall](#) Well, it depends on the reason, but I'd allow them to protect their tweets so only the class can see what they are tweeting.
5 days ago via *TweetDeck* · [Reply](#) · [View Tweet](#) · [Show Conversation](#)
-
-  **KelliMarshall:** [@billwolff](#) Great! Thanks for all the links. And those students who refuse? (I've already had one who won't sign up "for personal reasons.")
5 days ago via *TweetDeck* · [Reply](#) · [View Tweet](#) · [Show Conversation](#)
-
-  **billwolff:** [@KelliMarshall](#) The requirements led to 1000+ tweets with the [#tfwf10](#) hashtag <http://bit.ly/ajdg10> (expand)
5 days ago via *TweetDeck* · [Reply](#) · [View Tweet](#) · [Show Conversation](#)
-
-  **billwolff:** [@KelliMarshall](#) lack of required use = lack of use. My requirements for an ugrad course: <http://bit.ly/cZjg8p> (expand)
5 days ago via *TweetDeck* · [Reply](#) · [View Tweet](#) · [Show Conversation](#)
-
-  **billwolff:** [@KelliMarshall](#) Thanks! I've added it to Out of this World [Twitter] Resources: <http://bit.ly/aFgD77> (expand)
5 days ago via *TweetDeck* · [Reply](#) · [View Tweet](#)
-
-  **KelliMarshall:** [@billwolff](#) My experience(s) documented, if you're interested. =) <http://kellimarshall.net/unmuzzledthoughts/teaching/twitter-classroom>
5 days ago via *TweetDeck* · [Reply](#) · [View Tweet](#) · [Show Conversation](#)
-
-  **KelliMarshall:** [@billwolff](#) Yeah, but there are 150 in ONE class! If this semester's anything like the previous though, only 10 will use it. =(
5 days ago via *TweetDeck* · [Reply](#) · [View Tweet](#) · [Show Conversation](#)
-
-  **billwolff:** [@KelliMarshall](#) I ask students to use it *only* when they are tweeting about class-related things. [2/2]
5 days ago via *TweetDeck* · [Reply](#) · [View Tweet](#) · [Show Conversation](#)
-
-  **billwolff:** [@KelliMarshall](#) And you'll have to reiterate and show examples of when they should be using the course hashtag. [1/2]
5 days ago via *TweetDeck* · [Reply](#) · [View Tweet](#) · [Show Conversation](#)
-
-  **billwolff:** [@KelliMarshall](#) Oy. 250 is crazy. You might create lists for each class (they're nice way to organize) and then follow the lists.
5 days ago via *TweetDeck* · [Reply](#) · [View Tweet](#) · [Show Conversation](#)

Figure 3. Portion of a conversation with Kelli Marshall, Professor at the University of Toledo, about her use of Twitter in the classroom.

SCHOLARLY AND CREATIVE ACTIVITY

I have developed a scholarly agenda that attempts to answer the questions: How are new media technologies changing what it means to compose? What are the implications of those changes for the Composition and Rhetoric field? And how can we better prepare our students to be writers for a future with a constantly changing understanding of what it means to compose? I am currently engaging these questions through two scholarly projects. First, I am conducting a large-scale study that is investigating what is happening cognitively as users attempt to compose in a Web 2.0 environment. Second, I am editing a born-digital collection that addresses the compositional opportunities afforded by remix (a form of multimedia composition wherein an author uses prior published work for the purpose of making a completely new composition, one which often comments on the works that have been adapted) and considers whether such work can be considered scholarship. The value of the questions that guide my work is that they provide me with the opportunity to build on my findings, observations, and suggestions over time and as new media technologies continue to evolve.

Since joining the Rowan faculty in September 2006, I have published 3 journal articles, one of which appears in an online journal and is co-authored with two Rowan undergraduates. (As stated in Section A of the Tenure and Recontracting Criteria for the Department of Writing Arts, “The Department recognizes technology’s effect on contemporary research, writing, and publication processes. Thus the Department acknowledges the value of non-print publication and evaluates publications, such as Web-based journals, by the same standards it uses to judge print forms of publication” [see page 10 in this packet].) The journal editor nominated my article in *Technical Communication Quarterly* for the 2010 NCTE Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication. I am working with a colleague on requested revisions for one article, and I have another article under review.

I co-authored a chapter in an important book on the future of the Writing major and I served as the Technical Editor for an HTML and CSS textbook that to date has sold over 10,000 copies. I am contracted to serve as Technical Editor for an HTML, CSS, and Javascript textbook by the same publisher. I am currently editing a born-digital collection entitled, *Remix As / Remixing Scholarship*, which will be the first extended collection and the first book-length text to consider the relationship between remix and/as scholarship. I am also co-editing and co-curating an open-source, open-access, crowd-sourced online reader entitled, *The Web 2.0 Reader*, which challenges and transforms the traditional idea of a reader into one that is community driven and flexible to change. Both of these projects will push the field in new directions.

Work on my co-authored photo blog, *Composing with Images*, inspired my idea for *Composing with Images Press*, which I co-founded in 2010 with Billie Hara, Assistant Professor, Texas A&M Corpus Christi. The press will publish photo books that bring together photographs and alphabetic text to engage creative, artistic, social, cultural, and rhetorical ideas within a particular theme. The first book, which I am co-editing, is a yet-to-be-titled Gulf Coast oil spill relief benefit photo book where proceeds will go to support oil spill relief efforts.

I have presented 9 times at premier national conferences in my field and once at an international pop-culture symposium. I have received 4 university grants totaling over \$11,000, and applied for and received positive comments on a National Endowment of the Humanities Summer

Stipend grant. My teaching, scholarship, and online presence led to my invitation to apply for a 2011–2012 or 2012–2013 research and teaching Fulbright Scholarship in Digital Culture at the University of Bergen, Norway.

My scholarship is directly informed by the work my students and I are doing in the classroom. For example, in fall 2007 I asked students in Introduction to Writing Arts to create their own online information ecologies using various Web 2.0 applications. While completing their work I observed students having significant difficulty conceptualizing spacial relationships among Web 2.0 sites and applications, conceptualizing how information can move among Web 2.0 sites and applications, and using similar features across Web 2.0 applications. I began to wonder: what is happening cognitively as users work with and among Web 2.0 applications? My initial thoughts on what was happening led to my presentations at the *4th International Conference on Technology, Knowledge, and Society* and the *Third Annual International Association of Online Communicators Conference*. Discussion with colleagues at these conferences led to my application for and being awarded a Non-Salary Financial Support Grants for the project, “Mapping Relationships among Web 2.0 Applications: A Preliminary Investigation into a New Information Literacy,” which provided funds for two undergraduate research assistants. This success inspired me to apply for the NEH Summer Stipend Grant, which was titled, “Web 2.0 and the Emergence of a New Information Literacy.”

From September 2008 – August 2009 my two undergraduate student researchers and I conducted research on Web 2.0 application functionality and writing. I presented early results of our work in October 2008 at *The Seventh Biennial Watson Conference*. My research assistants and I introduced ideas informed by the process of conducting the research in our early 2009 article, “Rethinking Usability for Web 2.0 and Beyond.” I then decided to use the *Computers and Writing Conference*, a conference with a significant amount of audience engagement, as a forum for presenting research results and my thoughts about their implications (many of which were also informed by discussions about the nature of Web 2.0 in my graduate seminar, Writing for Electronic Communities). I did so in my 45 minute talk, “When Understanding Hypertext Isn’t Enough: Thoughts on Writing in the Age of Web 2.0.” I incorporated attendee comments and suggestions in “Interactivity and the Invisible: Thoughts on Writing in the Age of Web 2.0,” which is currently under review at *Computers and Composition: An International Journal*, the premier journal in the field of computers and composition. The time it took to go from classroom to publication provided many opportunities for reflection, feedback, and additional research—all of which I strongly believe benefited the project as a whole and its future directions. “Interactivity and the Invisible: Thoughts on Writing in the Age of Web 2.0” is certainly much more nuanced and draws from a broader range of scholarship than anything I was discussing at conferences in 2008.

This process of going from classroom to scholarship can also be seen in my 2010 talk delivered at the *Conference on College Composition and Communication*, which is informed by my students’ oral history video composition work and the born-digital collection I am currently editing, *Remix As / Remixing Scholarship*. So, too, are the *Web 2.0 Reader* and my role as Technical Editor for the HTML and CSS textbook. We discuss Web 2.0 in most of my classes, and in Internet & Writing Studies we look at coding as a mode of composition.

Complementing my scholarly pursuits has been a much-needed return to creative activities—activities that I had not pursued with any extended effort since receiving my MA in Literature and Creative Writing (poetry and playwriting). As the subject matter and content of my courses has steadily moved toward considering how we can re-imagine the composition metaphor in terms of the visual, so to have I begun thinking about composing through a visual medium: photography. My first solo show, *Decompositions & Other Reflections*, opens on October 1, 2010 and will run until January 15, 2011. The title of the show and the 30 photos within it build on and play with the composition metaphor that I ask my students to reconsider as the compose videos and other visual texts. I have had 15 photographs selected to appear in 3 juried gallery shows and 1 photograph published in a competitive online magazine.

I have also written an act and several additional scenes of a three-act play entitled, *Shingles*. This is the first play that I have started in earnest since the one-act play I wrote for my MA thesis. My inspiration to write the play came from personal circumstances and discussions within the department about the possibility of offering a playwriting course. During my on-campus interview I was asked if I would be interested in teaching such a course, to which I responded, “Yes, but I think anyone who teaches it should have at least one play produced.” Hopefully, my play will go toward that end.

The Scholarly and Creative Activity sections discussed below include all work since I began at Rowan in September 2006. They are listed in reverse order with in-progress work listed first.

Basic Research

Publications

Wolff, W.I. (Ed.). (in progress). *Remix As / Remixing Scholarship*. Computers and Composition Digital Press.

This born-digital collection is going to confront the question: Is (or can we consider) remix scholarship? The idea for the collection comes from the fact that we are asking students to create remixes but so often we ask them to include essays that explicate what is remixed. These essays in many ways function as a kind of justification for the work being done. As such, we are implying that remixes cannot stand on their own as rhetorical, creative, scholarly pieces. I'd like to see how, if, and why remixes can function as standalone pieces of scholarship. Each chapter will include the remix and a short statement that describes the process of composing the piece—that is, tools that were used, preparation, and so on, so readers to get an idea of what is needed to compose remixes. It will also include a reflection on the remix composed by a third-party. I have received an enthusiastic go-ahead from the editors of Computers and Composition Digital Press to be able to submit a proposal for the collection (all ideas must be pre-approved before an initial submission). The proposal will include 2 chapters and an introduction. I have solicited chapters from one established scholar and one burgeoning scholar in the field: Daniel Anderson, Professor of English and Comparative Literature at the University of North Carolina, and Justin Hodgson, Assistant Professor at the University of Texas at Austin. Chapters are due October 15. I will then solicit reflections and compose the introduction, which I am considering being in the form of a remix. I hope to submit the proposal by the end of 2010.

Wolff, W.I., & Schirmer, J. (in progress). *Web 2.0 Reader*. Web site early beginnings at <http://web2.0reader.com>.

In August 2009 I submitted a pre-proposal to Computers and Composition Digital Press to create a Web 2.0 Reader. They were concerned about permissions, so the project didn't take off. Not deterred, I contacted my friend and colleague, Dr. James Schirmer, Assistant Professor at the University of Michigan, Flint, who I met on Twitter, to see if he would be interested in collaborating on developing an online, open-access Web 2.0 Reader that takes advantage of the interactivity associated with Web 2.0 to radically transform what a reader can be. Traditional print readers contain the essay, an introduction to the essay, and a few assignment ideas, all determined by the editor(s). There is no interactivity, no room for community input. The reader we are planning has crowd-sourced readings and assignments. It has the ability to evolve over time with the web and also contains an archive of readings, assignments, and student work that have been created throughout that history. In many ways, readers are archives of important texts. We are missing such an archive of Web 2.0-related readings, assignments, and work. We all know they are out there, but they aren't in a central space where faculty and students can access them, and access them for free. And because of the nature of Web 2.0, online, rather than print, is the best mode for presentation. Dr. Schirmer and I are currently in the process of selecting an initial set of texts that we will introduce in the first phase of the reader that will serve as models for the kinds of texts that might be included. These included scholarly essays, opinion pieces, videos, and whole Web 2.0 web sites, like Facebook, that, as cultural artifacts, need to be read as one reads a text. Once made public, we hope others will submit other texts so that the reader grows over time. We are also going to solicit reflective pieces from the authors of the texts we include. Our goal for initial release is Spring 2011.

Wolff, W.I. (under review). Interactivity and the invisible: Thoughts on writing in the age of Web 2.0. *Computers and Composition: An International Journal*.

This article discusses the results of the first stage of an ongoing study designed to investigate the question: what is happening cognitively as users work with and among Web 2.0 applications? The stage discussed here was designed to catalogue the functions and writing spaces within Web 2.0 applications, investigate how those functions and writing spaces were implemented across Web 2.0 applications, and identify function and writing space relationships among Web 2.0 applications. An analysis of a purpose sample found 69 unique functions and characteristics associated with 31 Web 2.0 applications. Of those 69, 51 (73.9%) can be considered a kind of writing. Results suggest that effective and successful engagement with Web 2.0 applications requires an evolving interactive skill-set that has the potential to transform the way we understand writing and the teaching of writing in a Web 2.0 ecosystem.

Computers and Composition has been the leading journal in the field of computers and composition since 1985. In 2001, increased demand for scholarship in the field resulted in a changing publication schedule from a triannual to a quarterly. The current acceptance rate is 30% and 2009 articles from *Computers and Composition* were downloaded 61,006 times in 93 different countries. It is not included in ISI's impact factor ranking.

Wolff, W.I. (completing revisions with S. Wade). Toward the convergence of wireless technologies and learning space design: A history and a proposal. *Computers and Composition: An International Journal*.

In this article I approach the pedagogical implications of new media and wireless communication technologies by drawing upon theories in learning space design. Discussions of new media in writing courses tend to focus on the transformative impact that a particular technology (wikis, blogs, podcasting, and so forth) has on certain characteristics of student writing. Too often, however, composition and new media faculty find themselves using innovative activity-based pedagogies to teach students to use new media technologies in their writing (and to write using new media technologies) in spaces that are antithetical to that pedagogy. New media and wireless technologies, however—many brought into the classroom by students themselves—necessitate a change in the way we conceive of the spaces of writing. No longer can the teaching of writing, the technologies of writing, and the spaces in which writing is taught be considered separately. By converging new media and wireless communication technologies, learning space design, and composition pedagogy I argue that the spaces in which writing is taught can more effectively complement writing pedagogy and enhance student learning.

I initially submitted this article in 2007 and had been struggling with how to complete the requested revisions. About a year or so ago I realized that the piece would be much improved and would address the reviewers concerns about the conclusion with the addition of scholarship in the area of eco-composition. Though I am familiar with the field, I am not an expert in it. As a result, I have asked Writing Arts colleague, Dr. Stephanie Wade, who is a scholar in the field of eco-composition, to join me in revisions and as a co-author of the piece.

Tweedie, S., Courtney, J., & Wolff, W.I. (2010). What exactly is this major?: Creating a Writing department's identity through an introductory course. In T. Moriarty & G. Giberson (Eds.), *What we are becoming: Developments in undergraduate writing majors*. Logan, UT: Utah State University Press.

This book chapter describes the rationale for and provides an overview of the new Rowan University course, "Introduction to Writing Arts"—the first introductory course of its kind in the country—which my co-authors and I developed. The article has led to our major being lauded in journal articles and conference presentations.

Utah State University Press is a leading publisher of composition and rhetoric scholarship.

Wolff, W.I., Fitzpatrick, K., & Youssef, R. (2009). Rethinking usability for Web 2.0 and beyond. *Currents in Electronic Literacy John Slatin Memorial Issue*. Available at <http://j.mp/1R3r8>

Web 2.0 enhances the complex interactions users have online, celebrates the contributions of individuals, and encourages rapid experimental development. This paper presents two case studies that raise significant questions about the viability of traditional usability standards and methodologies when applied to Web 2.0 sites and applications. First, we investigate and consider the implications of several ways users can share

information across Web sites. Second, we investigate and consider the implications of the terms *group*, *community*, and *network* as they are applied across Web 2.0 sites. The case studies are informed by a larger research project designed to investigate new literacies emerging with Web 2.0 applications. Results suggest that usability studies as they have been traditionally constructed are insufficient for understanding the dynamic, symbiotic, cross-site experiences contemporary users have with the Web. The field of usability must evolve to meet that complexity in a way that both reinforces traditional ideas about usability and remains flexible for the inevitable changes that will undoubtedly affect the ways users interact in the near and distant future.

Currents in Electronic Literacy is a small but important journal in the field of computers and composition edited by graduate students at The University of Texas at Austin in the preeminent graduate program for the field of computers and writing. I was asked to submit an article for this special issue in honor of my late mentor and friend, Dr. John Slatin, Professor of English, The University of Texas at Austin. The editors were specifically looking for articles that were in the same area as John's scholarship: usability and accessibility. I thought the venue would be a good one for my undergraduate co-authors and decided to use our research to inform the article. I have no doubt that the work here would have appeared in a blind-reviewed journal, such as *The Journal of Computer-Mediated Communication*, which is where I initially thought we'd submit. But, I was honored by the invitation to be included in the volume and wanted the work I submitted to be of a caliber that reflected my respect and admiration for John.

Wolff, W.I. (2009). Systems of classification and the cognitive properties of grant proposal formal documents. *Technical Communication Quarterly*. 18(4). pp. 303 - 326.

Nominated for the 2010 NCTE Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication

Higher education faculty who want to introduce educational technologies into their classrooms often depend on internal university grants. Studies that investigate grant proposal writing in practice have revealed contemporary grant processes as complex systems of actors, texts, genres, and technologies. Despite the prominent role of RFPs, application forms, and instructions in the process of composing grant proposals, little attention has been given to rhetorical, ethical, and institutional implications of the classification systems and assumptions reified in the wording of their prompts, instructions, and other parameters. This article analyzes the online forms used by faculty in the largest college at a flagship state research university to submit proposals as required by a college-level educational technology services program that provides competitive grants for faculty-developed courseware projects. By reporting the results of the document analysis and initial organizational observations that informed survey and interview questions, I consider how classification systems reified within the historically constructed (and, therefore, often invisible) cognitive properties of formal documents structure the resulting texts. Results suggest that the historicity and pragmatics of proposal forms only add to the complexity of developing models that accurately represent proposal writing in multiple contexts.

Technical Communication Quarterly is the premier journal in the field of Technical Communication. The journal is published quarterly and the acceptance rate is 15%. It is not included in ISI's impact factor ranking.

Wolff, W.I. (2008). A chimera of sorts: Rethinking educational technology grant programs, courseware innovation, and the language of educational change. *Computers & Education*, 51, pp. 1184 – 1197.

How do we know when an educational organization, process, or courseware tool is *innovative*? How do we define the processes that encourage *change* or the ways in which faculty *develop* new courseware *innovations*? The terms *innovation*, *change*, and *development* have been overused in so many contexts that they now seem to have lost their meanings. A review of the literature on innovation and educational change offered no agreed up definitions or models. Prior studies that have considered innovations in educational technology have focused on the innovations themselves or the potential barriers to faculty adoptions of externally developed innovations. In this study of an education technology services program that provides competitive grants for faculty-developed technology courseware projects at a large state research university, I shifted the focus to consider: what current and future higher education faculty consider to be an innovative courseware project, and how they conceive of processes for developing such innovations. Results suggested that when it is not reduced to a rhetorical device in a marketing campaign or department instructional technology vision plan, *innovation* that is defined locally by a community of practice can effectively transform teaching, learning, and the organizations that support these activities.

Computers & Education is the premier computer-related journal in the Education field. It has an acceptance rate of 23% and an Impact Factor ranking of 2.190. In 2009, *Journal Citation Reports* ranked *Computers & Education* number 8 of all journals in the area of Education & Educational Research (<http://j.mp/aQ8jrj>). This was based on a 2007 impact factor of 1.60. Current impact factor data would locate the journal at number 5.

National and International Conference Presentations

Wolff, B. (2010, May). "When Understanding Hypertext Isn't Enough: Thoughts on Writing in the Age of Web 2.0." Deliverator talk presented at the *Computers and Writing Conference*. West Lafayette, IN.

As literate readers of Web pages we have understood that the hyperlink is used to connect together different Web sites and that the Web is a system of interconnected hypertext documents. When we hyperlink from one site (say, cnn.com) to the next (say, yahoo.com) we read these sites as discrete entities, each with unique texts, symbols, navigations, and artifacts that define it apart from others. Web 2.0 changes all of that. By encouraging users to move between and among sites—often accessing sites within other domains (such as when we share a *New York Times* article to Facebook from within nytimes.com)—Web 2.0 transforms how users navigate and read the Web. Few specifics, however, are known about how these changes will alter literacy, teaching, writing, or reading. To help come to a more informed understanding of these changes, I designed a study that investigated Web 2.0 application functionality and usability. Results suggest that Web 2.0 applications complicate traditional understandings of how users interact

with the Web by requiring a sophisticated kind of reflective, elastic, semiotic, eco-spatial, evolving information literacy. This Deliverator Talk offered thoughts on a new information literacy. The talk specifically addressed how it challenges our understanding of writing and the potential impact it could have on teaching writing in the age of Web 2.0.

The *Computers and Writing Conference* is the premier refereed conference in the field of computers and composition. The Deliverator series of 45 minute talks was a new feature in 2010. Modeled on TED talks, they are extemporaneous talks accompanied by a visual presentation and filmed so they can be streamed online in the future. Selection was highly competitive as there were only 8 Deliverator talks among a total of more than 110 panels.

Wolff, B. (2010, May). "Remixing composition in the writing classroom: An installation of student videos." Online installation and presentation at the *Computers and Writing Online Conference*. West Lafayette, IN. Available online at <http://j.mp/a9aogN>.

This video installation explored the impact of emerging, low-cost video technologies on writing, research, teaching, and learning by showcasing a selection of video compositions created by students in an upper-level writing course. The selection of student videos displayed in the installation and resulting discussion challenged viewers—just as they have challenged myself and my students—to rethink traditional concepts that so often seem fixed in meaning and performance: text, research, writing, composition, among others. The videos further asked viewers to consider elusive relationships among alphabetic texts, still images, video, and sound—and how writing classrooms can become spaces where new modes of visual literacy are investigated, challenged, and put into practice.

The *Computers and Writing Online Conference* is the online asynchronous conference that accompanies the *Computers and Writing Conference*. Proposals are refereed and competitive.

Wolff, B. (2010, March). "Revealing meaning, broadcasting history: Notes on the composition of oral history video." Paper delivered at the *Conference on College Composition and Communication*. Louisville, KY. Abstract and Prezi available online at <http://j.mp/cN3GUd>.

This talk explored how visual literacy is both complicated and enhanced when the composition metaphor is applied to the processes and electronic spaces used to create texts in an emerging video genre: the oral history video. By using established methodologies for obtaining, transcribing, and archiving interviews (Anderson and Jack, 1991), oral histories provide important alternate perspectives on historical events (Ritchie, 2003). Frisch (2006) suggests that video has been underutilized in oral history, that there are "worlds of meaning that lie beyond words...in context and setting, in gesture, in tone." The talk specifically discussed an assignment in which upper-level writing students adapted traditional oral history research methodologies and composition processes (pre-writing, drafting, editing, cutting, pasting, and so forth) to compose oral history videos. Using only the affordable Flip Video camera, free editing software, and YouTube, the video oral histories became powerful primary documents that challenged students to rethink what it means to write in our visual culture. They also suggest how

popular, low-tech media can be use to construct meaningful, multimodal texts that reveal voices on important social issues that might never have been recorded, preserved, and broadcast to a world eager to watch, listen, learn about what others think and do.

The *Conference on College Composition and Communication* is the premier conference in the field of composition, attracting thousands of attendees and many hundred presenters from around the globe.

Wolff, B. (2009, September). "On Queens and Candy Aisles: Desire, Decaying Society, and the Literary Tradition of "Queen of the Supermarket." *Glory Days: A Bruce Springsteen Symposium*. West Long Branch, NJ. Abstract and Prezi available online at <http://j.mp/boysM4>.

Though Brian Hiatt in *Rolling Stone* wrote that the "twisted pop fantasia" of "Queen of the Supermarket" "has a Sixties AM-radio vibe reminiscent of Manfred Mann's 'Pretty Flamingo,' the song has received some of the harshest critiques of any Springsteen song, ever. However, because of the influence the Beat generation has had on Springsteen, one cannot hear the word "supermarket" without making an immediate connection to the most famous of all supermarket poems, Allen Ginsberg's "A Supermarket in California." Sexual desire, lifeless humanity, and decaying society in the supermarket (or grocery) have a rich literary tradition in work by John Updike, Charles Bukowski, Denise Levertov, Langston Hughes, and Randall Jarrell, among others. This presentation, then, contextualized "Queen of the Supermarket" within the Springsteen oeuvre as well as the socio-economic traditions of supermarkets in literary, music, and screen history. As a result, I suggested that the song breaks new ground for Springsteen's writing about men, women, and society.

Glory Days: A Bruce Springsteen Symposium, is an academic pop-culture symposium that meets every five years. It attracts scholars from around the globe in the areas of writing, media, film, communications, pop culture, music, and many more. Proposals are refereed and competitive.

Wolff, W.I. (2008, Oct.). When understanding hypertext isn't enough: Notes toward a new online literacy. Paper presented at *The Seventh Biennial Watson Conference*. Louisville, KY.

Web 2.0 applications complicate our understanding of how to read web sites by requiring a sophisticated kind of reflective, elastic, semiotic (Gee, 2007) eco-spatial information literacy that evolves with the web. This new (as yet unnamed) literacy involves, for example, becoming a critical reader of the similarities among Web 2.0 vocabularies ("widget," "feed," "reader") from which new modes of composition are emerging. Literate users will be able to recognize Web 2.0 applications as writing spaces (Bolter, 2001) that contain multiple symbiotic genres (Spinuzzi, 2003), and will have an ability to transfer knowledge of application functionality from one site to the next. They will understand both the meaning-making and compositional possibilities of working with and among, for example, static pages, blogs, RSS readers, and social bookmarking sites. This presentation considered several characteristics of this new online literacy by reflecting on a multi-modal assignment that asks undergraduate writing students to compose relationships among various Web 2.0 applications.

The *Biennial Watson Conference* is on par with the *Computers and Writing Conference* in terms of its importance to the field of computers and composition.

Wolff, W.I. (2008, June). Preparing online communicators for the future of information systems. Paper presented at the *Third Annual International Association of Online Communicators Conference*. Reykjavik, Iceland.

The pervasiveness of social bookmarking software, the ubiquity of RSS feed readers, and the instantaneous transmission of data are providing us with the opportunity to finally tackle the primary concern for knowledge workers that Vannevar Bush expressed in 1945: how to store, retrieve, and use effectively vast amounts of information. Writers, who at all stages of their work, must organize, retrieve, and use information, are going to need to become fluent in the new semantic relationships among technologies, data, and ideas. By drawing on examples from higher education and journalism I described successful adaptations of social networking applications to create targeted, local information ecologies. The ensuing discussion encouraged participants to explore how writers in academia, public relations, journalism, advertising, business, and so forth, might leverage Web 2.0 technologies to become more effective online communicators in their respective fields. This presentation was part of a panel with Rowan faculty member, Dr. Diane Penrod.

The *International Association of Online Communicators Conference* is a small but importance conference for scholars interested in the fields of public relations and new media attracting presenters and attendees worldwide.

Wolff, W.I., Dunnington, D., & Borremans, P. (2008, June). Invited Panel Conversation at the *Third Annual International Association of Online Communicators Conference*. Reykjavik, Iceland.

The panel discussed European and American perspectives on how organizations and businesses are using online/social media and how well today's students are prepared to use these tools for business purposes.

Wolff, W.I. (2008, April). Building and sustaining an independent Writing Major: Insights from a decade of departmental experience: Integrating technology. Paper presented at the *Conference on College Composition and Communication*. New Orleans, LA.

This presentation was part of a panel with Rowan faculty members Dr. Jennifer Courtney, Dr. Roberta Harvey, Dr. Deb Martin, and Dr. Sandy Tweedie, in which we discussed our experiences as part of an independent writing department with its own major. We shared insights concerning ways of navigating local realities along five dimensions: forging institutional alliances, articulating disciplinary values, understanding our students, integrating technology and assessing learning. Educational technologies exist within complex, distributed institutional information ecologies (Nardi and O'Day, 1999) that include multiple learning spaces across disparate university geographies. These ecologies are defined by local participants—students, faculty, support staff, administrators, and so forth—many of whom have not considered the possible benefits of integrating technology (as tool and subject-matter) into a writing classroom. This speaker will discuss the challenges, and ultimate benefits, of engaging local participants in

conversations about technology and writing as a way of creating what Richard Selfe calls “technology-rich environments” (2005).

Wolff, W.I. (2008, Jan.). Preparing writers for the future of information systems. Paper presented at the *4th International Conference on Technology, Knowledge, and Society*. Boston, MA.

This presentation offered a unique approach to thinking about how writers might employ Web 2.0 technologies to prepare for the future of information systems by adapting Nardi and O’Day’s (1999) idea of an information ecology to incorporate multiple online writing spaces. This presentation was part of a panel with Rowan faculty member, Dr. Diane Penrod.

International Conference on Technology, Knowledge, and Society is hosted annually in different cities around the world. It attracts researchers, practitioners, and scholars from many different fields who are interested in the impact of technology on society. Proposals are refereed and competitive.

Wolff, W.I. (2007, March). “Welcome to the ‘Big Apple’: Geographical space, systems of classification, and their affects on writing instructor identity.” *Conference on College Composition and Communication*. New York City, NY (March 2007).

In *Writing at the End of the World* Richard E. Miller introduces the term “institutional autobiography,” a genre in which an author “locate[s] one’s evolving narrative within a specific range of institutional contexts, shifting attention from the self to the nexus of where the self and institution meet” (138). This presentation was an example of an institutional autobiography, one that situated many of the personal, political, and geographical tensions inherent in Writing in the Disciplines curricula within the evolving histories and classification systems that structure universities. Specifically, as an incoming writing assistant professor, I explored the impact of entering both the ranks of the writing professorate and beginning to teach a team-taught course with colleagues in the College of Engineering. This presentation was part of a panel with Rowan faculty members Dr. Jennifer Courtney and Dr. Roberta Harvey.

Research in the Scholarship of Teaching

Wolff, B. (2010). Instructor reflection, course & assignment description, and project timeline. In response to *The One: Contagious Kindness* by Chris Cullen. *The Journal of Undergraduate Multimedia Projects*, 1(2), Available online at <http://j.mp/aVFZVF>.

The Journal of Undergraduate Multimedia Projects is “dedicated to 1) providing an outlet for the excellent and exceedingly rhetorical digital/multimedia projects occurring in undergraduate courses around the globe, and 2) providing a pedagogical resource for teachers working with (or wanting to work with) ‘new media.’” I composed and submitted the Instructor Reflection and submitted the Assignment Description and Project Timeline to accompany my two former students’ videos. The journal is unique in that projects are peer reviewed in the same manner as a scholarly journal and readers are encouraged to see them within the context of the assignments that informed their creation. As described in the journal’s About page: “The pedagogical focus of this e-journal is critical to its success as we not only want to see really great projects and the assignments/prompts (and courses) that gave them shape, we also want to consider and

work through the nuances of critique, assessment, impact, and so on (often the more murky areas associated with digital multimedia productions).”

Wolff, B. (2010). Instructor reflection, course & assignment description, and project timeline. In response to *Hitler Finds Out about the Downfall Parodies* by Michael Pfister. *The Journal of Undergraduate Multimedia Projects*, 1(2), Available online at <http://j.mp/acGkzG>.

See the above description.

Creative Activity

Wolff, B. (in progress). *Shingles: A Play in Three Acts*.

This play considers how people survive their traumas in an aging contemporary society that is becoming hyper-technological, hyper-mediated, and hyper-connected. The conceit of the title—shingles—is employed throughout the drama in the form of shingles the illness and shingles the construction material, as well as in the structure of the play itself: roof shingles provide support in groups of three and as such this play will have three acts. The play is presented in scenes, which, like the illness and roof shingles, blend into one another (the illness along human nerves and roof shingles as they are layered atop one another). There is a significant amount of anachronism, wherein scenes and actors from different time periods and geographies merge and seem to interact with one another. The hyper-technological characteristics of our society are commented upon in the play by requiring large-screen LCDs hung in the auditorium. Everything on stage that is seen on a kind of screen (computer, cell phone) or video taped will appear on these screens, as well, so the audience is forced to see texts and actions in multiple contexts.

I have written one act and several additional scenes over the course of two years. The process hasn't gone as fast as I'd like, though when I do have time the writing comes quickly. One benefit of the extended composition period has been that it is allowing me to think more in depth about the play's narrative, arc, and characters. It is also providing me with needed distance from some autobiographical situations that inform some of the activity. Much revision is needed in the act I've written. Ideally I'd like this to be completed within 2 years.

Wolff, B. & Hara, B. (Eds.). (forthcoming, 2010). Yet to be titled Gulf Coast oil spill benefit photobook. Composing with Images Press: Bear, DE.

Wanting to do something to help the cleanup efforts after BP oil spill in the Gulf of Mexico but not having the hazmat training necessary for cleaning animals and beaches, I contacted Billie Hara, co-author of my photo blog, *Composing with Images*. I asked her if she would be interested in editing a collection of photos on the theme of the Gulf Coast with all proceeds going to benefit the cleanup efforts. Our conversations led to the creation of Composing with Images Press. In announcing the new press, we wrote that we “will extend the goals and practices of [our] unique blog to the medium of the book. We seek and will solicit photo-book-length texts that bring together photographs and alphabetic text to engage creative, artistic, social, cultural, and rhetorical ideas within a particular theme.” The call for entries for the Gulf Coast book sought from amateur and professional photographers “photographs of the Gulf Coast and life on the Gulf Coast as you have composed them through your lens and through your words. Your image can

depict the Gulf Coast of your past or your present.” The photo book will contain over 40 photographs and reflective narratives from over 15 photographers.

Wolff, B. (2010, October 1 – 2011, January 15). *Decompositions & other reflections*. Solo show. Whereabouts Café, Newark, DE.

A collection of 30 images will be on display, each of which explores and asks viewers to reflect on the theme: decomposition. The show is a direct of my composing the photo book, *Decompositions & Other Reflections* (see below). Selecting images for a gallery show that has a theme is as much a rhetorical and pragmatic exercise as selecting images or poems for a book. One must take into consideration: objectives, audience, venue, market, and so on. After showing the photo book to the owner, I was asked to be the café’s Featured Artist, the first time they have made such an offer to an artist.

Wolff, B. (2010). *Decompositions & other reflections*. Self-published photo book. Available online at <http://j.mp/dqxXnB>.

I composed this photo book using the Blurb.com book publishing software, which I was testing out this summer for possible use in a future version of Visual Rhetoric and Multimodal Composition. Composing a photo book in a particular theme is a rhetorical activity: the selection, order, layout, font, and presentation all must work toward a goal of illustrating and illuminating that theme. In my Introduction to the book, I discuss many of the same the themes that are discussed in my courses—media used, technology of composition, materiality of technology, processes of composition, subject matter, and so on—each of which play a significant role in the rhetorical complexities that inform the creation of a text.

“I take great pleasure in the tactile technologies of photography: loading film, adjusting f-stops, reading contact sheets. I prefer film to digital, toy camera to professional. Toy cameras provide unexpected mystery, and because I teach, work with, and conduct research on new media technologies, a welcome detachment from the digital. They, like many of my subjects, suggest in their structures and technologies the presence of history.

“I am drawn to spaces of decay, where the structures within them are slowly, haltingly, effortlessly decomposing back to their ecosystem. There is wild, unrestrained beauty in cracking paint, bending support beams, and crumbling ceilings. There is also a rush to preserve them, somehow, from the progress of building anew on ploughed under farmlands, felled forests, and razed-building lots.”

Wolff, B. (2010, June 18 – August 18). Four photographs selected for *The HOLGA Show 2010*. Four Photographs Showing. Juror, Richard Floyd. Curator, Céline Downen. The Saans Downtown Gallery, Salt Lake City, Selected images available online at <http://j.mp/cML8zo>.

The Saans Downtown Holga show is the premier international showcase for Holga photographs. Four photographs were accepted.

Wolff, B. (2010, March 3). New developments. *Pictory Magazine*. Available online at <http://j.mp/cGJvvm>.

Pictory is a new juried online magazine created by Laura Brunow Miner, former editor of *JPG Magazine*, which asks photographers to submit one image with a reflective narrative based on a particular theme. The theme for the issue when my photo appeared: Neighborhood Treasure. The narrative: “This beautiful barn is an artifact that interrupts my busy days, reminding me what our portion of north central Delaware once was. Sadly, as its graceful decay continues, it will eventually be bulldozed and replaced with more Toll Brothers’ houses. This past summer, I moved in with my fiancée (now wife), whose house stands on the farmland once attached to this barn. In August, I saw corn stalks sprout in our backyard. Every time I see this barn I feel like a co-conspirator in the decline of rural America. I photograph it to record what will someday be gone.”

Wolff, W.I. (2008, Nov. – 2009, Jan). Three photographs selected for *The HOLGA Show 2008*. Jurors, Amanda Moore and Steph Parke. Curator, Shalee Cooper. The Saans Downtown, Salt Lake City, UT.

The Saans Downtown Holga show is the premier international showcase for Holga photographs. Three photographs were accepted for this exhibit, and were among 150 selected from over 400 submissions.

Wolff, W.I. (2008, 6 April – 25 May). Eight photographs selected for *Is it possible to make a photograph of New Jersey regardless of where you are in the world?* Curator, Laurel Ptak. The Pierro Gallery, South Orange, NJ.

The CFP read, “You were born in New Jersey. You’ve been there. You’ve never been there. You know it from movies. TV. Songs. Newspapers. You’ve Googled it. YouTubed it. Wikipediaed it. Flickred it. You’ve never even heard of it. So ask yourself: is it possible to make a photograph of New Jersey regardless of where you are in the world? The Pierro Gallery and iheartphotograph.com invite photographers, designers, and artists of all kinds to participate in this global open call for work.” Eight photographs were selected for this exhibit.

Applied Research and Evaluation

Meloni, J, & Morrison, M. (2010). *Sams teach yourself HTML and CSS in 24 hours*. W. Wolff (Tech Ed.). Indianapolis, IN: Sams.

The process of technical editing this book consisted of checking each line of HTML and CSS code in the book’s 24 chapters and 2 appendices. For code that appeared within a paragraph, I checked for syntax and ensured that it was in the proper font. For larger blocks of code that led to examples the reader was supposed to create, I entered the code in a text editor, checked for syntax and other errors, and ran the page through a browser. Over a four-month period I received chapters from the author in Word format via email. All errors that I found were noted in the Word document in a format required by the publisher, and then emailed to another member of the publishing team. I had 24 hours to turn around each chapter.

Funded Scholarly and Creative Projects

Grants: Funded

Wolff, W. I. (2010). Three Presentations at the *Computers and Writing Conference*. Assistant Professor Travel Grant, Rowan University, (\$1091.56 for travel and expenses)

At Computers & Writing 2010 (the premier conference in my field) I am presenting two workshops with colleagues (“Twitter from the Ground Up” and “Twitter to Infinity and Beyond”) and one Deliverator talk (“When Understanding Hypertext Isn’t Enough: Thoughts on Writing in Age of Web 2.0”). Deliverator talks are modeled on TED talks. Unlike traditional panel presentations they are presented in an auditorium and are streamed online to reach a wider audience. Total amount requested: \$1,091.56.

Wolff, W.I. (2010). 22 Flip Ultra video cameras for use in Writing, Research, and Technology. College of Communication Technology Grant, Rowan University, (\$2858.90 for hardware; half of the funding was guaranteed by the Department of Writing Arts)

In 2008 I received a Rowan University Innovations in Teaching with Technology grant for 20 Flip video cameras to be used in my sections of Writing, Research, and Technology. I am requesting another section’s worth of video cameras for two reasons: 1) I am teaching two sections of WRT in Fall 2010 and require the additional cameras (due to the nature of work in the course and with the approval of the Dean of Students students keep the cameras with them for the entire semester); 2) other faculty in the department of Writing Arts have expressed an interest in employing video in their courses as a way to ask students to consider new avenues for rhetorical construction, critique, and engagement. The requested cameras will be used by my students when I’m teaching two sections of WRT; but, when I am only teaching one section, they will be available for all faculty in the department.

Wolff, W. I. (2008). Mapping Relationships among Web 2.0 Applications: A Preliminary Investigation into a New Information Literacy. Non-Salary Financial Support Grants, Rowan University, (\$4811.00 for hardware and two undergraduate research assistants)

This proposal requested funds to support two undergraduate student researcher assistants for computer hardware and software, which facilitated our work. The study described in the proposal was designed to catalogue the functions and writing spaces within Web 2.0 applications, investigate how those functions and writing spaces were implemented across Web 2.0 applications, and identify function and writing space relationships among Web 2.0 applications.

Wolff, W.I. (2008). Reconceiving Writing, Research, and Technology by Introducing Video Composition, Oral History, and Educational Outreach. Innovations in Teaching with Technology Grant, Rowan University, 2008, for (\$2500.00 for hardware)

This proposal requested 20 Flip Video Ultra Camcorders (enough for one full class) for students use in an oral history (Ritchie, 2003) video composition assignment that will introduce students to contemporary theories in and practical applications of visual rhetoric, oral history, and educational outreach. The goal of the assignment is to provide Writing Arts majors with an opportunity to further develop the critical thinking, reading, and writing skills that are necessary for a contemporary “literacy [that] today is in the midst of a tectonic shift” (Yancey, 2004). That literacy is visual and textual; it consists of being able to understand the complex, evasive relationships among texts and images—and how those relationships impact and are impacted by contemporary cultures.

Grants: Not Funded

Wolff, W.I. (2008). Web 2.0 and the Emergence of a New Information Literacy. National Endowment of the Humanities (NEH) Summer Stipend Grant (\$6,000 for two summer months)

The Summer Stipend requested time for three important activities. First, the Stipend would offer me time to write an article for the premier journal in the field of English studies, *College English*. The article would have discussed new genres of writing identified by the study and introduce important characteristics of the new information literacy. The article would have made significant contributions to our understanding of Web 2.0 applications and new information literacy in the humanities. Second, the Stipend would have provided me with an opportunity to design the apparatus for the next phase of my investigation into Web 2.0 literacy. Based on web site usability studies, which track users as they try to complete certain tasks as they navigate a web site, this study will track user experiences as they interact with multiple Web 2.0 applications to complete a single task. The study would have been the first of its kind and had the potential to completely alter the way we understand how we interact with the current and future World Wide Web. Third, the Summer Stipend would have provided me with time to finish and release the public, interactive, searchable web site database of Web 2.0 application and their functionalities.

CONTRIBUTIONS TO THE UNIVERSITY COMMUNITY

Working with colleagues on committees within the department and without provides opportunities to collaborate on curricular and other initiatives that impact teaching and learning in the university. I have tried to place myself on committees where my prior committee work and experience with instructional technologies will be an asset. I have also tried to seek out committees, such as the Hiring Committee, Tenure, Recontracting, and Promotion Documents Rewrite Committee, and MFA Task Force, which would introduce me to various department, college, and university processes.

Since joining the Rowan faculty in September 2006, I have served on 10 department, 3 college, and 4 university committees. These include: 2 department hiring committees that resulted in 3 tenure-track, 1 full-time-temp and, 1 ¾-time hires, chairing the department CGCE Grant committee, and co-chairing the university laptop initial committee. I sponsored 2 and co-sponsored 1 course curriculum proposal, and co-sponsored the curriculum proposal for a New Media Concentration in the College of Communication. I have conducted 2 faculty workshops at Rowan and 5 workshops for educators at the college and K-12 levels. I have served on the board of one professional organization, currently serve on the editorial board of a new online journal, and serve as a reviewer for 5 journals and 2 conferences. I also observed the teaching of adjunct instructor, Rebecca Bland.

The following sections include descriptions of my contributions to the university community since joining the Rowan faculty in September 2006. Current work is listed first.

Department-level Committees

Tenure, Recontracting, and Promotion Documents Rewrite Committee, 2010 – present

This committee's goal was to completely overhaul the Department's Tenure & Recontracting and Promotion criteria to make the language consistent with the 2010 – 2011 University *Tenure & Recontracting Memorandum of Agreement* and *Promotion Memorandum of Agreement*. We have completed the Tenure & Recontracting guidelines, which were ratified by the department. The next stage is to compose the Promotion guidelines.

CPGE Grant Committee (Chair), 2009 – present

This committee was created to determine how the department should spend discretionary funds acquired through out relationship with the College of Graduate and Continuing Education. The department decided that spending should come in the form of grants for scholarly, creative, and other activities that “invest in the future of the department or promote the reputation of the department and create good will.” I volunteered and was voted as chair of the committee. My duties as chair have included: creating the grant proposal form; soliciting grant applications; dispersing received applications to committee members; scheduling and running meetings; and notifying applicants of the status of their application. The committee has reviewed 13 proposals and awarded 10 a total of \$25,871.

Undergraduate Major Working Group, 2008 – present

This group meets once a month to discuss the curriculum, advising, and other issues directly relating to the major.

Graduate Program Working Group, 2008 – present

This group meets once a month to discuss future directions of the graduate program, including the COGS and tracks. We also discuss admissions, recruitment, and current student community development.

Medallion Committee, 2010

This committee's goal is to select the annual Department of Writing Arts Medallion Award winner. In 2010 we selected Katherin Fitzpatrick.

Hiring Committee, 2009 – 2010

This committee of 3 was charged with filling one tenure-track faculty line. The committee received over 95 applications, conducted 9 phone interviews, 5 campus interviews, and hired Dr. Stephanie Wade.

Hiring Committee, 2008 – 2009

This committee of 5 was charged with filling 2 tenure-track faculty, 1 full-time temp, and 1 ¾-time lines. The committee received over 95 applications for the tenure-track positions, conducted 20 phone interviews, 8 campus interviews, and secured 2 hires, Dr. Christa Teston and Dr. Drew Kopp. We also interviewed several people for the full-time temp and ¾ positions and filled both.

Curriculum Committee, Department of Writing Arts, 2006 – 2008

This committee reviewed and made suggestions on faculty and department curriculum proposals.

Student Evaluation Form Committee, 2007 – 2008

The charge of this committee was to finalize the wording and testing of a Writing Arts department new student course evaluation form. I requested to be on this committee because of my work in the ethics of document design and data presentation. The committee worked through and reworded each of the questions and answer choices on the original draft of the new evaluation form. I designed a new question matrix layout. We conducted pilot tests in select graduate and undergraduate courses. The department in Spring 2008 approved the new evaluation form for all faculty and instructors except probationary tenure-track faculty. This exception was made to maintain consistency with prior evaluation form numbers.

Discipline Committee, Department of Writing Arts, 2006 – 2008

The primary purpose of the Discipline Committee was to define and organize the new undergraduate Writing Arts major. The process included redefining and renaming the major's course clusters; selecting which courses would be included in each cluster; creating any courses that will be included in the new major; and discussing a new one-credit undergraduate course for all majors, which includes a reflective electronic portfolio. After many discussions on how to assess whether students were achieving the

goals outlined in the department values statement, I suggested that all majors maintain an electronic portfolio over the course of their major. This led to the creation of the Portfolio Seminar course, which was approved by the Provost in May 2007. The committee disbanded in 2008 after all work was completed.

College-level Committees

College Technology Committee, 2009 – present

The mission of this committee is to recommend technology purchases, upgrades, and acquisitions for use in COC courses and labs; evaluate proposals for new technology integration with classes and provide recommendations for support at appropriate levels (course faculty, department, COC professional staff, IT/NSS, other); establish and maintain policies for shared technology resources and facilities; and establish common ground for new technology usage by multiple departments, whether shared or individually maintained, for a more unified approach to and understanding of the needs involved with the creation and development of multimedia projects.

New Media Concentration Development committee 2009 – present

This committee consisting of faculty from each department in the College of Communication was convened to design and provide the rationale for a curriculum that would provide students with the ability to concentrate in New Media Studies. The new concentration was approved by the University Senate in spring 2010, and will officially begin in spring 2011. The committee's work will continue in the future as we assess the concentration and vote annually for a Concentration Coordinator.

College Advisory Board Committee, 2008 – present

The charge of this committee to meet with a select group of community leaders to gather ideas for how the college can better prepare students for the world once they leave Rowan and enhance their education while at Rowan. The committee has yet to meet since I have been a member of it, but I look forward to participating when it does.

University-level Committees

MFA Task Force, 2008 – present

This committee, with faculty from Writing Arts, RTF, Fine Arts, and Graphic Arts, was charged by the Provost to development an interdisciplinary MFA in an area that we are tentatively calling the Communication Arts. The committee conducted comparison studies of similar programs nationwide, begun market research, conducted a survey of Rowan students to determine the need and scope of the MFA. As of this date, no official recommendation has been made, though the committee is scheduled to meet again in October 2010.

Campus Master Plan – Academic Facilities Subcommittee, 2006 – present

The charge of this subcommittee was to “maximize opportunities for the delivery of exceptional educational programs and for faculty/student interaction, research and creative activity.”¹ The committee only met twice since I was a member of it, and that

¹ <http://www.rowan.edu/open/masterplan/GuidingPrinciples/MPC-GuidingPrinciples-5a.pdf>, page 4.

was largely to discuss its future. It was decided that we would continue to be a committee but only meet when required by the Master Plan committee.

ePortfolio Working Group, 2007 – 2009

This small group explored the possibility of implementing an electronic portfolio system on campus. The group settled on using the Blackboard Portfolio system and I piloted its use for several semesters in Introduction to Writing Arts.

Co-Chair, Laptop Initiative Committee, 2007 - 2008

This ad-hoc group of faculty and administrators was charged with considering the possibility of requiring all Rowan students to purchase a laptop. I was invited to join this committee because of the studies I conducted of student laptop use while a graduate student and my familiarity with laptop-related pedagogy. After the chair of the committee Dr. Vasil Hnatyshin solicited volunteers, I volunteered to act as co-chair of the committee. Mid-way through completing our work developing a study to examine the possibility viability of Rowan sustaining such an initiative the committee was disbanded.

Course and Program Development

Sponsor, “Visual Rhetoric and Multimodal Development,” Masters in Writing program, Department of Writing Arts. SSC#: 09-10-211; Submitted: 10/16/2009; Approved by Provost: 6/21/2010.

Sponsor, “Internet and Writing Studies,” Masters in Writing program, Department of Writing Arts. SSC#: 09-10-212; Submitted: 2/18/2010; Approved by Provost: 6/21/2010.

Co-sponsor, “Concentration in New Media Communication,” College of Communication. SSC#: 09-10-220; Submitted: 2/18/2010; Approved by Provost: 6/21/2010.

Co-sponsor, “Introduction to Writing Arts,” Department of Writing Arts. SSC#: 06-07-209; Submitted: 2006-10-18; Approved by Provost: 12/28/2006.

Other Contributions to the University Community

Wolff, B. (2010, March). 6 7 Recommendations for Using Flip (and other) Video Cameras in the (non-video) Classroom. Workshop sponsored by Information Resources Training Center, Complete workshop available online at <http://j.mp/9KBk2H>.

This workshop was based on my popular blog post, “6 recommendations for teaching with the Flip video camera,” and was completed as part of the terms of my Innovations in Teaching with Technology Grant. In the workshop I presented 7 recommendations for using low-cost video cameras in the classroom and participants gained hands-on experience with Flip video cameras.

Wolff, B. (2009, April). On Web 2.0. Presentation at the College of Communication Colloquium on New Media, April, 2009. Prezi available online at <http://j.mp/bzM1Qx>.

This short presentation discussed the various meanings of Web 2.0 and the new compositional opportunities that are emerging from the ubiquity of Web 2.0 applications. I also briefly discussed some ways I am asking students to use Web 2.0.

Rowan Internship and Outreach Team (R.I.O.T.), Spring 2010

Toward the end of fall 2009, Janice Rowan was contacted by the New Jersey Builders Association to see if there were any students who have new media and social networking skills that she thought might be interested in working with builders at their annual spring convention in Atlantic City, NJ. Janice approached me with the question and I proposed that we use this offer as an opportunity to create a new internship opportunity, wherein we would oversee a group of students working with a small business to overhaul and/or design their online presence. We'd start with an owner of a building or construction business and at the conference students would be able to showcase the work they had done. We also thought they could run a few breakout sessions on small business uses of social media. The result, we thought, could lead to future internships and, possibly, job offers. Students would register for the Field Experience course, and I would oversee their experience. The Rowan Internship and Outreach Team was born.

At the end of the fall 2009 semester I sent an email to all College of Communication seniors, searching for students with skills in the following areas: blogging, social networking, web design, documentary film production, journalism, publication, layout and design, and Photoshop. The response was quite positive and I selected 9 students.

Because this was a new program and we had ambitious goals within a short period of time, and because we didn't have a small, local construction business in mind with whom we could work, I asked my father-in-law, Bob Sturtz, who is a contractor outside of Pittsburgh, if he might be interested in the opportunity. He jumped at it, and we got started. However, two heavy snowstorms in February and March 2010 that were on the weekends Bob was to come out and meet with and be filmed by the students to create a documentary, put the group quite a bit behind. As a result, the group had to abandon plans of going to the conference. The choice was either to go unprepared or finish the work and use this as a learning experience for next year. We chose the learning experience, which allowed the students to finish the following: a new web site with blog entries and other information about the company; three short documentaries about Mr. Sturtz and the business; press releases; print advertisements and fliers; and letterhead.

Overall, it was a mixed experience: students were disappointed that they weren't able to go to the conference and were frustrated that Mr. Sturtz wasn't closer. I felt the same. But, I also know that we learned a great deal about what is possible in the space of one semester, so that when we gear up for the project this year, we'll get started much sooner and will work with someone locally.

Rowan University Techcast, Spring 2009

In January Elieen Stutzbach interviewed me for Rowan's podcast on educational technology, Techcast (<http://blogs.rowan.edu/techcast/>). The purpose of the videotaped interview was for me to highlight work my students were doing with the aid of Web 2.0 and other new educational technologies, such as blogs, wikis, RSS readers, social bookmarking sites, and the Flip Video Camera. Through the course of the interview I

used a SmartBoard to highlight and show their work. The podcast was aired on April 9, 2009.

Pangea Day, Spring 2008

Pangea Day (<http://www.pangeaday.org>) was the creation of acclaimed documentary filmmaker Jehane Noujaim (*Control Room*) and was founded upon the belief that if we are indeed a society that values peace and prosperity for all people then we need to get to know each other first. Noujaim believes in the power of image and film to bring people together by exposing them to each other. Traditional media does not do this, but individuals with their own cameras can, as we have seen with YouTube and Flickr and other video and photo sharing sites, create lasting images of who we are, created by the individual, not the corporation. As such, she created Pangea Day (May 10, 2008) as a worldwide event, with thousands of simultaneous viewings scheduled around the globe that celebrated who we are in the world by showing short films created by people from all over the world.

In March, 2008, I emailed two undergraduate students, Jackie Yaeger and Lee West, to see if they would be interested in organizing a Rowan university screening of Pangea Day that would be open to the entire university and local community. Both eagerly agreed and worked tirelessly promoting the event by contacting local newspapers, writing copy for press releases, hanging fliers, and creating Facebook and MySpace groups. Jackie was interviewed by Rowan Radio (<http://www.rowan.edu/today/data/cast/CA20080505.mp3>). Two other Rowan undergraduates, Rene Youssef and Joan Hanna, also became involved by helping publicize the event and set up and take down equipment used on the day of the screening.

The screening was held in the Bozorth Hall auditorium. Proceeds from all food sales (\$125.00) were donated to the Greater Philadelphia Film Office to help support their community-based film programs.

The turnout was less than we had hoped but all who attended (30 - 40 from the Rowan and local community) found the experience poignant, important, and worthwhile.

Wolff, B. (2007, Nov). TEC Classroom Showcase. Workshop sponsored by Information Resources Training Center. Workshop web site available online at <http://j.mp/cjO1Ec>.

I was asked to participate in this workshop organized by the Information Resources Training Center for Rowan faculty and staff to show how I use the Technology Enhanced Classroom (TEC) to complement and enhance my pedagogy. Dr. David Hespe (Education), Dr. Theodore Colandino (Business), and I presented to approximately 20 people. In my presentation I shared my guiding principles of the TEC: ensure that the technology and what is presented is an extension of the goals of the class meeting and the goals of the course; serves and reacts to the students, and will be meaningful for students when they access it outside of class.

CONTRIBUTION TO THE WIDER AND PROFESSIONAL COMMUNITY

I have also attempted to maintain and build upon my past record of professional service and by participating in the following activities.

Boards and Committees

Editorial Board, *The Journal of Undergraduate Multimedia Projects*, 2009 – present

The *Journal of Undergraduate Multimedia Projects* (TheJUMP) is the first online journal dedicated to showcasing undergraduate student multimedia work. Unlike with many undergraduate showcases, where work is just presented and archived, TheJUMP is a blind-reviewed journal. Faculty and graduate students review each project, rate it, and compose responses. These are sent back to the student, where, if requested, they can make revisions. It's an excellent model, as it shows students that people are taking their work seriously and that texts are not finished just because a class is over. I was asked to join the editorial board soon after the journal was launched.

International Association of Online Communicators (IAOC), Board Member, 2007 – 2009

The IAOC is “dedicated to promoting and preserving the open and free communication that has been the foundation of the Internet community. Its purpose is to provide a network through which practitioners and educators can share knowledge and ideas.” My responsibilities as a board member include providing guidance for decisions relating to the organizations Web presence and planning international conferences.

Thomas J. Watson Fellowship Committee, Union College, 2006 – 2009

The Thomas J. Watson Fellowship provides funding for 50 students selected from 50 small schools throughout the country to study a topic of their own choice for the year following their graduation. I was a recipient of the fellowship in 1994, and I was honored to be asked by my alma mater to be the alumni representative on the committee. As a committee member, I evaluated fellowship proposals and make a trip to Union College to participate in 30-minute interviews with each of the applicants. After the interviews, the committee selects four students who go on to the national competition. With other committee members I helped these students focus their ideas and re-write their applications. My tenure on this committee ended when another former Watson fellow joined the Union College faculty as the Watson Committee member.

Workshops

Wolff, B. (upcoming, 2011). Series of yet-to-be-titled instructional technology workshops sponsored by The Garden State Partnership for Teacher Quality.

Audience: high school teachers at various schools in southern New Jersey.

Wolff, B. (2010, November). Using Technology to Enhance Literacy Development in Middle Grade Classrooms. Full-day workshop sponsored by Mathematics, Computer, and Science Instructional Improvement Programs (McSiip). Glassboro, NJ.

This hands-on workshop will focus on using interactive technologies to enhance literacy development in the middle grades language arts classroom. Activities will introduce participants to new online composing spaces and ask participants to consider how these

new spaces might be used to complement and build upon existing literacy practices.
Audience: 5 – 6 grade teachers.

Wolff, B., Sullivan, R., Meloni, J., & Stolley, K. (2010, May). Twitter from the Ground Up. Half-day workshop presented at the *Computers and Writing Conference*. West Lafayette, IN. Workshop info available online at <http://twittercw2010.wordpress.com>.

This workshop was for people who were interested in creating Twitter assignments for the graduate and/or undergraduate classroom. Workshop participants learned about Twitter grammars, about various kinds of tweets, and about third-party applications that enhance Twitter's functionality. To do this, participants broke into small groups to learn how to use an application and then completed a short presentation to the larger group on the application. Participants were then introduced to and discussed several Twitter assignments that have already been used in a classroom setting. We discussed what makes for an effective assignment, as well as how to introduce Twitter to students, how to assess student work, and many of the side benefits of using Twitter in the classroom. These benefits range from continuing in-class conversations outside of the classroom to increased access to students to the possibility of the authors that students are reading engaging in the discussion. Participants came away from the workshop with their own Twitter assignment. They were also encouraged to tweet the conference using the #cw2010 hashtag.

I organized this and the below workshop with three colleagues who I first met on Twitter.

Stolley, K, Meloni, J., Wolff, B., & Sullivan, R. (2010, May). Twitter to Infinity and Beyond. Half-day workshop presented at the *Computers and Writing Conference*. West Lafayette, IN. Workshop info available online at <http://twittercw2010.wordpress.com>.

This workshop was aimed at people who were looking to utilize RSS feeds and the Twitter API to develop their own unique mashups, visualizations, and other novel Twitter applications. Participants learned about the basics of Twitter feeds, and how Twitter can do much of the work of selecting and organizing Tweets before they are pulled into a custom application. To do this, participants learned how to access the API, and a few common languages for doing so (primarily JavaScript and PHP). Using well-commented, basic examples, participants explored the possibilities afforded by Twitter API access.

Wolff, B. (2008, March). On Blogs, Blogging, and Blogging in/for/about the Classroom. Workshop presented at Penns Grove-Carneys Point High School. Penns Grove, NJ. Workshop info available online at <http://williamwolff.org/workshops/penns-grove-blogs.html>.

This workshop for high school and middle school teachers introduced participants to blogs and blogging. Participants set up their own blogs at Edublogs (<http://edublogs.org>) and brainstormed possible blog assignments to be used in their classes.

Wolff, B. (2008, February). Increasing Language Arts Proficiency by Looking at the Whole Picture. Workshop presented at Penns Grove-Carney's Point High School. Penns Grove, NJ. Workshop info available online at <http://williamwolff.org/workshops/penns-grove.html>.

This workshop for high school and middle school teachers introduced teachers to general principles that can be used when attempting to incorporate instructional technologies into

the classroom. These include: conceiving of technology as more than a tool; using technology collaboration with humans and other technologies; using technology so that it enhances and complements assignments instead of being the focus of assignments. We also discussed how to create an effective and pedagogically sound assignment that incorporates instructional technologies.

Journal and Conference Reviewer

- *Computers & Education*
- *Journal of Computing in Higher Education*
- *Journal of Information Architecture*
- *The Journal of Undergraduate Multimedia Projects*
- *Technical Communication Quarterly* special issue entitled “New Technological Spaces: Mastering the Literacies of Thinking and Doing Across Multiple Modalities”
- The Association of Teachers of Technical Writing Conference
- Texas Computer Education Association Educational Technology Research Symposium

Professional Organization Memberships

- Association of Teachers of Technical Writing
- Conference on College Composition and Communication
- Council of Writing Program Administrators
- National Council of Teachers of English
- Modern Language Association

I also wrote a letter in support of Dr. Wade Ren and Maggie Tsai’s proposal, “A Collaborative and Participatory Research/Learning Platform and A Knowledge Sharing Network,” to be considered for a 2009 *Digital Media and Learning Competition* award. Dr. Ren and Ms. Tsai run Diigo.com, the social bookmarking and annotation site that I have asked over 250 students to use since fall 2007. I have been an invited tester of new versions of Diigo and have provided extensive feedback about the site’s usability.

PLANS FOR FUTURE GROWTH

My teaching, scholarship, and service are informed by interest in new media studies, providing new learning opportunities for my students, and continually challenging myself to learn more about the world. During my probationary period I have cultivated a symbiotic relationship among my teaching, scholarship, creative, and service activities that provides a fecund foundation for me to continue my work in the near and distant future. I will continue to do what I have done over the past 4 years: challenge my students to think in new ways about traditional and emergent writing technologies and spaces; challenge myself to explore new areas of research and creative activity; and collaborate with my colleagues to constantly redefine what it means to be a Writing Arts major locally at Rowan and nationally as the major continues to grow.

Teaching Excellence

I plan to continue my history of creating courses that ask students to think in new ways about compositions in an evolving media landscape and use student comments to help improve those courses for future students. My main challenge continues to be getting comments back to students in a time period they feel is most effective for their learning. I will continue to work hard to meet their expectations and ensure the quality of my teaching, overall.

I have also been thinking about how to encourage more Writing Arts majors to study abroad for a semester. I often talk about study abroad with my undergraduate students and I'm happy to see more taking advantage of what is an excellent opportunity. I'd like to see the Writing Arts department make study abroad an important part of what it means to be a Writing Arts major.

Scholarly and Creative Activity

I am going to continue to aggressively engage my current area of research. I find it fascinating, timely, and important to the field. My immediate scholarly and creative timeline is as follows:

Fall 2010

- Complete revisions with Dr. Stephanie Wade to *Computers & Composition* article
- Compose introduction to and submit *Remixing / Remix as Scholarship* to publishers
- Technical Edit HTML, CSS, and Javascript textbook
- Submit proposal to present at *Computers and Writing*

Spring 2011

- With Dr. James Schirmer release *Web 2.0 Reader*
- Apply for a Writing Arts CGCE Grant for 2 student researchers to move to the next phase of the Web 2.0 study
- Apply for a Rowan Non-Salary Financial Support Grant for 2 additional student researchers to move to the next phase of the Web 2.0 study
- Apply for a 2012-2013 Fulbright Scholarship in Digital Culture at The University of Bergen, Norway
- If *Remix* book is accepted, solicit remixes for the remaining 6 chapters

Summer 2011

- Continue working on *Shingles, a play in three acts*
- Submit photographs to gallery shows and academic journals

- Compose an article on Web 2.0 and composition for scholarly journal

2011 – 2012 Academic Year, including Summer 2012

- Launch and finish second phase of Web 2.0 study
- Submit journal article based on results of Web 2.0 study
- Submit the edited collection *Remixing / Remix As Scholarship*
- Begin plans for a book-length treatment on rethinking composition in an evolving media landscape
- Submit proposal to present at *Computers and Writing*
- Submit proposal to present at *The Watson Conference*
- If awarded the Fulbright, apply for sabbatical for the 2012 – 2013 academic year
- Continue working on *Shingles, a play in three acts*
- Submit photographs to gallery shows and academic journals

2012 – 2013 Academic Year, including Summer 2013

- Fulbright Scholarship in Digital Culture at The University of Bergen, Norway
- Begin writing book-length treatment on rethinking composition in an evolving media landscape based on Fulbright lectures and begin searching for a publisher
- Complete *Shingles, a play in three acts*
- Submit photographs to gallery shows and academic journals

2013 – 2014 Academic Year

- Submit proposal to present at *Computers and Writing*
- Continue writing book and submit it to a publisher

2014 – 2015 Academic Year

- See book published
- See *Shingles, a play in three acts* appear on stage
- Submit proposal to present at *Computers and Writing*
- Submit proposal to present at *The Watson Conference*
- Submit proposal to present at *The Conference on College Composition and Communication*

Contributions to the University, Wider, and Professional Communities

I plan to continue my record of service to the department, college, and university. In the near future I will continue program development work by submitting a curriculum proposal for a New Media COGS in the MA in Writing program. The COGS will consist of Internet & Writing Studies, Visual Rhetoric & Multimodal Composition, Writing for Electronic Communities, and Information Architecture. The COGS will provide students with the theoretical knowledge and pragmatic skills necessary to be an effective and evolving writer in an era when new media technologies are constantly challenging what means to be a writer. I also hope to play significant role in the development of a new practicum course for the MA in Writing program.

At the undergraduate level, I will continue to be an integral member of the committee that oversees the College of Communication New Media Concentration, and will be volunteering to be the Coordinator.

I will be serving on the University Senate Technological Resources Committee for the 2010-2011 academic year.

I will also continue to run workshops at the K-12, local, and national levels in the area of new media, video composition, and writing for digital spaces.

Student Evaluations of Seven Sections of Four Courses

DEPARTMENT OF WRITING ARTS STUDENT EVALUATION FORMS

The Department of Writing Arts uses the student evaluation form posted in Banner with the first fifteen questions excluded. However, faculty in the tenure track who began their service prior to the current form's adoption have been permitted to use the previous instrument (adapted from McKeachie) in order to establish coherence among the evaluations presented. Candidates' submissions, therefore, might vary in regard to the evaluation instrument, but each set presented will be internally consistent.

STUDENT EVALUATION QUESTIONNAIRE

The following questions (adapted from McKeachie) appear on the department's student evaluation form that I have been using since fall 2006. For each question students are asked to assign a numerical value ranging from 1 (lowest) – 5 (highest). Students also have the ability to compose a short written response to the question. For the sake of brevity, questions are abbreviated on the scoring tables. The numerical responses are totaled and averaged. Teacher mean is an average of score for questions 1 – 9. Grand mean is an average of scores for questions 1 – 10.

1. Is the teacher responsive to students' needs, questions, and ideas?
2. Does the teacher treat students with fairness and respect?
3. Is the teacher enthusiastic about the subject?
4. Does the teacher make you think?
5. Are the teacher's classes productive?
6. Is the teacher's knowledge of the subject matter thorough?
7. Do the teacher's comments and suggestions help you improve your work?
8. Are the assignments in the course helpful learning activities?
9. Considering everything, how would you rate this teacher? (poor, fair, good, very good, excellent)
10. Considering everything, how would you rate this course? (poor, fair, good, very good, excellent)
11. What was the most helpful aspect of the course?
12. What changes or improvements would you make in the course?
13. If you were asked to evaluate the instructor and this course for other students, how would you do in 50 words or less?

Professor: Bill Wolff *Bill Wolff*
 Course: Writing/Research/Technology 4
 Date: 5/04/09
 Administered by: D. Martin *Del Martin*
 Enrollment: 15

Summary of Student Evaluations

Responsive	0	0	0	1	13	4.93
Fair	0	0	0	2	12	4.86
Enthusiastic	0	0	0	0	14	5.00
Makes you think	0	0	0	6	8	4.57
Classes	0	0	2	7	5	4.21
productive						
Knowledgeable	0	0	0	1	13	4.93
Comments help	0	0	2	2	10	4.57
Assignments	0	0	0	8	6	4.43
help						
Teacher rating	0	0	0	5	9	4.64
Course rating	0	0	4	4	6	4.14
						Teacher mean 4.68
						Grand mean 4.63

ALL STUDENT COMMENTS INCLUDED

1. Is the teacher responsive to the students' needs, questions, and ideas?

He gets back to you super quick!

One of the most responsive I've had here at Rowan.

Meets with us whenever we need it.

Class was molded around how the assignments fit with us to help us get the most out of our assignments.

He is always willing to help.

Always willing to help.

He went out of his way to help me on numerous occasions. I know he did this with other students as well. He is very patient and helpful.

Always willing to help out and set-up meetings during office hours, always gives feedback constructively.

Professor Wolff was always attentive to student's needs in the class. Promptly responding to emails or questions, especially since the class was a challenge technologically.

2. Does the teacher treat students with fairness and respect?

Always willing to add a little humor in or modify the dates if difficulties arose.

Always

He always criticizes us constructively and his comments and advice are helpful.

Always

Addresses students with respect and asks that it is given back. Was very understanding with experimental nature of the class.

3. Is the teacher enthusiastic about the subject?

Professor: Bill Wolff
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Definitely! He's always willing to help.
Very passionate about what he does.
Very! Always interested in the subject and trying something new, learn new things along with us.
He is always so excited and enthusiastic to teach.
Loves technology and teaching.
He definitely loves technology.
Is well-educated and excited and enthusiastic about both writing and technology.
Showed enthusiasm by multiple ways. Even started to mimic the work students were doing.

4. Does the teacher make you think?

Thoughtful questions and assignments all around.
Yes, I thought I knew everything about computers and the internet. I was very wrong.
Though many things we already have/know he helps us to think more about the future.
This is all new to me so it forced me to think.
I learned how to do so many new things and learn so many new programs in this class.
Professor Wolff challenged and reinforced the ideas of what is considered writing and helped us to think outside the box.

5. Are the teacher's classes productive?

A couple of tangents here and there, but otherwise.[sic]
We should have done more work on project.
This class is focused mostly on class participation and discussion.
Yes, but we could have had more in-class work days for our project.

6. Is the teacher's knowledge of the subject matter thorough?

Definitely! Knows about everything.
Yes, most tech-oriented teacher I've ever had.
Can answer any question we ask.
Professor is constantly introducing us to new technologies and software that is very useful.
He is always on top of the ball when it comes to work.
Very thorough. Definitely knows what he is talking about.
He uses all the programs and learns the new ones with us.
Extremely, I've never had an instructor at Rowan that knows their stuff more than Dr. Wolff!
Always had a well researched solution to a problem, was very knowledgeable.

7. Do the instructor's comments and suggestions help you improve your work?

Very simple and obvious suggestions goes over drafts carefully.[sic]
They are helpful to see what I did but the changes are still confusing to make.
If I didn't have his suggestions and comments I would be lost.
He helped me formulate ideas for projects.
In the process of creating multiple drafts, Professor Wolff was eager to help me improve.

8. Are the assignments in the course helpful learning activities?

Definitely, really helped me to understand the flow between technology and writing.
More time should be allotted for activities, especially final projects. In addition, computer

Professor: Bill Wolff
Course: Writing/Research/Technology 4
Date: 5/04/09
Administered by: D. Martin

experience should be added to course description.
Each assignment built off of the previous assignment.
They are intense and difficult but good for learning.
Liked learning about windows movie maker and oral history.
I learned a lot of new programs that I didn't even know existed.

9. Considering everything, how would you rate this teacher?

Friendly, helpful, enthusiastic to teach and the subject.
Makes me proud to be a Writing Arts Major.
Very enthusiastic and knowledgeable.
He is always attentive and helpful.
Great professor! Knows what he is talking about!
He is very helpful, enthusiastic and fair.
Helpful and enthusiastic about subjects.
Charismatic, interested in the material, very friendly and understanding. Great qualities.

10. Considering everything, how would you rate this course?

Lots of work outside of class, definitely worth it though.
Experience with software prior to class is necessary.
In order to get the most out of this class you needed to be willing to try new things though.
It was too much work at the end of the semester.
There is a lot of work.
I was not particularly interested in the course from the start but I did wind up somewhat enjoying it.
Despite being an experimental class, it was an interesting topic and a new way to learn.

11. What was the most helpful aspect of this course?

Tutorials on how to use the various programs and watching "when the leaves broke" to really get a sense of oral history.
The guidance and thorough explanations of all material. No matter how foreign to me.
Professor Wolff was very patient and helpful.
Everyone learning and trying something new together. We could discuss and help one another pretty easily.
The most helpful aspect was receiving feedback on rough drafts and meeting with Dr. Wolff one-on-one.
Learning how to conduct online interviews and use the different programs on computer.
Learned new software and how to compose movies.
Editing using software such as Microsoft movie manager and photo story 3, as well as the flip video camera itself.
The most helpful aspect in this course was how Professor Wolff had all of the course requirements and assignments posted on his webpage.
Approaching ideas in different ways and being able to compose using a new technology.
The professor always knew how to answer questions; he's always a step ahead.
Learning the true meaning of oral history and composing one.
New technologies are exciting and motivating.
Ability to ask group members questions and meet with Dr. Wolff at any time.

Professor: Bill Wolff
Course: Writing/Research/Technology 4
Date: 5/04/09
Administered by: D. Martin

12. What changes or improvements would you make in this course?

Do more work in class! I felt we did lots of stuff out of class but in class was mostly examples and tutorials.
No VLOGS although I did learn from them.
Possibly lessen number of Vlogs, it became tough to talk about important unique things twice a week.
It was a lot of work to do throughout the semester. I would eliminate like 1 or 2 little assignments.
Not as many vlogs.
More time for final project. Introduction to software.
A clearer set of guidelines for assignments and less vlogging.
I would allow more class time to speak with the professor and work on projects in class.
I think the course was very well designed. Maybe more peer reviewing before final cut.
I would spread the work out more, the oral history project felt rushed.
Option of putting yourself on you tube.
The projects are very time consuming.
More in-class work sessions, more time for projects.
More technical knowledge needed/required to sign up for the class.

13. If you were asked to evaluate this instructor and this course for other students, how would you do so in 50 words or less?

Lots of outside work, but there's an actual real-life application for all this stuff. Feels like more than just class work.
Dr. Wolff has a thorough knowledge of the subject matter and wants to see his students do well. He is passionate about the course and challenges his students to their best work.
Dr. Wolff is a smart man looking to instill techniques and ideas into open minds.
A unique hybrid/experimental course with a teacher more than willing to take time out of his day to help. For an experiment, it was a success. I'd recommend it to anyone willing to try something new and put in effort.
Definitely take Wolff for this course. It's very fun and different from other courses. It may seem tough to keep up but in the long run it will be the most enjoyable projects you'll take in any writing course. Try and take this class.
Dr. Wolff is very enthusiastic about the course and is very knowledgeable about what he is teaching. The course is very time consuming, but is worth it in the end. Between the professor and the ideas it makes this course very interesting.
I think this is a good course with a professor that really knows what he is doing. It is a lot of work but you learn just as much.
I would tell other students to take this course and that the instructor was excellent and was relevant.
Good experience!
I would say this is a fast-paced, intense and concentrated course that requires a lot of out of class work. We did a lot in this course, it was interesting and I feel as if my hard work paid off.
Professor is very dedicated to the course and is willing to work with you to be sure you achieve the goals of the class.

Professor: Bill Wolff
Course: Writing/Research/Technology 4
Date: 5/04/09
Administered by: D. Martin

The instructor and the course is great. I would definitely suggest future students to take it. I had a lot of fun the whole semester in this class!

This class was exciting and fun.

Dr. Wolff is enthusiastic about his subject and very well-educated, always willing to help and is patient. Great teacher!

Teacher is enthusiastic about material and engages the students in challenging ways. Hard work, but worth it.

Professor: William Wolff 
 Course: Writing, Research and Technology
 Date: December 14, 2009
 Administered by: Jennifer Courtney ✓
 Enrollment: 14

	1	2	3	4	5	Average
Responsive	0	0	0	3	9	4.75
Fair	0	0	0	0	12	5.00
Enthusiastic	0	0	0	0	12	5.00
Makes you think	0	0	1	1	10	4.75
Classes productive	0	0	3	4	5	4.17
Knowledgeable	0	0	0	3	9	4.75
Comments help	0	0	0	4	8	4.67
Assignments help	0	0	1	4	7	4.50
Teacher rating	0	0	1	2	9	4.67
Course rating	0	1	1	4	5	4.18
					Teacher Mean	4.69
					Grand Mean	4.64

ALL STUDENT COMMENTS INCLUDED

1. Is the teacher responsive to the students' needs, questions, and ideas?

Dr. Wolff takes a while to respond to emails, but when he does his advice is very valuable.
 He always offers help.
 Can be a little hard to reach, unless you use twitter, then you're guaranteed a timely response.
 Always willing to help; willing to negotiate deadlines.
 In class and online
 He is open to students' ideas and creativity. Sometimes he doesn't respond to emails though.
 Responds to emails quickly.
 Dr. Wolff always answers my emails right away, especially when I am having difficulty with an aspect of a project.
 Prof Wolff has asked about the value of each and every one of his assignments.

2. Does the teacher treat students with fairness and respect?

Dr. Wolff always respects our opinions and often allows for open discussions/interpretations.
 Very respectful and concerned.
 He's open to extensions of projects as needed.

Professor: William Wolff
Course: Writing, Research and Technology
Date: December 14, 2009
Administered by: Jennifer Courtney

3. Is the teacher enthusiastic about the subject?

It's clear that Dr. Wolff truly loves what he does. He's incredibly enthusiastic and it shows in every class.

He really enjoys what he does.

Lots of videos and fun examples that relate to the course and topics.

He loves teaching this class.

4. Does the teacher make you think?

This class makes you think so much. We have to think what is the best way to compose our videos, what message we want the audience to get, and we had to learn all new technologies.

Always probing students to dig deeper and come up with detailed evidence.

The course itself requires a lot of thinking, and the teacher is always prodding us to expand our knowledge of the course.

This class really challenged the way I think of writing and technology together.

5. Are the teacher's classes productive?

Most classes are productive. I would have liked more time to actually work on projects in class.

During the process of a project we should have more class time to work on things.

6. Is the teacher's knowledge of the subject matter thorough?

Dr. Wolff is very knowledgeable and if he doesn't know the answer to a question, he will always try to get back to you with one.

Yes, he knows the subject very well.

As thorough as one can be with technology.

The only issue I had was that he was unaware that some of the things he made mandatory to download or use wouldn't work or would gum up our computers.

Professor: William Wolff
Course: Writing, Research and Technology
Date: December 14, 2009
Administered by: Jennifer Courtney

Wolff seems very interested and informed about the coursework.

7. Do the instructor's comments and suggestions help you improve your work?

His comments probably would have helped if we got our grades from previous projects back before the next one was due.

He always offers me a way to get an assignment complete in a better way.

Dr. Wolff always gives positive feedback and constructive criticism to help push us to make our final projects the best possible.

This is a requirement of the course.

8. Are the assignments in the course helpful learning activities?

Some of the reading assignments were very tedious but the video assignments were all necessary to learn the technology.

Yes, but the group discussions should be fewer.

There are tons of how to videos on his website that are easily accessible.

The work I've done in this class has been far more interesting and challenging than I've come to expect.

9. Considering everything, how would you rate this teacher?

He's helpful when he actually responds to emails. He's also very patient because we are working with new technologies (which don't always cooperate).

I like that he's available and willing to help. Also he doesn't make the student feel incompetent when they are struggling with issues.

I would surely take a course with him again.

Best teacher for the class.

Dr. Wolff is an excellent professor. He has made this class extremely interesting and thought provoking.

I would go out of my way to recommend this professor to others.

Professor: William Wolff
Course: Writing, Research and Technology
Date: December 14, 2009
Administered by: Jennifer Courtney

10. Considering everything, how would you rate this course?

It would have been helpful to know we weren't actually writing anything in this class, but it was interesting.

Quite difficult, but also fun.

I love it and I love using the flip cameras. I learned more in this course than any of my other courses this semester.

One of the more interesting classes I've taken at Rowan.

I would recommend this course to others.

11. What was the most helpful aspect of this course?

Seeing the similarities in every aspect of video composition and writing.

Helping me learn new technologies and applying that knowledge to writing assignments.

Learning about copyright laws and creative commons.

Dr. Wolff was always extremely helpful if there was a problem or question I had in the course. He also made available many resources should we ever have a need for them.

Actually learning through doing; well organized and structure; prof enthusiastic and caring of students success

All the instructions that were always available online. Wolff's quick response to e-mails.

The course taught me a lot about technology which is helpful to know as a future teacher.

Learning about the new forms of writing for the future.

Understanding the application of the composition process to visual texts (videos)

It taught me other alternatives to traditional writing, let me see other aspects of the writing arts.

Learning that writing can take place through multiple mediums. Creating the videos has really opened up a whole new side of creativity for me.

12. What changes or improvements would you make in this course?

Professor: William Wolff
Course: Writing, Research and Technology
Date: December 14, 2009
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I would absolutely add more class time to complete projects. I would also like to have grades handed back in a more timely fashion.

I think the class should be longer and more time should be spent in class learning and working on the actual projects.

Test programs before asking students to download them.

Not download a bunch of programs in the beginning but instead, make the programs available as needed. Also, make deadlines more concrete. By making them flexible, it's unfair to those who do the work on time.

Somehow make it easier to work on projects at home (esp for people without Macs @ home)

Not so early. And have Macs more available. All my work would be saved on the school computers, but they closed at 10.

More days off to work on projects and more days in class to work on them. Most class discussions weren't necessary. Instead, help with the time consuming projects would be a more productive use of time.

More actual writing but that's a minor gripe.

None.

Focus on something other than imovie and video recording, or incorporate other elements into the video projects as to add some variety to the course. Make it available online; most class periods were used as individual work periods and all material covered was generally done independently.

I cannot think of any changes or improvements to the class.

Make this course a lab.

13. If you were asked to evaluate this instructor and this course for other students, how would you do so in 50 words or less?

The professor is helpful when he finally answers emails but be prepared to work with all new technologies. There's no writing at all. If you're not technologically inclined don't take this class. It's very frustrating if you don't know what you're doing.

The professor is wonderful. He is understanding and concerned. He is patient and he wants the students to learn. His criticism is respectful and non judgemental. This creates a good learning environment. As for the course, I think there's too much crammed into one semester and we

Professor: William Wolff
Course: Writing, Research and Technology
Date: December 14, 2009
Administered by: Jennifer Courtney

spent too much time focusing on sitting in group discussions instead of getting to know the technology.

Really fun course, but requires a learning curve on technology. The teacher is open for questions and comments, and tries to help us as best he can. He is pleasant and generally makes you want to come to class.

The course is a lot of work and very time consuming but it is useful information and gives a good skill to have. Dr. Wolff is extremely helpful with any problems that arise. Overall, this course is worth it.

The instructor is very knowledgeable and enthusiastic about the subject. He spends a lot of time and effort to make the class fun, intellectually stimulating, and understandable. If you need help, he is always willing to provide it. I'm not sure I would have enjoyed the video composition, or the class in general, had I had a different professor.

This is a fun, hands on course that gets you up out of the classroom and pushes you out into the world to film people and come up with creative ideas for videos. The topics are a great starting point then its up to you to edit and have fun with it. It doesn't feel like work—it's fun.

He is a really enthusiastic teacher who is willing to help you. He knows a lot and shares his knowledge well with the class. Overall the class is a fun way to look at other forms of text you will learn a lot; and it's a nice break from simply writing papers.

Dr. Wolff is the best teacher for this class. The assignments are fun and easy and he gives you plenty of leeway on when they can be turned in. Very good at explaining everything and making sure the students understand what he wants done.

Dr. Wolff has a strong understanding of the subject matter, yet his teaching style makes complex aspects accessible to students.

The professor knows what he's talking about. You will never be misinformed by him, he will explain things thoroughly and provide immense help and feedback whenever you need it. The course is difficult because you focus only on video/video editing, all three projects are basically the same—so if you don't enjoy the first project you won't enjoy the 2nd or the 3rd. If you aren't technologically savvy, you shouldn't take this course.

I would recommend everyone who is a Writing Arts major to take WRT with Dr. Wolff. He is an excellent professor who really cares about his students excelling in the course. This course will challenge you to think, but it also allows you to be as freely creative as possible.

The professor cares about the value of the course and makes a serious effort to make it a good experience.

Professor: Wolff
 Course: WRT 01301 2
 Date: 5/03/10
 Administered by: S. Tweedie
 Enrollment: 14

	1	2	3	4	5	Average
Responsive	0	0	0	2	11	4.85
Fair	0	0	0	3	10	4.77
Enthusiastic	0	0	0	1	12	4.92
Makes you think	0	0	2	4	7	4.38
Classes productive	0	0	3	4	6	4.23
Knowledgeable	0	0	1	1	11	4.77
Comments help	0	0	3	3	7	4.31
Assignments help	0	0	1	4	8	4.54
Teacher rating	0	0	2	3	8	4.46
Course rating	0	1	3	4	5	4.00
				Teacher mean		4.58
				Grand mean		4.52

Comments begin on the following page.

Professor: Wolff
Course: WRT 01301 2
Date: 5/03/10
Administered by: S. Tweedie

ALL STUDENT COMMENTS INCLUDED

1. **Is the teacher responsive to the students' needs, questions, and ideas?**

- Often changed course material or due dates based on students' needs which helped us get the class work finished and helped students gain the most out of the course.
- Responsive, yet I don't think he realizes all of his biases yet in terms of how different sides of arguments can be made. He's very competent, and most of the students are not, so he takes on a guide-like aura that hinders other competent students' ability to discuss in-depth.
- Dr. Wolff is very responsive to communication and comments through email very quickly and readily.
- Yes, whenever a student raises his hand, Dr. Wolff answers promptly.
- Professor Wolff always responded to emails immediately and answered questions and concerns in class right away.

2. **Does the teacher treat students with fairness and respect?**

3. **Is the teacher enthusiastic about the subject?**

- The professor is extremely knowledgeable about the subject and seems to love the material he teaches.
- He really knows a lot about his content.
- Professor is always enthusiastic in class and makes sure every student participates.

4. **Does the teacher make you think?**

- Makes you think "outside the box".
- Writing, Research and Technology brought me outside my comfort zone and make me critique my own work more thoroughly.
- Dr. Wolff challenged my thoughts and really let me engage and explore each topic.
- Each project completed this semester was challenging and made me think and use my creativity.
- He asks us thought provoking questions about readings and our projects and has us break into groups to answer them together, then we discuss the answers as a class.

5. **Are the teacher's classes productive?**

- The most productive classes are group discussions. When we sit in class multiple times during the year, working on our video projects, that's a waste of time for some (like me) who use different software and need a quieter environment to edit video. The students in this class aren't savvy enough always to forgo these in-class workdays, though.
- Each class was planned exceptionally and work was able to be completed and discussions were able to be fully involved without being cut off.
- I loved how he gave us time and worked with the students on our projects.

Date: 5/03/10

Administered by: S. Tweedie

- Each class meeting we covered a sufficient amount of material that was beneficial to our learning.
 - More time on projects in class for individual help would have been nice.
 - Towards the beginning of the semester we learned how to use the editing software in class and at the end we were given a lot of time to work on projects and be able to ask questions and get help.
6. **Is the teacher's knowledge of the subject matter thorough?**
- In some of the editing and creation of video he knew some but I feel I learned more by asking RTF majors how to do something I was stuck on.
7. **Do the instructor's comments and suggestions help you improve your work?**
- The professor guided the class through a lot of material students had never come in contact with before, and was extremely successful in doing so.
 - I would suggest more feedback on assignments throughout the course.
 - We differ on our aesthetic values. His comments and suggestions are valid, but so are mine. This wouldn't be a problem except (even when I justify my aesthetic choices) I am graded according to his aesthetic beliefs.
 - I wished that comments were more direct and targeted to specific concerns.
 - Some of his critics were vague. It seemed more like an opinion than what is right or wrong.
8. **Are the assignments in the course helpful learning activities?**
- Very interesting method of studying writing.
 - Loved the projects! Made me think about composition in a completely different way.
 - Whole-class discussions are helpful. Everything else is so-so. But I should note that whole-class discussions are infrequent. Few students are knowledgeable or quick enough to keep up with the competent students. This can occur because student's real-world knowledge has a greater value in this class than in others.
 - I did learn a lot about how to use the software that I have available to me more easily and was able to use this knowledge in another class for a different project.
9. **Considering everything, how would you rate this teacher?**
- He's getting there. Nitpicks, updates his website sporadically, takes months to grade assignments (when grades would help us change our approach to follow-up projects) grades aesthetically, but he's getting there.
 - Dr. Wolff is an excellent teacher and mentor. I value that I have not had a bad experience with him or feel like I did not learn anything. I learned more in 15 weeks than I thought was possible.
10. **Considering everything, how would you rate this course?**
- I'm so glad I enrolled in this course, and I hope to take similar classes in the future.

Date: 5/03/10

Administered by: S. Tweedie

- WRT teaches students valuable thinking skills and creates more dynamic writers with the learned ability to think outside the box. Students walk away more willing to take risks with future writing.
- I didn't hate it, but I wouldn't rank it as my top 5 favorite courses.
- I enjoyed the content of the class. But windows movie maker made this class more time consuming than needed. It also took away from the learning process because of the frustration of the program.

11. What was the most helpful aspect of this course?

- In this course, students learned to relate writing to video composition, which is relative to the changing technology of today.
- Learning new technologies and mediums of test, expanding my comfort zone, enhancing my creativity.
- The peer critiques were helpful in this class because they allowed us to understand what would attract attention and what wouldn't.
- The professor's feedback and openness when helping students complete assignments.
- I learned a lot about using technology. I learned how to use Window's Movie Maker.
- Learning about technology and gaining a deeper understanding of video composition.
- Learning new technologies and programs that allow me to think in new and exciting ways. Broadening my idea of writing. Engaging in new communities of writing.
- The open discussion about topics before they were fully explored and used in my work.
- The most helpful aspect of this course is that I learned to view video composition in a new light. Prior to this class I didn't realize how much thought, time and effort go into making a video.
- The most helpful aspect of this course was learning how to use windows movie maker. This program taught me new things I will be able to use in the future.
- I think learning more about technology and what is a new cutting age program.
- Learning to use my own software better.

12. What changes or improvements would you make in this course?

- The course was a bit intense, and may be hard for some students to keep up with. I would slow down the rate of assignments.
- More examples and analyzing previous work to better our own projects (the examples were very inspiring and made me anxious to start my own, learning from their mistakes and their examples.)
- More examples of creators work. A better system to use for making the videos since we as a class had so many issues with Windows Movie Maker.

Date: 5/03/10

Administered by: S. Tweedie

- None, I really enjoyed every aspect of this course.
- I would find a new program to do the remix project with. Windows Movie Maker seemed to crash a lot.
- Maybe more spread out assignments and less overlap. A paper/varied assignment.
- While I didn't have any issues with Windows Movie Maker, I know other students did, so maybe offer alternative software. Adjust due dates, they often got pushed back but this allowed for better finished work.
- None
- That we are provided an outline of each effect and what it means when we compose our videos.
- The only changes I would make would possibly having students upload so many videos to the class you tube page.
- I would let students know beforehand they will be working with I movie and Windows Movie Maker ahead of time. Both of these programs are difficult to work with.
- I might pair it with a music class that could help to compose music to fit the videos we make rather than searching and searching for creative commons music. This could then benefit both classes and both students that worked on the project would have a final product to be proud of.

13. If you were asked to evaluate this instructor and this course for other students, how would you do so in 50 words or less?

- This course is good to help familiarize students with the technology of present day, and relate it to writing. The professor is extremely informed and helpful.
- A teacher who knows his technology stuff and is very passionate about his work. The class focuses on making and editing videos, as well as research techniques. Dr. Wolff understands most of his students have never used the programs used for this class and works with you.
- Absolutely take this course with Dr. Wolff. He is very intelligent and eager to share his knowledge. The class is interesting and fun and you'll learn a lot. He makes it fun too, very well worth it!
- I don't think this course should be taught effectively in any other way. Part of writing, research and technology is understanding how to incorporate the three into one. This course teaches you how to do that with a teacher who is helpful, knowledgeable, and enthusiastic about the subject.
- This class was fun and different. If you enjoy using technology, this class would be great for you. Although we are writing arts majors, it is sometimes nice to learn about other writing forums. All of our projects were done online and required no paper and pencil.
- Prof. Wolff is helpful and knowledgeable but the workload was a little rough. He seems to expect a little too much from students in this course

Professor: Wolff
Course: WRT 01301 2
Date: 5/03/10
Administered by: S. Tweedie

being that video isn't necessarily our major or something we have an eye for.

- Excellent. I loved this class and would recommend it to anyone interested in new technology and or non-traditional writing and/or film. I learned so much.
- This course is most valuable for writing arts majors as it teaches students to think outside the box and take risks. Dr. Wolff is receptive and a partner in the work with his students. He will sit down with you and make sure you understand. Not only has Dr. Wolff been a professor to me, but a friend that is trusted enough to critique my work and push me to take it further.
- Dr. Wolff is a smart, understanding and reasonable professor. In his class you learn so much through hands on experiences.
- Professor Wolff is an outstanding instructor who is in this profession to help students enhance their knowledge and succeed. He always came to class prepared and made each class meeting fun. Overall, great course and great semester with this professor.
- If you want to take a class where you want to work with new aspects of technology, then this class is for you but know its very time consuming. They're not very many projects but you spend double the amount on them than a normal class. Professor Wolff will email you back if you have problems. But sometimes he has a hard time realizing that majority of students have never worked with these programs before.
- This professor is willing to help if you have a problem just ask. Remember too, if you're having trouble with the technology let him know ahead of time or with a good amount of notice and he will try to help you fix the problem.

Response to Writing, Research, and Technology Evaluations

The three sections of Writing, Research, and Technology included here represent the first three sections of the course I taught after receiving a 2008 Innovations in Teaching with Technology Grant to redesign the course. The new course asks students to consider how the composition metaphor might be applied to the medium of video. I am very pleased with the student evaluations of the course, especially because the course so thoroughly takes students out of their comfort zone and asks a great deal of them in terms of learning how to use new instructional technologies, as well as new research methodologies and new media theories.

It is rather stunning how consistent the first two sections' Teacher and Grand Mean scores are: spring 2009: 4.68 and 4.63; fall 2009: 4.69 and 4.64. When designing the fall 2009 section of the course, I took spring 2009 students suggested to remove the vlogging assignment, which I completely agree was a bit of a flop. In its place I added a two-part remix assignment that included asking students to watch a documentary on remix. After the success of that assignment, in spring 2010 I decided to ask students to complete a much more sophisticated second part of the remix assignment, one that had them to read complex remix theory on top of the documentary that we watch. I knew during the semester that it was really challenging and at times frustrating students. As a result, it is not a surprise to see the slightly lower Teacher and Grand Mean scores: 4.58 and 4.52. I have modified the assignment for my upcoming fall 2010 sections by removing the first part of the assignment so we have more time to focus on the second part, which, despite the frustrations, resulted in some truly wonderful work.

Two themes that seem to run through the evaluations concern working on projects in class and students with different technological skills. Some students want to work on projects in class more often; others don't find such time useful. As an instructor, I find this time necessary because it helps me gauge where students are with their projects and, even more importantly, be a resource for students who have questions. I will continue to think through how to address these students' concerns and will enlist their suggestions during the semester to gauge how to best provide in-class time to work on projects. With regard to students with different technological skills, I am usually quite successful at enlisting students who are more skilled to help those who are not. Comments from spring 2009 suggest that I might have been more effective at that, and I will certainly work on it in the upcoming semesters, where I already see in one of my sections several students who are well versed in some of the applications many students are just now learning they have on their computers.

Ultimately, however, I am extremely humbled by the comments that the majority of students have used to praise the course and my instruction—comments that are consistent over the three sections. As stated elsewhere in this packet, my goal as an instructor is to challenge students to think in new ways about writing and the writing technologies they have access to. It is quite gratifying to read that I am working effectively toward meeting those goals.

Professor: Bill Wolff 
 Course: Intro. To Writing Arts
 Date: 5/06/09
 Administered by: J. Courtney / S. Tweedie  
 Enrollment: 57

Summary of Student Evaluations

Responsive	0	0	0	2	43	4.96
Fair	0	0	0	1	44	4.98
Enthusiastic	0	0	0	1	44	4.98
Makes you think	0	1	0	11	33	4.69
Classes	0	0	1	12	32	4.69
productive						
Knowledgeable	0	0	0	2	43	4.96
Comments help	0	1	1	11	31	4.64
Assignments help	0	0	0	10	35	4.78
Teacher rating	0	0	2	14	28	4.59
Course rating	0	2	5	19	19	4.22
					Teacher mean	4.81
					Grand mean	4.75

ALL STUDENT COMMENTS INCLUDED

1. Is the teacher responsive to the students' needs, questions, and ideas?

- Answers any questions via email very quickly.
- Always there and eager to help when students had problems.
- I always received an in depth email response if I needed help.
- Was extremely helpful with all questions and concerns I had.
- Did a good job of explaining the complex internet things.
- Yes always responded to emails within the day if it wasn't during class.
- Always offered help.
- When completing my information Ecology Professor Wolff was very competent in addressing all my questions and concerns!
- Professor Wolff had the difficult task of teaching students new writing technologies. Many questions were asked, and he answered them all wonderfully and thoroughly.
- When struggling with any problem Dr. Wolff is prompt to react and help to clarify confusion.
- Very positive attitude toward my responses/questions! Comments with enthusiasm about my ideas in the blog project.

2. Does the teacher treat students with fairness and respect?

- When I was absent, he respected that, helped me get back on track.
- Yes!
- Most definitely.

Professor: Bill Wolff

Course: Intro. To Writing Arts

Date: 5/06/09

Administered by: J. Courtney/ S. Tweedie

- Yes, he was extremely fair.
 - Always very respectful and fair.
 - Very fair regarding when work is due, especially when class was cancelled.
- 3. Is the teacher enthusiastic about the subject?**
- Very
 - Very
 - Very knowledgeable and enthusiastic.
 - Overly enthusiastic.
 - Seemed to really enjoy what he did.
 - Yes, he's very knowledgeable about the topic.
 - Very
 - I loved the videos and personal facebook and instant messaging applications he used!
 - Very
 - Yes, it is apparent Dr. Wolff enjoys teaching.
 - Teacher is excited about sharing ideas and technologies that are new and innovative.
- 4. Does the teacher make you think?**
- Most of it was basic internet things that came easily once they were explained.
 - More so because I didn't understand the work because it's up and coming material.
 - Very much so, more so than in any other module.
 - I never knew how many technological applications were available until I took his class.
 - Yes, new writing technologies made me think about the future.
 - After posting responses to our blog. Dr. Wolff would ask questions in order to understand why you addressed the response the way you did and the opens a dialogue for discussion.[sic]
 - The material assigned is conceptually dense and thought-provoking. I enjoyed the articles.
- 5. Are the teacher's classes productive?**
- When the internet isn't working it kind of brings us to a halt but I wouldn't say that's his fault.
 - Most of the work is out of class.
 - Yes!
 - We accomplished a lot.
 - We always discussed the readings or did real-life applications.
 - I have not walked away from 1 class where I did not take something with me.
 - I learned so much in this course about new technology. I will continue to use the domains that Dr. Wolff assigned.
- 6. Is the teacher's knowledge of the subject matter thorough?**
- Seems to be extremely knowledgeable on the internet.

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- Best professor to teach the material.
 - He really knows a lot and he breaks it down very well so we can understand.
 - Definitely knows what he is talking about.
 - Very!
 - Very!
 - Dr. Wolff always had personal commentary to add to discussion.
 - Dr. Wolff's knowledge is obvious not only in his teachings but when you are trying to ask a question regarding something you don't know. He understands and clears it up.
 - Dr. Wolff is an exemplary teacher of technologies because he is an expert who knows what he is talking about.
- 7. Do the instructor's comments and suggestions help you improve your work?**
- Everything was helpful.
 - Sure!
 - Yes! Dr. Wolff let me come into his office to "pick his brain" and made sure my work was correct and thorough.
- 8. Are the assignments in the course helpful learning activities?**
- I learned to use the web to my advantage by creating helpful pages.ex. Netvibes, Diigo, blog.
 - Yes and Dr. Wolff is always available to help at any time.
 - We explored WordPress, Diigo, Netvibes, and Portfolio.
 - They are more helpful for one's own needs to find sources, express themselves and the Blackboard Portfolio.
 - Yes, learned many new upcoming forms of technology that I need to know for the future.
 - Definitely helpful in real-world appliance.
- 9. Considering everything, how would you rate this teacher?**
- Want to take master's courses with Dr. Wolff.
 - He is an excellent teacher.
 - Good teacher, knowledgeable on the subject.
 - He was extremely patient and thorough. I very much enjoyed his class.
 - He was very enthusiastic and helpful. I enjoyed the class a lot.
- 10. Considering everything, how would you rate this course?**
- Difficult for me, but worth it.
 - I learned a lot.
 - Needs to be a course of its own because there's so much material to cover in just one small module.
 - Very useful if I ever wanted to get into blogging and such. Actually helped me succeed in a different course.
 - Kept me up to date with the web. A worthy course for anyone.
 - I think his module could be spread out over a semester.

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- It was a little too short for all the information we had to learn. I think it went way too fast.

11. What was the most helpful aspect of this course?

- Learning that I could embrace the new technologies and be successful using them.
- Dr. Wolff's direction.
- Learning the new technologies was helpful, because I now have other tools at my disposal. I can take other venues into account when writing in the future.
- Blogging and using Diigo, I now have a broader knowledge of social networking tools as well as a higher interest.
- Learning about blogging.
- One on one help during class if needed.
- Exposure to relevant interesting technology and ideas.
- I loved how helpful and enthusiastic Dr. Wolff was. He was engaging and presented thought-provoking material.
- I liked learning more about the web that I hadn't known.
- Dr. Wolff gave the class time to start all the computer stuff in class. It was very helpful. I'm not sure if I could have done it at home on my own.
- In-class tutorials about the technology we are learning about on individual computers helped me to understand the projects.
- Hands on learning.
- When we were taught how to bookmark and save links we will need in the future as well as Prof. Wolff's help with all needs, questions and projects.
- I learned so many things about technology that will help further my career.
- Prof. Wolff helped us by going through our internet writing spaces step by step.
- Wordle and his enthusiasm.
- The class discussions were interesting and engaging.
- The blogging was helpful and fun. We read something and instead of writing a paper we got to talk about it online.
- This course was hands on, which helped me learn the concepts. Using the Mac laptops was [sic] fun and educational.
- Learning different ways to use the internet for both personal and professional use.
- Learning about the new technology spaces.
- He was very thorough and explained everything step by step, doing it with you.
- Learning to bookmark and what widgets are.
- All the web ecology sites were incredibly useful.
- Learning about the integration of writing with Web 2.0
- The interactive work we were required to do. We were required to actually use the materials we were learning about.

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- Having class time to start the assignment.
- The teacher's assistance in everything was definitely most helpful.
- Learning about different ways of researching stuff on the web.
- I was taught new technologies I didn't know before.
- Being forced to use all the technologies was a good thing. I may get back into blogging because of the module.
- I learned about a lot of technology that I will continue to use in the future, my favorite was Netvibes rss feed.
- The professor's willingness to help and accessibility to students.
- Learning the diigo and Netvibes.
- The laptops in class.
- Learning to see how I can and must incorporate technology and the future of writing in my classroom as a future.
- Learning how to use the different programs like Netvibes, and setting up the blackboard portfolio.
- The most helpful aspect of this course was all of the technology on the web that we learned to use.
- Learning how to create blogs and make blog posts.
- Blogging and learning about blogging as a new writing space.
- He knew so much about the class and technology in general, he made it easy to understand and interesting to learn it.
- Learning about blogs, wardle, and all other resources that were used in his module.
- Learning new technologies- I knew about some of the latest internet technologies before my friends.
- When he went over how to do the computer stuff in class.

12. What changes or improvements would you make in this course?

- Make it longer, so it would be more detailed and comprehensive instead of an introduction to new technologies.
- This course should be a 15 week course. Dr. Wolff would prepare students for WRT. Which in turn would allow the students to write more proficiently.
- I would make this module a 15 week course. It felt like a 10x compacted into a short amount of time. A full length class would give students enough time to learn the material.
- None! Professor Wolff was very thorough in his lessons and made the subject enjoyable.
- Diigo was weird.
- N/A
- I might change the order of the topic discussed.
- Possibly more time to discuss Netvibes!
- More time to do things.
- The only change I would make would be less blogging and no Netvibes.

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- Slower pace or more classes to let it all sink in rather than rush through a lot of material.
- Not enough time for all of the content.
- Maybe less blogging everything else is fine.
- The only thing is I wish there was one more week to learn everything or one less “big” assignment.(Netvibes or Diigo)
- I felt like there was so much to do and so little time.
- More time to work in class on the final.
- Either shorter readings in the same time span or longer readings, spread out more throughout the module.
- Less reading. I was really time consuming with all other courses I was taking.
- Cutting down the amount of information.
- None
- Need more time to complete the information ecology.
- None, all was good.
- Maybe include a social networking assignment of some sort.
- A lot of work in a short amount of time.
- Less blogging and forget the netvibes thing.
- Perhaps making his module longer.
- It was packed into 3 weeks. Way to rushed, more work done in class rather than at home.
- I feel like this module was very short. The workload is deceptively heavy. It should be spaced out more.
- I just think there was too much work especially for the 3rd. module who had to constantly update blogs etc. while they had bulky final projects due for all other classes.
- None
- Maybe better readings, these were long and advanced.
- Less Blogs, 2 a week was a crunch.
- I didn't like how short and compact it had to be. Maybe break it down so there is less to learn in such a short time.
- The changes I would make for this course is the amount of work that has to be done at the end of the course. Most of the projects contain parts you have to keep up with and it is hard to get it all thrown at you at once.
- I would say that he could be a bit more clear on the final assignment.
- Less blogs so I could make each more thorough.
- Have a little bit more time to get comfortable with certain resources such as Netvibes and Diigo.
- There was a lot going on at the end of the section. I finished everything, but I felt rushed, because the next module was coming up.
- Perhaps the readings could be shortened to the most important.
- Held over a longer period of time. Too much was packed into a short time.

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13. If you were asked to evaluate this instructor and this course for other students, how would you do so in 50 words or less?

- Dr. Wolff is not only an excellent teacher, but a caring individual who is patient, approachable, and always has time to help when you need it. Two thumbs up!
- A fruitful course, a real teacher.
- I would say that this instructor was excellent and very helpful. He cared about the growth of his students. I think this course (module) was very helpful, and will be extremely beneficial to all future writers.
- It's a course worth taking, you will get a better appreciation for writing technologies and Professor Wolff makes the subject interesting.
- This course was a little confusing for those not too familiar with the internet, however the information and skills learned were interesting and important.
- The course is fun and challenges you to think about the technological aspect of writing in a different way. Dr. Wolff is a professor that will challenge the way you think.
- Prof. Wolff has the very difficult job of teaching students to explore new writing and communication technologies that are changing even as their taught. This in addition to the varying skill level and knowledge base of students coming in to the course. Wolff has the ability to teach a universally meaningful and important course. He is particularly impressive.
- Dr. Wolff is wonderful! Take him for any and every class he teaches! He is engaging and knows his material!
- He was very passionate about his work.
- I really enjoyed it and Dr. Wolff was very patient and understanding towards me, being computer illiterate! I learned a lot of interesting things in this class.
- Very smart and loves what he teaches. Very interactive and willing to help any student.
- Professor Wolff is a nice guy who knows his stuff and expects a lot. Keep on top of things and do not procrastinate!!
- I would tell them to take the class, it is all interesting and will help me in the future. The work was more fun than actual hard work. It makes you think but is not extremely difficult.
- I would recommend Professor Wolff to any of my fellow students. He is very passionate about the subject matter. He knows his stuff! He is excited to teach us and very helpful. I have learned so much through his module he is a great professor who I plan to take in the future. He also makes the class fun and interesting.
- Prof. Wolff is easy going, helpful and very knowledgeable about technology and its uses for social networking. I really enjoyed the class because Prof. Wolff has passed his knowledge and enthusiasm down to me. The writing spaces I have created have encouraged me to participate more frequently in the social networking world on the internet.

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- CUTIE PIE!!!
- Super cool guy, very into his subject matter.
- Professor Wolff is a very good instructor. You do have to do a lot of work and dedicate a lot of time to his class but as long as you do the work you will be fine.
- Professor Wolff is a fair grader. The classes was [sic] interesting and made me think about online communities in a whole new way.
- Professor Wolff is fair and insightful. The course content is not too hard to learn but there is work involved.
- Teacher is very informative and happy to help you out. It is a bit confusing if you are not into technology however he is willing to help you out in and out of class period.
- I really liked this course because it introduces you to different online writing spots. It also used examples from interesting current events to peek interests.
- The teacher is very knowledgeable and helpful when questions were asked. Made the mundane seem exciting.
- Excellent/informative class that made you think. Gave me direction as to where writing is heading in terms of technology. Liked the laptop integration in the classroom. Very paper-friendly.
- Good teacher, very enthusiastic about the subject of technology and also very knowledgeable about it.
- He's a cool guy. Laid back, explains topics well. Take this class. I feel like there are a lot of pointless man hours.
- Dr. Wolff's module was difficult but fair and Dr. Wolff is extremely helpful in any way the student needs. Overall, the module was very enjoyable.
- Directions for assignments were very thorough, great teacher.
- Helpful teacher, you get to learn new technologies, and see things differently.
- Wolff is a cool and active guy in his field. He actually cares about his students. I'd like to have him again for a longer class.
- This course was very informative and worthwhile. Professor Wolff is demanding but it forces you to learn the subject matter and become proficient in learning new writing technology.
- It's an interesting class and you get to learn about a lot of news things on the internet. This module is just a lot of work, small things that keep you very busy. So make sure you stay on top of things.
- An enthusiastic and intelligent instructor who truly knows the subject and wants to instill knowledge and motivation in his students' minds.
- He is a good teacher that is very open to questions and helpful. If you have a question he helps the best he can and is very knowledgeable about his subject.
- Professor Wolff was very helpful. If you had any questions, he would make time for you to ask them and do his best to help assist you.

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- I would very much recommend this course to anyone interested in writing. It is eye opening, informative and educates you on the direction writing is taking.
- The course was pretty easy because the professor was so helpful, but it was a lot to learn in a short time. Prepare to do a lot of work at home.
- I would say that it is a learning experience and a great technology course. The professor is very helpful and is easily reachable. He informs us on very useful technology that you can take with you in your writing career or any other career.
- Wolff knows what he's talking about. He has a great understanding of the changing technologies of writing and is very helpful when assisting students with their problems.
- I really liked Professor Wolff. He is knowledgeable on his subject matter and you can learn a lot about writing from his module.
- He definitely knows what he's doing and make it interesting. He's very relatable and makes his students feel comfortable to talk in class and ask questions.
- It is a very useful course and I would recommend him and the course for future students.
- This is a fascinating course that opens your eyes to the newest technologies available as writers. I am not a huge "technology" person but found it interesting. The blogs allowed a creative way to express writing using the newest technology.
- He is a very good teacher. The only thing he could work on would be to explain more clearly what he wants on the final projects. Other than that, he is very helpful and keeps class interesting.

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Enrollment: 57

Responsive	1	1	3	4	38	4.64
Fair	0	0	2	4	41	4.83
Enthusiastic	0	0	0	2	45	4.96
Makes you think	1	2	7	17	20	4.13
Classes						
productive	1	4	1	9	32	4.43
Knowledgeable	0	0	0	5	42	4.89
Comments help	0	1	7	11	28	4.40
Assignments						
help	2	6	5	8	26	4.06
Teaching Rating	0	2	3	11	28	4.38
Course Rating	3	4	6	18	19	3.98
					Teacher Mean	4.52
					Grand Mean	4.47

ALL STUDENT COMMENTS INCLUDED

1. Is the teacher responsive to the students' needs, questions, and ideas?

- Absolutely, for myself who was illiterate learned to be computer savvy
- with his guidance on unfamiliar topics.
- He is very open to suggestions and loves to learn from student feedback.
- He is always very thorough when he responds to the students.
- Never turns away a question, ignores a raised hand, or says an answer is wrong.
- He talks/lectures almost the entire time and pays minimal attention to our thoughts/feelings.
- He always considers his students opinions.
- Always listened.
- He always responds to emails very fast.
- When I wrote a note to one of my teachers explaining my true thoughts towards the writing program at Rowan, she still offered to help me out regardless of the way I felt.

2. Does the teacher treat students with fairness and respect?

- Can take it and dish it out too!
- Very caring and understandable person and cares about all students.
- He often disrespected our opinions because he is more knowledgeable on the subject.
- Yes, always professional and respectful.
- They always seem to have some way of telling the students how to improve their work, but I'm pretty sure they act this way towards everyone. I strongly doubt that they single anyone out.

3. Is the teacher enthusiastic about the subject?

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- Often would allow students to pursue class topics beyond what he had planned for.
 - Passionate about his area and it shows. This man is a twitter addict.
 - He uses all writing spaces he teaches in this course.
 - In this class, I could tell that this is something he is not only extremely passionate about, but he wants to instill that in his students as well.
 - He gives so many examples on how he has contributed to the internet, then shows us we can too.
 - Sometimes too enthusiastic-forgets he's teaching.
 - Very motivational towards technology.
 - Extremely, couldn't think of anyone more suited to the subject.
 - We enjoyed the subject a lot. He even interacted with his students in various different assignments.
 - Yes, he is extremely enthusiastic about what he teaches. He is energetic and very knowledgeable.
 - He is definitely a technology junkie!
 - For the most part, all the teachers are very friendly and willing to help.
 - Loves technology.
 - Very enthusiastic, as much as I was uninterested in certain technological aspects of writing it is hard not to catch his contagious enthusiasm.
4. Does the teacher make you think?
- The readings were challenging. However, I learned a lot after class discussion.
 - Students didn't seem very engaged in material. Answering questions by the instructor was like pulling teeth.
 - But it's a good thing!
 - I was always trying to grasp all the info. that was being taught and went home continuing to figure it out.
 - Made me look at writing as well as technology in a whole new way.
 - Given more time with him (more than a 4-week module) I'd likely say A lot given the time limitations of the module, though. I think he was hard-pressed to convey all the data and then help us learn to think about it and fully apply it.
 - Taught things I never knew about and gave me a better understanding of this area.
 - Especially if it is a topic an individual is not familiar with, he immerses you in the subject and content.
 - Knows a lot about the subject area of computer tech.
 - Sometimes, but I wasn't too enthused about the subject matter.
 - He seems very into what he teaches.
 - He has made me think about writing spaces a lot, which I never did before.

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- Most of my thinking goes towards my own writing rather than school-related work.
5. **Are the teacher's classes productive?**
- Yes and sometimes spontaneous learning occurs, such as when we created a microcosm of the Youtube community and learned the dynamics of sharing and interconnectedness on the Internet.
 - Follows his schedule to make sure we cover everything.
 - Classes are hands on instead of lectures. So fun class flies by!
 - Busy work, minimal significance or he rambles.
 - I was able to get a lot done during class.
 - Yes, there are always many tasks to be accomplished throughout the class.
 - For students who don't know the slightest thing about writing, these classes are probably productive, but any student who is already good at what they do might feel like they're wasting their time here.
 - Rarely did work in class, swamped with work outside of class.
 - There were many areas where the new technologies learned about could be used somewhere in the real world.
6. **Is the teacher's knowledge of the subject matter thorough?**
- Yes, Wolff would often provide answers to other student's questions in class that only made sense to both of them.
 - I felt like we spent a lot of time doing things in class. This was good because he explained things well.
 - Very much so.
 - Participant and continuous learner in his area.
 - He is very knowledgeable in this subject.
 - Similar to question 3, not only is he enthusiastic, but his knowledge in this area astounds me.
 - Undoubtedly!
 - Speaks for itself.
 - Knows everything there is to know about teaching computers.
 - See #3.
 - Yes, his knowledge is very thorough. He uses real-life examples to relate to the subject matter.
 - Extremely!
 - Especially Wolff's module. He seems to know everything there is to know about technology of today's day and age.
7. **Do the instructor's comments and suggestions help you improve your work?**
- The professor guided the class through a lot of material students had never come in contact with before, and was extremely successful in doing so.
 - I would suggest more feedback on assignments throughout the course.
 - His comments are very helpful!
 - Didn't really receive much feedback.

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- Very helpful with everything.
 - Often would suggest new areas for us to explore.
 - Yes
 - He knows how to appeal to an audience.
 - Minimal feedback and suggestion.
 - Yes, his suggestions are useful.
 - It all depends on what the assignment is. I'll openly admit that I often disagree with teacher's opinions.
 - We weren't given back much feedback at all.
8. Are the assignments in the course helpful learning activities?
- Yes, you work hands-on with everything you're learning.
 - I felt that some of the assignments in this class were incredibly time consuming without teaching much.
 - I understood the point of the assignments but felt they were less important when I have a tremendous amount of work to do in other classes.
 - I learned so much about things I will continue to use in this course.
 - Allows for open creativity.
 - A lot of work but very helpful.
 - By creating blogs, twitter accounts and netvibe accounts, we learn by creating.
 - Some, but not most, long, extensive projects over short period of time.
 - Very educational about computer technology.
 - Yes, especially because technology is growing so rapidly.
 - Aside from learning how to blog in Wolff's module, I didn't really learn anything productive that I would plan to use after college.
 - Interesting, but nothing I would personally use all the time.
9. Considering everything, how would you rate this teacher?
- I felt that some of the assignments in this class were incredibly time consuming without teaching much.
 - Enjoys teaching and is always learning and teaching himself.
 - I found myself looking forward to this class because of the kink of teacher he is.
 - I would take him again.
 - Great professor very dedicated to his work.
 - Knowledgeable, enthusiastic, entertaining, and productive.
 - He is very enthusiastic about the course and cares about his students.
 - All of the teachers are great, but I've been getting a serious conflict of interest with all my classes.
10. Considering everything, how would you rate this course?
- I absolutely loved it.
 - Some assignments were not as thought provoking as I would have liked.
 - Hard but fulfilling.

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- Wolff's module was good, the entire intro. To WA class was fair.
- Some of the information was challenging, so it made the class interesting.
- Very internet oriented.
- A good amount of work, but it is necessary.
- It does a good job giving students a general idea about writing, but that's pretty much it.

11. What was the most helpful aspect of this course?

- This course provided an application to technology that was useful outside of class. I continue to blog and twitter every outside of class now that it is over.
- Professor Wolff was extremely knowledgeable on the subject matter. Because of this, he was extremely helpful in our understanding of the content in the course.
- The instruction and use of blogs. Professor Wolff is very good at teaching everything we learned with much detail and explanation.
- Having a lot of internet access. Getting to be more mac friendly.
- We used the internet a lot.
- It was great having the professor with varying expertise going over what they do best.
- The paper at the end was the most helpful because it made me think about the reasons for the different assignments.
- The time given in class as well as the step by step instructions on how to do each of the assignments.
- Learning how to do different things on the computer.
- The most helpful was when we went step by step when learning about blogs, twitter, Netvibes, etc. He didn't just give us instructions on a paper and let us fend for ourselves.
- Learning more about social networks and introducing me to things I was unfamiliar with.
- Learning the ins and outs of mediums I never used before but plan to use again.
- Learning how to use the different technologies.
- We used the computers and went over all the assignments together, so there wasn't ever any doubt how to do something.
- Learning more about different systems that are online for us to use.
- Being exposed to new tech that otherwise would have never used.
- Becoming more technologically advanced.
- This course covered a lot of information and I feel that it was a good step to gain knowledge about writing in today's culture.
- Made me realize that sometimes Writing Arts can be reliant on technology a little too much sometimes.
- It helped me see that a minor in Writing Arts was not for me.

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- Learning how to do things online; blogs, vlogs, Netvibes, ect.
- Learning about the different types of technologies out there. Supplying students with laptops during class in case they didn't have them.
- Learning and applying different technologies in writing.
- That we were given the tools we needed and then allowed to chart our own course, with help from him only if we needed it.
- Learning what computers have to offer because of Wolff, I now own a laptop which would have been unheard of prior to class.
- Basic understanding and knowledge. Not being very computer savvy I felt this section of into in to WA has been a tremendous help with and for the other 4 WA classes that I have taken in conjunction with this one.
- Learning new ways to distribute my thoughts.
- Integrating current technology and topics.
- Learning different technologies.
- Using the different spaces that will help me in the future.
- Netscape and blogging, neat info. to have.
- Realizing that professional writing is not only in the form of books, but also blogs, twitter, etc.
- I liked the way we interacted with a wide range of technologies and materials.
- The blog let me post my ideas out to the public, and grow as a writer.
- We were exposed, hands on, to new writing technologies.
- Learning how to use the computer as a means of a writing space.
- Blogging and the readings I was able to freely express and write.
- Learning about different historical writing stuff.
- It got me thinking about online writing spaces and I'll probably continue to use them after the class is over.
- Taught me more than I knew about different types of writing styles that are available to use through technology.
- Professor Wolff is extremely knowledgeable in his field. He was able to help us effectively.
- Learning the new technologies, Twitter, blogging, e-portfolios, etc.
- The most helpful aspect of this course was learning how to set up a blog and use it.
- Learning and using the different technologies. Being able to use them and see what they were about and how to use them professionally was effective.

12. What changes or improvements would you make in this course?

- Eliminate the Netvibes portion of it. Perhaps I would replace it with google wave instead.
- No changes/improvements should be made.

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- None, I thought we learned the perfect amount of material in the time we had the module.
- I wouldn't require twitter to be done every single day of the module. Felt more of a hassle than learning activity.
- Not have Netvibes at the end. I felt like it was a lot especially with the final paper.
- Actually needs more time.
- I would do the Netvibes section first so we can use it more, rather than just set it up. And I would make the Twitter requirements less.
- There is a lot of work to do in a very short amount of time.
- I like that we only had to do 10 blog posts, however it still was a lot for four weeks.
- Spend more time on Netvibes, it was kind of confusing.
- Less emphasis on technology, more emphasis on writing!
- Maybe, not having students have to tweet, blog so much with the other work every student has.
- Combine History/Materiality and split module in two rather than three. The technology module felt rushed while the other two felt repetitive.
- Have the course run for a longer period of time.
- None, it was really good.
- None
- I honestly can't really think of anything in particular.
- I understand the potential that twitter has, it was good to be exposed to it, however 3 per day was just too much.
- This course is great how it is, I even wish we had more time.
- More emphasis on actually writing not Tweeting!
- Assignments should be more related to varieties of writing and improvement in writing, not simply learning to write on the web.
- Maybe if there were a few more grades to go off of.
- I would like if he responded to more of my blogs; I value his opinion.
- Focus a bit more time on explaining how some of the writing spaces worked.
- Added weeks for his module.
- Possibly less readings, Love the hands on work.
- Expanding the blog community to outside our class.
- Make it longer.
- Sometimes it seemed like the assignments were too much for the four weeks, but I enjoyed it.
- There is a lot to read and is very time consuming.
- Forget the twitter assignment.
- Maybe a little more productive sometimes, but you can't help temperamental technology.

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- I didn't understand the purpose of all the online spaces, but I believe that it is important to at least experiment and be exposed to them. Overall, I don't believe I would change much. Although I'm not sure I like the computers use so much because it can be distracting.
- Have step by step directions for creating these accounts. I would make this a fall semester class instead of 4 weeks only.
- Less work, more time focused on each technology.
- Maybe the pace, there was only a few weeks to cover this material.
- I didn't think that the twitter portion was necessary.
- I'd probably reduce the number of Tweets required of students as, in my case; I found it difficult to decide what is worth of being memorized.
- I wish that we were able to stay with Wolff the whole semester. Would have been better, other than that wouldn't make any changes to the course.
- Maybe a little less blogging.
- The time in class seemed to be very unproductive. There was a ton of work outside of the class that needed to be done and I felt like there was little instruction on what to do. His website explained the assignments, but for most of them I needed further instructions.
- I would like to have more time in each module to learn more about the technologies. One of them was glanced over but there was no time to explore it like the others.

13. If you were asked to evaluate this instructor and this course for other students, how would you do so in 50 words or less?

- Take Wolff. It's the only class that I looked forward going to this semester and I learned a lot.
- I definitely learned a lot from this course. William Wolff is a very efficient teacher and I would recommend him to everyone.
- Professor Wolff is a great teacher. I would take him again in a heartbeat. His class was very fun and informative. He is extremely helpful.
- Professor Wolff is very involved during the module. He knows a lot if not everything about what he is asking his students to do. The class is technology based.
- Professor Wolff is a great teacher. His class is a lot of fun, but you also learn a lot of information. I would highly recommend him to any student.
- This professor is very enthusiastic about his subject matter but the workload is pretty heavy.
- Fair professor who is very accessible to students. Knows exactly what he is talking about.
- Professor Wolff is very helpful instructor. He is very knowledgeable and knows how to assist students with different computer programs.
- Fun class, fast paced and you get to use Macs.

Professor: Wolff

Course: Intro to Writing Arts

Date: 12/15/09

Administered by: S. Tweedie/ J. Courtney

- This professor is great! Always puts his students first and always answers questions and concerns. He makes things easy to understand and always makes the class sessions interesting.
- Professor Wolff was an excellent instructor who provided thoughtful insight through in class and online discussions. The only thing I did not like about the Intro. To Writing Arts course was the broadness of the subject and the time divided.
- If you are looking for creative writing this course and major/minor is not for you. There is too much emphasis on technology and instills fear instead of hope in the aspects of writing. There is an overwhelming feeling of despair this course gives to traditional writers.
- This course was very informative and interactive. Not only did we learn the importance of the different technologies and writing spaces but also got the chance to use them as well.
- Most h.w. is online or has to do with technology. Has most to do with twitter, blogs, and Netvibes; very little to do with putting pen to paper.
- Basically as long as you show up to class it's really straightforward and interesting. Wolff is really enthusiastic and explains ideas really well.
- He's a good teacher.
- Interesting class with an enthusiastic teacher. The phrase "you learn something new every day" really applies here.
- He's a very good instructor. He knows his stuff!
- Wolff as a professor is good but he is very passionate for technology, so someone like myself may not want to take his class if you have little interest in technologies, but on the other hand if someone loves this information and is more computer savvy then he would be a great teacher for them.
- Interesting course, if interested in new tech and understanding how to use it, take the course.
- This instructor is great; I would recommend any one to take him. Also, this course is helpful when learning to write in today's culture.
- He is very detail oriented. You will learn how to make use of new writing technologies. He is knowledgeable and helpful with homework.
- This course taught me a lot about different technologies that I didn't know how to use or didn't know existed. Professor Wolff was very helpful in this course and knew the topics very well. I enjoyed this class a lot.
- It is a lot of work, but it is very fun. Wolff knows his subject matter and teaches it well.
- This course sought to introduce students to different electronic writing spaces. The instructor was very enthusiastic about the content and sought to make us enthusiastic as well.

Professor: Wolff

Course: Intro to Writing Arts

Date: 12/15/09

Administered by: S. Tweedie/ J. Courtney

- Dr. Wolff was extremely knowledgeable about the content on his module. I learned a lot and he assisted where he could in clarification on the material.
- Excellent, maybe not to take it with 4 other WA classes in the same semester but overall very helpful and useful, the course and the instructor.
- Take the course. The amount of creativity and the professor's open mind are reason enough.
- Enthusiastic, energetic, knowledgeable, responsive, responsible, interesting.
- Professor Wolff is an excellent professor who clearly knows his stuff about the latest gadgets! I learned a lot!
- This was the 2nd. Time I had Wolff. I would take another course with him in a heartbeat. He is a very intelligent person and uses his knowledge to teach us to the best of his ability.
- This professor is extremely relatable, and I found myself looking forward to attending this class. I got a lot out of it, had an enjoyable experience overall.
- Be prepared to feel confused, but it is also a class that is taught exceptionally well, especially because it is done in a way that reaches everyone. He helps me understand the material in a clear, concise and relative manner that is conducive to learning.
- Professor Wolff is very enthusiastic about what he does, and his classes are so interesting you are shocked it's over so fast.
- Dr. Wolff means well and is very knowledgeable on the subject matter. He sometimes can forget that he is teaching and will ramble on and on about technology and personal things. Minimal focus on the students, high expectation for being able to self-teach.
- Positive, motivated professor who really cares about informing students about technology! Would definitely take his class again!
- Interesting, it was definitely unlike any class I had ever taken before. Moderate to high workload, but not tedious. The instructor knows what he is talking about and is easily able to pass the knowledge to his students.
- A bunch of stuff you already know, but just enough rope to hang yourself with.
- I would evaluate the course as useful because if your job requires them to use online writing spaces, then this module was the perfect preparation for it.
- Professor Wolff is a wonderful professor and person. He is very easy to approach and very helpful. I love the class it was a lot of fun.
- He is a fun and energetic teacher, who knows what he's talking about. The course is a lot of work at times, but you will learn a lot.
- Dr. Wolff has a contagious enthusiasm for the writing technologies he teaches about, and his knowledge about the subject matter as well as his

Professor: Wolff

Course: Intro to Writing Arts

Date: 12/15/09

Administered by: S. Tweedie/ J. Courtney

push for students to apply the technologies to the utmost{sic} make for a great learning experience.

- Wolff is a fantastic teacher. Take him! (that was only 7 words! Short and sweet!)
- Each module was not long enough. The course is helpful but each subject is very brief due to time constraints. Professor Wolff is prepared to thoroughly defend your thoughts because he will probably disagree with most of what you say. He is very respectful in doing so.
- Very passionate about his material and technology. Doesn't explain the assignments very well and the classes seem pointless.

Response to Introduction to Writing Arts Evaluations

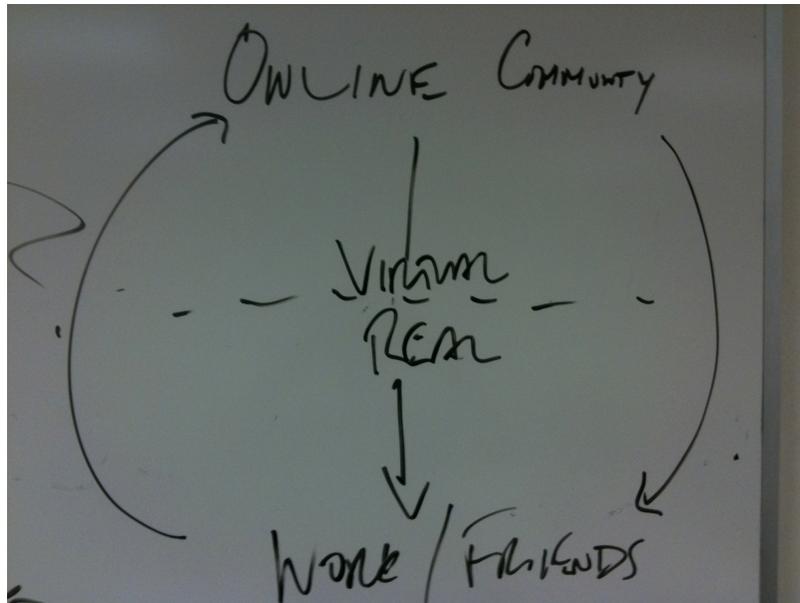
The spring 2009 and fall 2009 sections represent the fourth and fifth semesters I taught the Technologies and the Future of Writing module of Introduction to Writing Arts and I am quite pleased with the evaluations. I am particularly happy with the dramatic increase in scores from fall 2008 to spring 2009: Teacher Mean: 4.39 → 4.81; Grand Mean 4.33 → 4.75. In the reflection to my fall 2008 evaluations I wrote that I suspected I was going through a period of burnout because of the total number of times in a row I had taught the same module: through fall 2008, 9 times. It is great reading through the student comments and seeing that I was able to overcome that burnout, which I suspect I overcame because I changed the main module assignment and found new readings. As a result, the course once again felt fresh and new.

The numbers for the fall 2009, though lower than in spring 2009, are also better than they were in fall 2008, and for that I am happy. It is a little frustrating, though, not to know exactly why some students rated the module lower despite the fact that the written comments are for the most part quite positive and complement the spring 2009 comments quite well. The themes I see running through both sets include: students appreciated the amount of time I dedicated to helping them when they were having trouble; students enjoyed learning about and using new writing technologies; students were challenged to think about online writing spaces in new ways. One of the primary goals of the Technologies and the Future of Writing module is to prepare students for the kind of work they are going to face in Writing, Research, and Technology. As such, I see it as part of my job to be a cheerleader for the technologies we use and enthusiastic about the potential new writing technologies can have to enhance the traditional writing process. Part of that cheerleading and enthusiasm comes in the form of being high-energy in the classroom. The other part is to recognize quickly which students are less technologically savvy and to be sure that I show them additional patience, encouragement, and compliments at each step of the process. If I can give all students the confidence to learn and adapt to new writing spaces and technologies, one of the greatest challenges of Writing, Research, and Technology—working with students who have a fear of technology—will have been overcome ahead of time.

The fall 2009 semester had one of the most memorable teaching moments I've ever had, which is referenced directly in a student comment in response to the question, "Are the teacher's classes productive?": "Yes and sometimes spontaneous learning occurs, such as when we created a microcosm of the YouTube community and learned the dynamics of sharing and the interconnectedness of the Internet." The assignment for the night before was to watch Michael Wesch's wonderful and nuanced hour-long video, "An Anthropological Introduction to YouTube." In class, I broke students into groups and they were to work through pre-set questions about the video, the culture of YouTube, and the implications of YouTube for the culture at large. I tend to give small groups the ability to drift slightly off topic because I know the non-work interaction that takes place enhances overall discussions later on. So, when I saw students in one group huddled around one computer watching a popular video I let it go, thinking that they would get back to work soon. They then watched another and another, and just as I was about to direct them back on topic, all the group members let out a huge laugh. All the other students' heads popped up, and they walked from their groups over to see what the commotion was all about. The group played the video again and everyone was cracking up. The groups dispersed and everyone began to show each other videos that they thought were hilarious. People were bouncing from one group to another group, sharing videos, and commenting on the videos.

I stood back and watched this happen, realizing that something amazing was going on: students were in real-time unconsciously mimicking the way a video goes viral. Someone puts it online, it gets noticed, attracts others, and so on and so forth.

After some time I wrote in large letters in the middle of the whiteboard: “What just happened?” A student responded: “We physically demonstrated how YouTube works.” That led to a discussion of how YouTube transcends and blurs the divide between the virtual and the real. I drew the following schematic representing our discussion:



After talking about it some more, we then moved on to the questions that the groups had been considering. But, it is great to know that at least one student also found that moment of spontaneous learning to be so important—and to recognize that I value such moments, as well.

Professor: Bill Wolff 

Course: Information Architecture

Date: 5/09

Administered by: J. Courtney 

Enrollment: 7

Summary of Student Evaluations

Responsive	0	0	2	1	4	4.29
Fair	0	0	1	1	5	4.57
Enthusiastic	0	0	0	1	6	4.86
Makes you think	0	0	0	1	6	4.86
Classes	0	0	1	2	4	4.43
productive						
Knowledgeable	0	0	0	0	7	5.00
Comments help	0	1	0	3	3	4.14
Assignments	0	0	1	1	5	4.57
help						
Teacher rating	0	0	1	1	5	4.57
Course rating	0	0	1	2	4	4.43
					Teacher mean	4.59
					Grand mean	4.57

ALL STUDENT COMMENTS INCLUDED

1. Is the teacher responsive to the students' needs, questions, and ideas?

- Using Twitter as a way to connect with and communicate with the class was nothing short of genius. Every question and need was addressed almost instantly.
- Prof. Wolff is very good at making the expectations of the course clear.
- Some of the feedback was a little vague and ambiguous.

2. Does the teacher treat students with fairness and respect?

- Yes and they are receptive to the fact that our background in this subject is not the same.
- In class, he challenges us to think outside the box.
- Absolutely, all the time.
- Dissenting views or opinions shouldn't be suppressed or cut off especially in class discussions.

3. Is the teacher enthusiastic about the subject?

- Very! While I was interested in the subject beforehand taking this course with this teacher has made me much more aware of the subject and how it impacts our lives.
- You can tell this is his passion.
- Maybe too enthusiastic, just kidding, but really.

4. Does the teacher make you think?

- Definitely, we read many books that made me see communication and information in a new way.
- Perhaps too much.

Professor: Bill Wolff
Course: Information Architecture
Date: 5/09
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- Very knowledgeable in content area. Effectively pulls together theory.
5. **Are the teacher's classes productive?**
 - Yes each class was filled to the brim with things to get through and cover. Perhaps maybe too much.
 - I liked the style of students leading discussions, but sometimes the class would derail or the student in charge would not offer a unique look at the readings. The professor would only share his thoughts during the discussion in a limited way, which led to some classes that I did not find interesting or productive.
 - Always.
 6. **Is the teacher's knowledge of the subject matter thorough?**
 - Definitely!
 - Extremely well versed and enthusiastic.
 - Very thorough.
 7. **Do the instructor's comments and suggestions help you improve your work?**
 - There is not a whole lot of suggesting in this type of class but yes.
 - Feedback is good, more feedback would be better.
 - Did not receive individual feedback until the end of the course.
 8. **Are the assignments in the course helpful learning activities?**
 - Most helpful in the independent learning that took place. Would be more useful if we had opportunity to discuss and review what we've spent time on.
 - The blog posts and web app reviews were perfect assignment. The mapping project did not hit me personally in the same way, seemed like too much to combine into one project.
 9. **Considering everything, how would you rate this teacher?**
 - I would take every course he offered if I had the chance.
 10. **Considering everything, how would you rate this course?**
 - This university needs more classes like this. I actually felt like I was learning something that would make me different and valuable to future employers.
 11. **What was the most helpful aspect of this course?**
 - Exposure to new technologies/twitter as a forum for working through issues with classmates.
 - Using new media to grasp the concepts taught in the books we read.
 - Reading Turchi and utilizing Twitter was the most helpful aspect of this course.
 - I learned a great deal about writing, Web 2.0 technologies, and my ability to adapt.
 - So amazingly cutting edge and relevant to media today.
 - The ability to interact with classmates and Dr. Wolff through twitter was a great advantage to the class itself. The theme of the "Ecology" and writer as cartographer really changed/improved the way I approach writing.

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- Learning about and using the different web applications. Without this course I doubt I would have ever used Prezi or wetpaint so I am glad that I personally experienced these and got to learn about many others.

12. What changes or improvements would you make in this course?

- Try to establish and maintain a manageable pace. Didn't feel like the placement of assignments with texts had been well thought out with consideration to time. Give students feedback on their work along the way. Don't need grades, but it helps to know where our strengths and weaknesses are before the close of the semester.
- I would make sure that dissenting or minority viewpoints aren't suppressed or cut off. All should attempt to hear each other's viewpoint. We can disagree but do it respectfully.
- I would use a different blogging platform. Also, I'd like to get a mid-term evaluation of coursework.
- I wish I had some more feedback throughout the course of the semester.
- Less books. The amount of required reading although all were interesting and valuable, put the cost of this class at an unfair level. I have never had to spend this much time and money on a class. I would also like the professor to teach more lessons with some lecture so that we can pick his brain.
- One or two less books, a book a week was sometimes a bit much, and didn't always allow for thorough reading.
- Maybe less reading more projects. I learned a lot from the books and I thought that they were excellent but I thought I learned more from the hands on stuff.

13. If you were asked to evaluate this instructor and this course for other students, how would you do so in 50 words or less?

- I have a great deal of respect for Dr. Wolff and all he wants to accomplish in his classes. I do think further consideration could be made to quality/what we can accomplish through more thorough work with content vs. quantity. The awareness of the time it takes to do work well, especially for those who are not professional students, seems lacking. But there is also a clear scaffolding of concepts covered and the material is engaging.
- A lot of work, but this course will teach you a ton and open your eyes more about how media affects you.
- Dr. Wolff is a great professor who will challenge you to think about technology and rhetoric and its effect and application to your own life.
- Be prepared to work, think, and grow. Also, don't expect to sleep during deadlines as the workload is excessive. But, you will learn a great deal. The professor is helpful, but much of the learning is self-directed. We need to learn to use new technologies frequently, making the course challenging in ways you may not have expected.
- Take this course if you want to see where the future of media is heading and be engaged in a way you have not before. Be prepared to spend time doing 2

Professor: Bill Wolff

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blog posts a week, reading one book a week, preparing 2 oral presentations on web, preparing two discussions, and creating one large final presentation with a seven page companion essay. If you can spare that amount of devotion, your idea of information and writing will be transformed. The class could easily be a full series of classes.

- Dr. Wolff is very knowledgeable about the subject matter, and sets up the class with a great progression from the beginning to the end. Each week builds off the previous one. Top notch class and professor.
- Dr. Wolff is an excellent instructor who's knowledge on the subject is extensive. The course is interesting. You will learn a lot in a non threatening environment. I would recommend it to anyone interested in electronic communication but it is time consuming.

Response to Information Architecture Evaluations

This course was designed to be difficult. It was the most theoretical and challenging course in what I hoped would become a New Media COGS in the MA in Writing program. I knew going in that the books were complex and challenged traditional ideas about information, writing, and how we understand both in a rapidly changing society. The books that discussed theories on metaphor, ecology, mapping, and classification systems were particularly sophisticated and one of my goals was to see how students in the MA in Writing program could handle these texts along with assignments that pushed them to employ the theories in innovative and creative ways. I was pleased to see the students surpass all of my expectations and gratified that students also found the course to be rewarding. When I teach the course again, however, I will be sure to remove one or two of the texts and dedicate more time to explicating them through class discussion.

I am particularly pleased by the scores for “makes you think” (4.86) and “knowledgeable” (5.00), as well as the many comments that address the quality of the course and my instruction. These include:

- This university needs more classes like this. I actually felt like I was learning something that would make me different and valuable to future employers.
- So amazingly cutting edge and relevant to media today.
- The theme of the “Ecology” and writer as cartographer really changed/improved the way I approach writing.
- Dr. Wolff is a great professor who will challenge you to think about technology and rhetoric and its effect and application to your own life.
- Dr. Wolff is an excellent instructor whose knowledge on the subject is extensive. The course is interesting. You will learn a lot in a non-threatening environment. I would recommend it to anyone interested in electronic communication but it is time consuming.

As this was also the first semester that I was asking students to use Twitter in the classroom, I am also quite appreciative of the few comments that address the use of Twitter, especially: “Using Twitter as a way to connect with and communicate with the class was nothing short of genius” and “Exposure to new technologies/twitter as a forum for working through issues with classmates.” I could very well describe the way students took to using Twitter outside of the class to discuss the texts and assignments as “genius.” I’d wake up in the morning and check my Twitter stream only to see that students had been talking about the metaphors of writing, or mapping theory, or the social life of information throughout the night, stretching late into the 3 or 4 o’clock hour. As I wrote in my blog post, “using twitter in the graduate classroom,” “using Twitter in Information Architecture reinforced my belief that micro-blogging is an important communication medium and as such it is important for burgeoning writers to understand it both theoretically and practically.”

Professor: William Wolff 
 Course: Visual Rhetoric and Multimodal Composition
 Date: April 25, 2010 Enrollment: 11
 Administered by: Jennifer Courtney 

	1	2	3	4	5	Average
Responsive	0	0	1	5	5	4.36
Fair	0	0	1	4	6	4.45
Enthusiastic	0	0	0	0	10	5.00
Makes you think	0	0	1	2	8	4.64
Classes productive	0	0	1	6	4	4.27
Knowledgeable	0	0	0	0	11	5.00
Comments help	0	1	2	1	7	4.27
Assignments help	0	0	2	3	5	4.30
Teacher rating	0	0	1	8	1	4.00
Course rating	0	0	1	7	3	4.18
				Teacher mean		4.48
				Grand mean		4.45

ALL STUDENT COMMENTS INCLUDED

1. **Is the teacher responsive to the students' needs, questions, and ideas?**

Communicates through emails and responds right away.

The teacher needs to explain more what he is looking for in assignments.

Gave adequate time and opportunity for the class to get acquainted with new programs and websites.

Responds to emails within a day and available during office hours.

While the teacher was fast with email response, he was incredibly slow with feedback on major work, which was problematic as he often wasn't satisfied with our projects.

Emails back quickly.

He is very approachable and he's given me great ideas along the way.

2. **Does the teacher treat students with fairness and respect?**

He makes sure to say that he would help in any ways if someone does not understand.

Sometimes the comments he makes can be egocentric as if he is talking down to students.

Overall yes, but I feel uncomfortable when he gives criticism to student work in front of everyone.

I've never met a teacher that listens more than Dr. Wolff. The course discussed theories often and he listened to what everyone had to say.

Professor: William Wolff
Course: Visual Rhetoric and Multimodal Composition
Date: April 25, 2010
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3. Is the teacher enthusiastic about the subject?

Passionate about subject.

Often during the semester got really into everyone's projects.

4. Does the teacher make you think?

He asks questions that make you think.

The blogs made the course work relevant and part of life outside the 2.5 hour class.

Yes, but he could try and contribute more to student discussion and blog posts.

Through the readings and projects very much so.

Dr. Wolff made the class less about him and more about the students. We had no choice but to think about what we were doing, where we were going and to think about the past.

5. Are the teacher's classes productive?

Yes. Assignments actually show result in photo essay.

Though the class discussion leaders can gum-up the process, I learned a lot each class.

Could be more—content was theoretical and hefty—but he let students direct too much of the discussion when they often didn't understand the content.

6. Is the teacher's knowledge of the subject matter thorough?

Yes

He is passionate and insightful with the material.

7. Do the instructor's comments and suggestions help you improve your work?

Yes

Stop talking with so much academic language! Be more straightforward.

Professor: William Wolff
Course: Visual Rhetoric and Multimodal Composition
Date: April 25, 2010
Administered by: Jennifer Courtney

Very much value the opportunity to redo the photo journal assignment. Especially if the alternative was low marks for everyone in class.

Yes—but he gives them too late!

8. Are the assignments in the course helpful learning activities?

I feel like we missed a step between the projects and the class discussion.

I loved most of the assignments.

9. Considering everything, how would you rate this teacher?

Enthusiastic. Pushes students.

He is knowledgeable—but too hands-off and slow with feedback. If he was more engaged and hands on this would translate to more productive and enlightening classes.

10. Considering everything, how would you rate this course?

Very lofty vocabulary. More time would be helpful.

11. What was the most helpful aspect of this course?

The hands-on assignments and directions on how to on his site.

I loved everything I learned how to do on the internet: blogging, photo essay, remix/mashup, etc. Before taking this course, I was not aware that writing is multimodal. If I never took this course, I feel my writing, or at least perception of what writing is, would remain linear.

The most helpful aspect of the course was learning the technological aspect of it.

The discussion. I loved hearing my fellow students dissections of the material and learning all the different aspects of vimc [??]

Blogs and remix

Discussions and blogs

The hands-on assignments, actively creating the texts.

The website and Professor Wolff's readiness to work with anyone's schedule.

Assignments; understanding gaming[?], youtube video, remix doc, I [can't decipher]

Professor: William Wolff
Course: Visual Rhetoric and Multimodal Composition
Date: April 25, 2010
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I learned to think critically about how I write and say things. Its not enough just to put ideas together, but I have to know why. Dr. Wolff has made me think that way.

Photo essay/remix project. Both made us think critically and use all the theories learned throughout the class.

12. What changes or improvements would you make in this course?

Nothing

Almost nothing, but maybe a little less reading with a little more deeper focus on specific readings. Still, the readings were great, because they were terrific examples of multimodal composition. It makes sense to assign multimodal texts in a multimodal course.

I would make the assignments more relevant. I would also not be so analytical with the subject material.

I wish some of the reading felt more relevant to the discussion. The stuff on photography theory felt too distant from multimodality. More use/learning with the language (semiotics) would have been useful.

Change or do away with discussion leaders.

Find more readings that make more sense.

More instructor involvement with discussion and feedback.

Visual culture (some was OK but I would cut down a little but might allow for additional readings)

While much of the course was critical thinking, at times I wish I could have known what Dr. Wolff thought about assignments we read and offered his insight along with the class discussions.

Some technical issues with the final video project, maybe a more uniformed editing program. Also, more direction as to guidelines/what is expected with each project.

13. If you were asked to evaluate this instructor and this course for other students, how would you do so in 50 words or less?

Many assignments but they are important in understanding the concept of semiotics. I would cut down on the many papers. Otherwise it was great and I learnt a lot.

Professor: William Wolff
Course: Visual Rhetoric and Multimodal Composition
Date: April 25, 2010
Administered by: Jennifer Courtney

The course was simply incredible, and Dr. Wolff is correct in feeling it should be made mandatory in the Writing Arts program. I believe, as a writer, this course could make or break someone who dreams of being a well-known writer. Great Job Dr. Wolff!

The course was very interesting. The teacher was very knowledgeable.

Difficult. Lots of work! Be prepared for interesting discussion with dense, difficult texts, hard projects, and an entirely new vocabulary. Also, don't think too hard.

For any student in a visual field, like advertising, this course is an invaluable asset, and will help you understand the what, why and how behind the images we see and messages we receive.

Keep it up!

He is very knowledgeable about these topics and really has a lot to offer academically. He lets the students direct much of the discussion, will take a while to offer feedback, and will at times be too vague or won't communicate completely what he expects from an assignment. The course and his organization really is interesting though and is relevant considering technology today.

When you get accepted in a MA Writing program you expect to be writing all the time. But in this class you get to express yourself and be creative in different ways through technology that strengthens your writing.

Brilliant professor who cares about his subject matter. Not the best with clarity and feedback (grading is slow) but I think it's a worthwhile class to take if you want to open your mind to new ideas.

It will change the way you think about news, videos, and writing in general

Bill Wolff is very thorough and knowledgeable in his field, and is enthusiastic about passing on knowledge to students.

Response to Visual Rhetoric and Multimodal Composition Evaluations

This was my first time teaching Visual Rhetoric and Multimodal Composition. Just as Information Architecture was designed to challenge MA in Writing students' ability to handle complex theory, this course was designed to challenge students' ability to apply theory in sophisticated multimodal and multimedia projects. These included a scholarly rhetorical essay in which students were to apply theories on semiotics to make a point about the socio-culture meaning of two highly visual and important blogs; a photo essay in which students were to apply theories on visual rhetoric; a video remix in which students were to apply theories on remix, visual rhetoric, and semiotics; and a larger multimodal piece of their own design that would bring together all of the theories we discussed during the semester. In the end, the combination of dense theory and time-consuming projects proved to be too much, a fact that I believe is reflected in Teacher and Grand Mean scores that are slightly lower than my overall average scores. To ensure that students were able to compose top-notch remixes, I altered the final assignment significantly to a reflective piece—something that wound up being an excellent decision because the remixes are some of the most sophisticated and theory-driven than I have ever seen, anywhere.

I thoroughly agree with two criticisms in the comments: the discussion leaders did not work effectively and I needed to be more explicit with my expectations. I have tended to run graduate seminars with weekly discussion leaders who do a 5 – 10 minute presentation of the texts for that week, one that I hope will lead us into discussion. I've never been fully comfortable with how the presentations typically go, but in weighing that discomfort against me running every discussion, I have opted to go with the former. For many, however, the texts proved to be too theoretically sophisticated and the students' presentations were drifting, vague, and ineffective. The result was that I often had to rescue the discussion and then spent much more time talking than I tend to like while simultaneously trying to ensure that the presenter didn't feel attacked. One student picked up on this with their suggestion, "He is knowledgeable—but too hands-off. . . . If he was more engaged and hands on this would translate to more productive and enlightening classes." This semester in Internet and Writing Studies I have done away with the discussion leaders and will approach the discussions in a more directed format, just as I do in my undergrad classes, but with a more sophisticated approach.

One student makes reference to the time when I needed to be more explicit in my expectations when they write, "Very much value the opportunity to redo the photo journal assignment. Especially if the alternative was low marks for everyone in class." The photo assignment was much more difficult for students than I expected it would be and as a result my assignment and discussion of it didn't go into enough detail about my expectations. In retrospect it seems I didn't emphasize strongly enough the importance of using theories on visual rhetoric and photography to inform the creation of the text. Each decision that a student made needed to be grounded rhetorically. They did not do this, and as a result, for the first time ever I recomposed the assignment and required that all students either revise what they had turned in or start against from scratch. It was an important learning moment for all of us: I learned that I needed to assume less about my assignments and students, and by completing it again students more thoroughly learned the material and how to apply it more practical ways.

Despite these concerns, it is quite rewarding to read such positive comments from a group of students who I really pushed to approach composition from a completely different perspective and really think about what and why they are writing at each moment of composition. I am particularly grateful for comments like:

- Before taking this course, I was not aware that writing is multimodal. If I never took this course, I feel my writing, or at least perception of what writing is, would remain linear.
- It will change the way you think about news, videos, and writing in general
- I learned to think critically about how I write and say things. It's not enough just to put ideas together, but I have to know why. Dr. Wolff has made me think that way.
- The course was simply incredible, and Dr. Wolff is correct in feeling it should be made mandatory in the Writing Arts program. I believe, as a writer, this course could make or break someone who dreams of being a well-known writer. Great Job Dr. Wolff!

The next time I teach the course I will be sure to continue what worked well and revise what was more problematic so students have an even better learning experience.

Instructor: Bill Wolff
Course: Writing, Research, and Technology
11 March, 2009
Number of Students Enrolled: 15

Observed by: Deb Martin
Section: 01301 4
Room: 2113 Education Hall
Number in Attendance: 15

Class started with Dr. Wolff showing a vlog titled, "Hair Cut," a student's response to a previous assignment that had garnered 580 viewings during the short time it had been posted to YouTube. The class discussed possible reasons for such high viewership in relation to other student-produced videos.

Professor Wolff announced the two topics for the class session: Creating an Oral History and requirements of the Institutional Review Board (IRB).

Dr. Wolff displayed information on oral histories from a website he created for the course. The site, linked from the course homepage, contained best practices for interviewing as well as key points from the last session. He used the resource to review key points – then added and elaborated on a few more bullet points using his own experiences with his oral history. In explaining the function of the site, Dr. Wolff stated, "I'll keep adding information as we continue so, look here to find answers to your questions. When it's finished, it will be something people can use as a resource." As the discussion continues, he answers each question thoroughly, once going to the board to draw a picture of a difficult concept.

The day's lesson, in part, is devoted to setting up the interview room. Building on his own experiences, Dr. Wolff illustrates key ideas by sharing an oral history interview he conducted with his mother. He candidly points out mistakes in his own set up and says, "These are common mistakes that you can avoid in your own videos now that you are aware." In response to the discussion, one student asks, "Do we have to clear the walls in the background?" Dr. Wolff resists the simple answer and instead offers a lesson in visual rhetoric that is accessible and immediate. He talks about the video he made with his grandfather and how the complicated and cluttered elements in the background reflected his grandfather's personality and character. They understood then that visual elements reflect the subject and should be a deliberate choice.

Dr. Wolff extends the discussion of setting up the interview room by examining the immediate spaces in the classroom and in the hallway. He segues into the planned activity. "Today we are going to practice interviewing skills - somebody is shaking his head." Students are squirming in their seats as they think about leaving their comfortable position as viewers to take on the more challenging position of producers and subjects. Dr. Wolff assures them, "That's okay...you will get a good idea how your narrators are feeling when you are filming them."

Next, Dr. Wolff demonstrates the new tripods then asks for a guinea pig. One student volunteers. Dr. Wolff asks the class, "Where should we set up?" Students look around the room and collectively determine the best spot based on what they have learned about setting up an interview. The volunteer takes her place and Dr. Wolff explains the thinking behind how he set up the camera and also troubleshoots potential problems. Students take turns looking through the camera.

When everything is set Dr. Wolff starts the interview. The volunteer begins talking and soon all the awkwardness of the situation disappears. The students, now gathered around the camera, are leaning in and listening hard. The interview continues for several minutes. Dr. Wolff stops and turns to the class. "What did you notice?" Students respond and add more questions as they anticipate their own practice session. Students are released to set up their tripods and cameras. Dr. Wolff reminds them that they have 15 minutes on this project and shouts out last minute reminders. "Interviewers read the sheet a few times and then put it away so you are not reading off the page." Students disperse into the halls to begin their interviews. Fifteen minutes later students come back to review their video interviews on computer screens.

Dr. Wolff brings the class together and explains that the teacher computer is freezing. "While we are waiting, let's talk about the IRB." Dr. Wolff conducts a question and answer session concerning key points of the IRB while simultaneously coaxing the computer back to life. "I want us to see at least one interview. I hope you can stay a few minutes past six." Dr. Wolff asks, "What are some of your observations based on your review of your video?" Students respond.

The computer is revived and the video finally begins. As the class reviews the interview Dr. Wolff prompts them through a range of questions, first critiquing camera angle, background, and other technical aspects. Then he directs students' attention to a more pointed critique of interviewing skills. Dr. Wolff replays several times a section of an interview where Victor asks Christina a Yes/No question. Dr. Wolff stops the video and asks viewers what they notice. He reinforces the response that it was an excellent time to ask the question, but explains that the question could have been worded differently to encourage elaboration. In another video, Dr. Wolff identifies an example where a student forced the question. "Look what happens when you read off the paper" and reinforces a teaching point, "Get to the idea slowly – let her talk. Finesse the interview, letting talk happen." When Dr. Wolff asks if anyone else would like to show an interview, several hands shoot up which suggests students found this fishbowl critique a valuable learning experience. As Dr. Wolff gets the next video ready, he keeps the class involved in thinking about other questions. "How did it feel to be interviewed?" he asks.

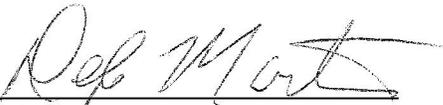
After a critique of several interviews, class ends at 6:10.

Dr. Wolff's lesson was well crafted; the activities were expertly sequenced, challenging, and appropriate to the course. His teaching points were reinforced with pertinent examples from his own experience with the tasks.

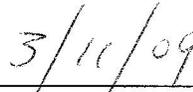
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But, what demonstrates his brilliance is the way Dr. Wolff integrates technology into the classroom. Effective use of technology happens when the technology seems routine and transparent. In this case, the students were focused on critiquing and producing oral histories; the cameras and computers were tools supporting the goal. Students were actively engaged as individuals and in groups throughout the lesson. They had multiple opportunities for interaction and feedback. Through the use of YouTube, students made connections to real-world audiences. Dr. Wolff's use and development of the oral history webpage as a dynamic space demonstrates an important understanding of writing in new media. This high level of proficiency takes skill and knowledge. It takes a great deal of professional dedication, patience, and risk-taking.

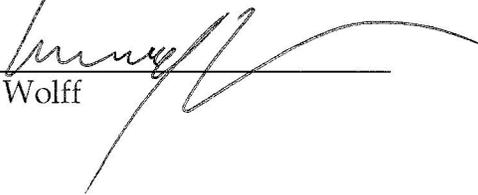
Beyond a well crafted lesson and an insightful understanding of teaching with technology, Dr. Wolff also demonstrates one other key component of successful teaching, an amazing rapport with students who resist technology as well as tech-savvy students who are eager to learn more. Working with students at both ends of the spectrum, I found Dr. Wolff to be encouraging and at the same time persistent, helpful as well as challenging.



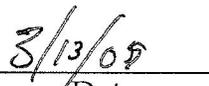
Deb Martin



Date



Bill Wolff



Date

RESPONSE TO TEACHING OBSERVATION: WRITING, RESEARCH, AND TECHNOLOGY, SPRING 2009

Dr. Martin observed my Writing, Research, and Technology section on a pivotal day in the course. After weeks of reading and talking about oral history theory students would soon be conducting their own interviews. This session was designed to be the first of several that helped students make the transition from theory to practice, from merely thinking about what it would be like to set up and conduct an interview in ways consistent with examples we had seen, but to do so in practice.

By the time of the class meeting students had already composed a 3 – 5 minute video on the topic “What does YouTube Mean to You?” Students conducted 3-question interviews with 25 – 30 random people to learn what YouTube means to them. The main goal of that assignment was to give students the time to get familiar with the Flip Video camera and learn the necessary software applications. This session was addressing the major assignment for the semester: a 12-week video oral history project. In this project students are composing video oral histories of individuals whose voices on important social issues might never have been recorded, preserved, and broadcast to a world eager to watch, listen, learn about what others think and do.

Oral history interviews are nothing like traditional interviews. The number of questions needs to be reduced (and many theorists suggest not having preset questions at all). The interviewer has to forgo agenda and allow the narrator the opportunity to talk about what they are interested in discussing, while at the same time steering the conversation toward the overall theme of the oral history project. This is incredibly difficult. It takes patience, practice, the ability to read silent cues, recognition of when to allow silence to happen, an understanding of the narrator’s often conflicting goals of sharing information but also self-consciousness of being on camera.

In order to more fully understand these challenges I have been going through the process of creating an oral history video. My subject is the aging of the population and the impact it has on the family. In the weeks prior to this class meeting I conducted hour-and-a-half video interviews of my mother and grandfather to learn about the impact that my grandmother’s decline into Alzheimer’s has had on the family. I have shown segments of these interviews to the class so we could see things that work and things that don’t work.

My goal for this class session was to try to coalesce much of what we had discussed into a moment when they would be setting up and then sitting down to conduct their interview. I am quite happy with the results of the session. The students eagerly engaged with each part of the activity: the set-up, the interviews, and the reflection after. I do wish we had more time to reflect on the interviews that students conducted and as a result I am planning on holding a similar session after Spring Break. The latter session will have the benefit of not needing the early instruction of how to set up an interview space or the ten minutes I spent talking about IRB. We can dedicate our time to the interview and, more importantly, reflecting on the interview.

Their engagement in this activity was not, however, a surprise. From the moment the students got their hands on the Flip Video Cameras they have been excited about the class. Indeed, this is the most excited I have been about a class in a very long time and I can’t wait to see their final oral history video compositions.

Instructor Observation

For

Dr. William Wolff

Faculty Observer: Erin Herberg
Course: Intro to Writing Arts
Observation Date: November 5, 2009

Observation

This was Dr. Wolff's first day with the Introduction to Writing Arts students, and he began the class by getting to know the students. First he had the students (and himself) play the name game to introduce themselves (the name game involves restating all the students names who have introduced themselves before you—a rather entertaining mental exercise that the students clearly enjoyed).

He then moved directly into the content of the course by recounting his first computer experiences and then asking the students to share theirs. Dr. Wolff interacted with each of the students as they shared their experience. He then led a class discussion on a chapter from Jill Walker-Rettberg's book *Blogging*, which the students had been assigned prior to class. The work provided introduction to what students would be doing in this module, creating a blog. The Walker-Rettberg article introduced blogs to students—the background and history, the genre of blogs, types of blogs, and how-to blog, as well as the theoretical ramification of blog writing.

The class then moved from theory to the application of the hands-on technical aspects of the module. Each student was provided with a laptop, and the class was broken into student blogging groups, which were organized by interests. The groups then began creating their blogs. The purpose of blogging was clearly to initiate students into this technological medium of collaborative writing and social meaning making.

Dr. Wolff carefully guided students through the process up setting up their blogs and emphasized the rhetorical awareness associated with each step of the process. Purpose, identity, and functionality were issues discussed to guide students on how to choose the visual/organization templates/themes for their blogs. As students worked to create their blogs and selected their themes, Dr. Wolff interacted with each of the groups and made helpful comments.

Once the blogs were set up, Dr. Wolff then explained the more advanced functions associated with blogs. These included settings, widgets, and tags, providing students with another layer of control with blogs. As with the issue of themes, Dr. Wolff explained the mechanical how-to points and how these tools represent technological literacy and allow us to present and organize information in innovative ways, particularly in the visual world of the internet and with awareness of how an audience reads online. For example, he explained that writers use tags to

help readers determine the subject matter of blogs and individual postings, allowing them to read more efficiently and effectively.

By the end of the class, Dr. Wolff had covered almost all the functionality issues of a blog while providing a theoretical foundation for using and understanding these functions. In covering this material, he made the technology accessible and understandable for the students and used humor and supportive comments to help guide the students.

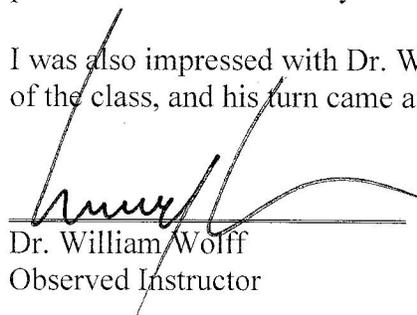
This class clearly focused not on creating blogs for the sake of creating a blog, but to use this technology to increase students' theoretical awareness of writing in such a medium. Once the blogs were created, Dr. Wolff explained what the students would be doing with them. They would be writing to engage with a real reading audience, which would include other students in their blog group as well a potential outside readers. Each student would be required to post three blogs a week to their group blog, with the topics to be related either to the professional theme of the blog or to their assigned class readings related to writing technologies.

Evaluation

Observing this class made it very clear to me that Dr. Wolff is very conversant with technologies and their theoretical underpinning and adept at making such knowledge accessible to students. The students appeared very comfortable with confronting what was undoubtedly for some of them, a completely new writing space. The students interacted very intently and well with each other and with Dr. Wolff, who exhibited both patience and a good sense of humor.

I was impressed with how thoughtfully this class was structured, not only in the organization of the activities and discussion and how they were presented, but how well it fit into the structure and goals of the Writing Technologies module. The class was well paced, and Dr. Wolff presented the material very clearly, which is often a challenge in a technology-based course.

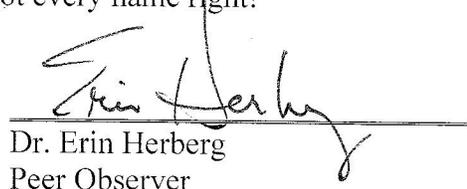
I was also impressed with Dr. Wolff's memory. He too played the name game at the beginning of the class, and his turn came after all other students. He got every name right!



Dr. William Wolff
Observed Instructor

11/9/09

Date



Dr. Erin Herberg
Peer Observer

RESPONSE TO TEACHING OBSERVATION: INTRODUCTION TO WRITING ARTS

Dr. Herberg came to my class on the first day of module, “Technologies and the Future of Writing,” which is one of three modules that make up Introduction to Writing Arts. Students in groups of 20 rotate through three modules. This was day one of module 3; students had already completed the modules, “Issues in Writing” with Dr. Courtney and “History and Materiality of Writing” with Dr. Tweedie. This is why, despite being the beginning of November, it was my first meeting with this group of students and I had to get to know their names. The modular set-up of Introduction to Writing Arts is one of its great benefits; students are introduced to a variety of material and as a result are more prepared when they enter the major. But, it also challenges students to learn a new faculty member three times over the course of a semester. This can be quite unsettling for students and as a result, on the first day I try to both break the ice and provide a great deal of enthusiasm for the material discussed and the technologies learned. In the past this had been an effective way of ingratiating students into the module and I was quite pleased that things went similarly well the day Dr. Herberg visited.

Another benefit of the modular structure is that students can come to the first meeting have already been given a reading and writing assignment on the last day of the prior module. As a result, instead of the first day being a day about the syllabus, it is dedicated to discussing the reading and other important activities. The goal of the first day of the module is to introduce students to blogging—something, despite what we might think about students in college today, the vast majority has not done in any form—and to get their blog groups set up. The blogs are where they compose most of their work over the course of the short four-week module, so getting them set up and running as soon as possible was important. I have found that breaking students into groups based on their professional aspirations is the most useful because it encourages students to blog about things relating to something that is important to them. And, because they see the blog as a professional writing space, it encourages students to blog about serious subjects in serious ways. Their blogs also then take on a real-world nature, something that is brought home when people outside of class and in their future field begin commenting on posts.

Helping to set up simultaneously 4 or 5 student group blogs in one session is an exercise in controlled chaos. It involves me moving from the front of the room (where I show the steps on the large screen) to each group where I look in on each student to see that they are in the right place, haven’t fallen behind, didn’t get too far ahead, and so on. It’s great fun; I seem to thrive on the activity of bouncing from one group to the next, interacting and joking with students, and making sure they aren’t getting overwhelmed. It is reassuring to read that through my controlled chaos I was able to “cover almost all the functionality issues of a blog while providing a theoretical foundation for using and understanding these functions. In covering this material, [I] made the technology accessible and understandable for the students and used humor and supportive comments to help guide the students.”

The Technologies and the Future of Writing module is quite enjoyable to teach and I look forward to doing so again one day.

Observation of Professor Bill Wolff
Course: Writing, Research and Technology, Spring 2010
Observer: Sanford Tweedie
Date of Observation: April 12, 2010

This section of Writing, Research and Technology is held in an Education Hall computer lab to give students full access to computers while they are in class. Even though this observation took place in week 12—or perhaps because of it—prior to class beginning some students were expressing their frustration with the technology. One student exclaimed to anyone willing to listen, “I hate computers. I really do. I hate computers.” Then she tried to entice her machine by talking to it. “Nice computer,” she soothed. When that didn’t work, she turned to the woman next to her and declared, “I have no idea how we’re going to get our video done!” To a casual observer, it might appear that the student has some justification in her frustration: making oral history videos for a writing class? But the more observant will see why Professor Wolff’s approach to Writing, Research, and Technology not only works, but is quite effective in teaching students about writing.

Class began with Professor Wolff showing the semester schedule on the overhead screen to remind students where the class had reached and where it was headed, sending around a sign-up sheet for individual conferences, previewing what would be covering that day, and reminding them about an assignment due that night. Here, we already see one of the advantages of this classroom dynamic. Since the work is completed electronically, due dates can be outside of class time. Thus, students do not show up exhausted after having overextended themselves to finish an assignment or do not show up at all if they have yet to complete it.

On this day, Professor Wolff explained, the class would be looking at the first 2-3 minutes of four oral histories, an assignment the class had already begun working on. These four videos, completed by students in previous semesters, would be examined in terms of five questions that Professor Wolff displayed on the overhead screen. These concerned how each used texts differently to set up the oral history, the rhetorical and emotional impact of the introduction, the biases they revealed, the effectiveness of each, and how students might take what they have seen and apply it to their own oral history introductions.

In discussing the questions, Professor Wolff noted that his use of “texts” in the first question obviously referred to more than just written texts. And, yet, if one looks at the questions asked, all of them could just as easily relate to written texts. In this way, Professor Wolff is defamiliarizing the familiar. This class is filled with junior and senior Writing Arts majors who are well into their major requirements and have had much experience with writing classes and theories relating to writing. This exercise—and indeed the whole course—gives students the opportunity to see how texts of different kinds function in similar and different manners. Thus, writing—that which they are familiar with—becomes defamiliarized—and seen through the lens of a different text-creating technology. And it was clear from the discussions that followed students were continually drawing these comparisons.

Professor Wolff showed the four sample video introductions, which the former students had posted on youtube, reviewed the questions again, and asked the class to divide into small groups to discuss the questions. They did so quickly and got on task right away.

While Wolff walked around the room, answering student questions, I eavesdropped on one group. As they addressed the questions and one took notes, all four participated, listening to one another and responding carefully and with consideration to what each had to say. Indeed, after initially agreeing that one introduction was the best, the group talked through each one and decided that they actually preferred a different one. They did so by reviewing the videos, stopping them at certain spots, commenting on what they saw.

Throughout this discussion, the students kept relating the videos to writing. Of one introduction, a student said, "It's just like how I read. The more I watched, the more I found myself wanting to change parts. And it's just like how I write. I wanted to pick at everything." Toward the end, this group asked questions about each other's videos, wondering what they were going to include and then, more importantly, asking why they chose to do such and such or offering advice on that choice. Further, pragmatic concerns arose about ethical issues in ways they often don't in other writing classes. Said one student about a music clip she hoped to use, "I don't think I can use it because it's copyrighted. I sent an email to the record company, but haven't heard." She then began to sing *I fought the law and the law won*, both lyrics from the song she hoped to use and also a comment on her experience trying to get the record company's permission to use them.

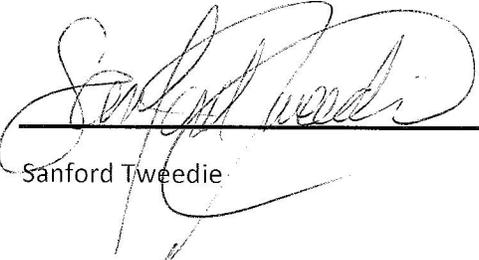
When the whole class began discussing the same questions, the discussion was lively. Of the fourteen students in class, twelve participated. Topics of the discussion included the ethos and pathos created by the introductions; the creator's credibility with the audience via the use of experts and statistics; the effectiveness of titles, pacing, narrative structure, and attention-grabbing techniques; the constraints of form; how shifts in the video are like paragraph breaks in writing; and the overall importance of introductions to audiences and how these particular introductions appeal to the public audiences viewing youtube. One student even pointed out that the introduction is "like a thesis statement" and must make clear to a viewer what the video is about. Another compared these videos to the five-paragraph essay, saying that when one is taught this form, the idea is to move from the broad triangle at top down to specifics. A brief discussion about the worthiness of the five-paragraph essay ensued.

Throughout this, Professor Wolff clarified, prodded, answered questions, asked new ones, made connections to writing and rhetoric, and kept the students involved.

At the end of class, Professor Wolff previewed what they would be doing the next class meeting and reminded students of what was due that evening. Afterwards, he worked one on one with students to address questions and practical concerns they were having with their creative processes.

In the meantime, at the back of the room, one student helped another with her own questions about the technology while also herself admitting the connection to writing: "I know how to write an essay. Do you know how many years that took to learn how to write an essay? This video. . . ." She paused, then continued, "This is one of hardest classes I've ever taken. I'm not a computer geek."

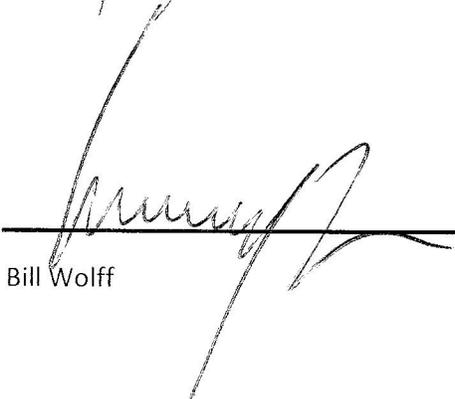
But writing always involves a technology. This student's statement—and the class overall—simply makes that clearer. And, it is important to note, the class discussion was never about the technology, only the comments before an afterwards. The class emphasis was not on teaching the technology but on learning the effects technologies, be they pencils, computers or Flip video cameras, have on the creation of text. By asking these students to step away from their comfort zone of writing for a moment, he was helping them to increase their understanding of what it means to be writers.



Sanford Tweedie

4/26/10

Date



Bill Wolff

4/26/10

Date

RESPONSE TO TEACHING OBSERVATION: WRITING, RESEARCH, TECHNOLOGY, SPRING 2010

I asked Dr. Tweedie to observe Writing, Research, and Technology on a day when I knew class would be engaged in small- and large-group discussions because my spring 2009 observation of the course took place on a more technology- and hands-on-focused day. Despite the heavy instructional technology load of my courses, the majority of the time in class is spent engaging texts through small and large group discussions. I thought it was important for me to get feedback on both modes of teaching for the course I teach most often.

I am particularly grateful that Dr. Tweedie wrote so much about the importance of asking students to reconsider traditional and familiar notions of text, composition, and how technologies impact the creation of both. Indeed, challenging students to defamiliarize writing (to borrow Dr. Tweedie's phrase) is a primary goal of the course and in class discussions we spend a great deal of time reconsidering the nature of text, composition, medium, and presentation. As a result, I approach the course just as I would any writing course; I apply the same composition pedagogy that I learned to apply in my practicum courses in graduate school and have honed over the many years since. The only change, as I see it, is that students are composing with different composition technologies. The pedagogical approach is the same. That is, the course is student centered; classes apply small and large group discussions equally throughout the semester; assignments are sequenced; students compose multiple drafts; students engage in peer response; and students' works become important texts for the class to consider. The pacing of the class meeting that Dr. Tweedie observed—brief introduction to the goals of the classing, small groups to work through the ideas of the day, large group to reflect on those ideas and their implications, summary, and reminder for next time—is one that had most likely become familiar to students by that time in the semester because it had been used to similar good effect in prior meetings.

It is also quite pleasing to read that Dr. Tweedie considers that my approach to “Writing, Research, and Technology not only works but is quite effective in teaching students about writing” and that by “asking these students to step away from their comfort zone of writing for a moment, [I am] helping them to increase their understanding of what it means to be writers.” The rhetorical and practical leaps that I ask students to take in my classes to reconsider what it means to write are quite complex, demanding, and challenging—and require a great deal of faith in me that I am not going to lead them down the wrong compositional path. Dr. Tweedie's compliments reinforce my understanding of what it means to be a writer in an increasingly screen-based society. They also provide me with the confidence to continue to work with students to think outside the box about texts, writing, and the technologies used to create both.

**Department of Writing Arts
Tenure and Recontracting Committee
Department Recommendation Form
September 27, 2010**

Candidate: William I. Wolff, Ph.D.

Teaching Effectiveness

Professor Wolff has been an active, innovative teacher both within his classes and throughout the Writing Arts curriculum. Teaching at both the undergraduate and graduate levels, Professor Wolff has taught 27 course sections, including 8 graduate courses in the Masters of Arts in Writing, 1 newly designed undergraduate course, 2 redesigned versions of an undergraduate course, 2 newly designed graduate courses, 2 re-designed graduate courses, and 1 newly designed independent study taught as a .5 credit overload. One of these undergraduate course redesigns—that of Writing, Research, and Technology—received Honorable Mention for the 2010 Junior Faculty Innovative Teaching Award.

Academic instruction

One of Professor Wolff's primary goals is to ask students to both use new media as part of their writing repertoire and to reflect on the role of this new media as we move from a print-based to a more screen-based culture. Wolff is not simply teaching students how to use technologies in his classroom, though it helps that the students are up to date on how technologies are being used outside academia; more importantly Wolff invokes the technology so that students confront and expand their understanding of texts they are creating and the technologies they are writing within. While this may cause students to work "outside their comfort zones," Professor Wolff believes this is "necessary . . . to become more engaged, conscious, creative, and effective writers."

As Table 2 in his application shows, this method has proven effective. Professor Wolff has maintained high means in his student evaluations, including a Teacher Mean for all courses of 4.61 and Grand Mean of 4.56.

The student comment make clear that, while many students do not see themselves as technologically inclined, the classes still engaged them. Representative of this are the students who say, "As much as I was uninterested in certain technological aspects of writing it is hard not to catch [Wolff's] contagious enthusiasm," and "I am not a huge 'technology' person but found it interesting." And while many find the workload heavy, none see it as excessive or irrelevant, busy work.

Moreover, students continually express how Wolff's courses push them beyond their knowledge base, such as the student who states "I thought I knew everything about

computers and the internet [sic]. I was very wrong.” Or this one on the most helpful aspect of the course: “Learning new technologies and programs that allow me to think in new and exciting ways. Broadening my idea of writing. Engaging in new communities of writing.”

Perhaps these two students best sum it up Wolff’s approach. The first is a bit more expansive; the second, more pithy:

- Prof. Wolff has the very difficult job of teaching students to explore new writing and communication technologies that are changing even as their [sic] taught. This in addition to the varying skill level and knowledge base of students coming in to the course. Wolff has the ability to teach a universally meaningful and important course. He is particularly impressive.
- Be prepared to work, think, and grow.

And when there are critiques, Professor Wolff shows he is alert to student concerns. Of Visual Rhetoric and Multimodal Composition, Wolff states, “I thoroughly agree with two criticisms in the comments: the discussion leaders did not work effectively and I needed to be more explicit with my expectations.” Such a stance demonstrates Wolff’s own stated objective to be continually reflective of his teaching.

The three classroom observations further support Wolff’s ability to perform well in different courses and using different pedagogical approaches.

Developing learning activities

For a faculty member such as Professor Wolff whose field of expertise revolves around new media, being current with these media is requisite. Professor Wolff produced a course website for almost every course he has taught since coming to Rowan. While this might seem worthy enough, Wolff has created and maintains other websites. Having started www.williamwolff.org as a static page, he then moved it to a blog and has since updated it to serve as an interactive, Web 2.0 showcase of not only his own work but that of his students. In sheer numbers, the site’s popularity is impressive: 77,698 unique visitors and 195,889 visits since August 2007. Professor Wolff has also created a blog called *Composing Spaces*, which he uses as a “model for students, to reflect on my teaching and research, and to post items of interest in writing, photography, visual rhetoric, [and] classification systems.”

In addition, Professor Wolff has created numerous on-line, classroom-related functions: tutorials for students on how to use technology, four YouTube channels for courses, three course wiki spaces using PB Works, one course Flickr page, three course social bookmarking groups using Diigo, eight Twapperkeeper archives of course-related tweets, and the first online Oral History Video Archive that stores student creations from all sections of Writing, Research and Technology that he teaches.

Professor Wolff also participated in the Programmatic Assessment for Portfolio Seminar in 2009, an important component in assessing, reviewing and revising the major.

Developing as a teacher

Here again, we see Professor Wolff using relevant new media to share ideas, reflect on his teaching, and network with others, especially those in new media, communications and digital humanities.

One of the main avenues for this has been Twitter, a medium sometimes maligned for its trivial postings. Wolff shows how purposeful this medium can be. With 985 people following his Twitter account, Wolff says, “Twitter has provided an unparalleled opportunity for me to expand and develop my professional, teaching, and scholarly community. We share syllabi, discuss assignments, think about pedagogy, point to important articles and blog posts, and support each other’s efforts to become better and more creative teachers and learners.”

This on-line community Professor Wolff is part of has led to other opportunities, as discussed elsewhere, but include his being featured in an October 2009 *eLearn Magazine* article, “How Tiny Camcorders are Changing Education”; his becoming technical editor of *Sams Teach Yourself HTML and CSS in 24 Hours*; and his being contracted to be technical editor for *Sams Teach Yourself HTML, CSS, and Javascript in 24 Hours*.

Student mentoring activities

As a member of the Writing Arts faculty, Professor Wolff is assigned 20-25 students to advise every semester. Proactively, he emails these students to let them know when he is available for course advising. He also has helped students to write more effective resumes, written many letters of recommendation, and served as a second reader on two M.A. theses. The last involves hourly meetings every other week to discuss thesis drafts and issues related to these.

In addition, Professor Wolff received a Non-Salary Financial Support Grant provided to fund two undergraduate research assistants in 2008-09. The study “was designed to catalogue the functions and writing spaces within Web 2.0 applications, investigate how those functions and writing spaces were implemented across Web 2.0 applications, and identify function and writing space relationships among Web 2.0 applications.” Such an activity is unique to our department. Not only did two students have the opportunity to receive financial support for their scholarly work, this led to two journal articles—one published and co-authored by the students, and one submitted to *Computers & Composition*, a top-tier journal in our field—and two conference presentations at premier conferences. Such symbiosis among teaching, research and scholarly activities, and such collaboration between faculty and students are to be commended and hoped for again.

Scholarship and Creative Activity

Professor Wolff's scholarship reflects the dynamism and diversity of contemporary new media/digital writing spaces. It engages in a critical scholarship that asks questions about how these new writing spaces cause us to reexamine concepts regarding how writers manifest themselves through writing, how texts are defined, valued, validated, and created. The fact that these writing spaces themselves redefine boundaries and limitations of traditional printed texts is also reflected in Professor Wolff's scholarly activities, which also cross boundaries from more traditional academic scholarship and the scholarship of teaching to creative works, and from academic journals and university press books to online publications. However throughout this diverse body of work, a foundational and scholarly theme, or perhaps more a meme, is clearly present. While focused on digital media, print and visual, the technology itself is not the issue, but rather the issue is the critical exploration of "identity and performance" in contemporary information media.

Professor Wolff has four published articles/chapters, two in major peer-reviewed journals and one in a smaller, but reputable, journal, and has co-authored a book chapter published by a university press. The article "A chimera of sorts: Rethinking education technology grant program, courseware innovation, and the language of educational change" appeared in *Computers and Education* in 2008. His 2009 article "Systems of classification and the cognitive properties of grant proposal formal documents" was nominated by the editor of *Technical Communication Quarterly* for the 2010 NCTE Best Reporting of Qualitative or Quantitative Research in Technical or Scientific Communication. His article "Rethinking Usability for Web 2.0 and beyond" appeared in 2009 in *Currents of Electronic Literacy, John Slatin Memorial Issue*. His co-authored book chapter "What exactly is a major? Creating a writing department's identity through an introductory course" was published in *What we are becoming: Developments in undergraduate writing majors* (2010, Utah State U.P.)

Professor Wolff's numerous presentations (8) at national and international conferences over the last five years (3 since his third-year review) are replete with his critical involvement with how individuals engage in digital writing spaces. One of his most recent presentations dealt with how "Web 2.0 transforms how users navigate and read the web" and with how that transformation "will alter literacy, teaching, writing, or reading" (2010 Computers and Writing Conference). Two other recent conference presentations (2010 Computers and Composition and 2010 Conference on College Composition Communication, both preeminent conferences for our field), along with Professor Wolff's creative works, focus on the multimodality of digital spaces and how such spaces challenge previous definitions of text, research, writing, and composition, while exploring the "relationships among alphabetic text, still images, video and sound."

Professor Wolff's online publications in the *Journal of Undergraduate Multimedia Projects* represent his involvement in the scholarship of teaching. The journal is a "pedagogical resource for teaching working with new media," a repository of quality

multimedia scholarship that offers critical perspective on teaching in this field.

Professor Wolff's current scholarly activity is also robust. At present, he has two articles submitted to *Computers and Composition*. His submission of "Interactivity and the invisible: Thoughts on writing in the age of Web 2.0" is under review. The other, "Toward the convergence of wireless technologies and learning space design: A history and proposal," has been accepted pending revisions.

Professor Wolff's plans for future scholarship are as diverse as his completed scholarship in that they involve traditional scholarly, online, and creative activities. In addition to maintaining his photo blog (Composing with Images), he currently has articles in progress, has an edited book collection at the proposal stage (Remixing / Remix as Scholarship), is planning a new article on the topic of Web 2.0 and composition, and is developing the concept and implementation of an online, open-access Web 2.0 reader

The work that Professor Wolff has produced since his last review and in his total five years at Rowan is significant and valuable. His work in process and his research agenda strongly support our belief that his scholarly work will continue in that vein.

Contributions to the University Community

Professor Wolff has served on ten departmental committees involved in curriculum development and program review of both the undergraduate major and the graduate program. He has contributed to projects that include completing a new student course evaluation instrument, instituting a system to sustain collection of online portfolios, and creating a five-year program by which Writing Arts majors can earn a Masters in Writing. He served on two successful search committees that reviewed nearly 200 applicants, interviewing 29 candidates by phone and taking part in 13 on-campus interviews to fill three new tenure-track positions. Taking a leadership role as Chair of the Writing Arts CGCE Grant Committee, he led the effort to draw up criteria, evaluate proposals, and disperse over \$25,000 of funds for ten faculty-driven projects to develop and enhance departmental goals. Most recently, he was a core member of the committee that greatly developed and more precisely articulated the department's criteria for tenure, recontracting, and promotion

Professor Wolff's contributions to the College of Communication and the University reflect his deep commitment to the role that new and emerging technologies play in fostering intellectual inquiry and learning. Among his many initiatives, he served on the College Technology Committee, which evaluated proposals, recommended acquisitions and upgrades, and created policy for shared resources. Additionally, he has Co-Chaired the Laptop Initiative Committee, conducted workshops with the Information Resources Training Center, explored the implementation of a campus wide electronic portfolio system, helped to develop the New Media Concentration, and contributed to a proposed

curriculum design for an MFA in Communication Arts. That Professor Wolff has so effectively integrated his service with his pedagogical goals and research agenda is especially commendable.

Contributions to the Wider and Professional Community

Professor Wolff has contributed to his profession as an editorial board member and a reviewer for a variety of journals and conferences, as a board member of the International Association of Online Communicators, a member of the editorial board of *The Journal of Undergraduate Multimedia Projects*, an alumni representative of the Thomas J. Watson Fellowship Committee at Union College, where he evaluated fellowship proposals and prepared students for a national competition, and as an active member of five professional organizations. In service to the broader education community, he has conducted and has plans to conduct workshops in educational technology for teachers on both the primary and secondary levels.

Recommendation

Professor Wolff's record of achievement during his probationary period has been admirable. His performance in the classroom, and with students beyond it, is impressive. Among many contributions to the department, his curricular initiatives are of particular importance, helping to transition the way writing is perceived (and conceived) in the digital age. His many publications, both print and online, as well as the various web sites he has established for professional, student, and lay use reflect this. His creative efforts, ranging from playwriting to photography, an activity linked to his rhetorical work in visual media, suggest the breadth of his interests. We are fortunate to have Professor Wolff as a member of the Department and urge without reservation that he be granted tenure.

Vote

7 Recontract

0 Do Not Recontract

0 Abstain

9/27/10 Date

Martin Itzkowitz Martin Itzkowitz,
Chair, Writing Arts Tenure and Recontracting Committee, 2010- 2011

Ronald Block Ronald Block, Writing Arts

Julia Chang Julia Chang, Writing Arts

Aiguo Han Aiguo Han, Writing Arts

Erin Herberg Erin Herberg, Writing Arts

Jeffrey Maxson Jeffrey Maxson, Writing Arts

Sanford Tweedie Sanford Tweedie, Writing Arts

[Signature] Candidate's Signature

Candidate's Comments (if any):

**Department of Writing Arts
Tenure and Recontracting Committee
Department Recommendation Form
April 9, 2009**

The Department of Writing Arts Tenure and Recontracting Committee has reviewed the materials submitted by Dr. William Wolff, a candidate in his third year of service seeking recontracting. As an important member of our department who brings necessary expertise, we are eager to support his application and to recommend him for recontracting.

Teaching Effectiveness

Dr. Wolff has proven himself a valuable and respected teacher within our department and has greatly contributed to advancing our students' understanding of writing and composition theories through the use of New Media. The students' responses have been positive and enthusiastic, as his student evaluations show, with consistent evaluation scores of 4.4 and above.

The evidence of his resourcefulness and ongoing development as a teacher lies in the number of new courses he has developed, his ongoing revision of existing courses, and his positive responses to student concerns. In the summer of 2008 he designed and taught two new Special Topics graduate courses, Creative Hypertext and Web Design, and in the fall conducted a graduate independent study on New Media. It is apparent that as he states, his courses are "theory driven and pragmatic" with students' work becoming the "essential course texts used to inform class discussion and individual reflection." And while his classes clearly engage students in New Media, his focus is not on the technology itself, but, as he states, is geared to the theoretical goals of his courses. His classes clearly challenge and engage students as their comments indicate:

"The professor made me think and opened my world in writing to new experiences with writing spaces."

"I tried and experienced different aspects of writing and made me think further about technology."

Dr. Wolff shows dedication to student learning, not only in ensuring that students will be prepared to face the information technology challenges typical of their future careers and other endeavors, but also in the providing extensive support for his students' learning. This support comes from being accessible to students in person

and online. Additionally, he is clearly a reflective teacher who values student needs and responses and sees these as his own learning opportunities.

Advising

Dr. Wolff has advised over 40 students in course selection and mentoring and is serving as a second reader for a graduate theses. He will soon be serving as advisor for the Digital Entertainment Creation Club.

Development of Learning Activities

Dr. Wolff's commitment to developing learning activities for students is very apparent in his online presence and the tools he is constantly creating to assist student learning. He maintains his own blog for his students and since arriving at Rowan has created over 112 course-related web pages. He has created numerous online tutorials to assist students with new technology, such as 1) how to set up and use Diigo, 2) how to take and embed screen shots, and 3) how to capture and convert video files. Providing such support is an ongoing task as these technologies are updated continuously. For his current Writing, Research and Technology course he has created a channel on YouTube that serves as a video hub for the class. He has created and maintains a wiki-based website for Sophomore Engineering clinic, a site that encompasses all sections and their instructors.

Development as a Teacher

Dr. Wolff's commitment to developing as a teacher continues to be seen in his involvement in team teaching, both in Sophomore Engineering clinic and Introduction to Writing Arts. Additionally his commitment to student learning experience requires that he remain current in his course topics, an ongoing task in the quickly changing world of information technologies.

Research and Creative Activity

Dr. Wolff's research agenda has expanded since coming to Rowan to encompass a new area—Web 2.0 and literacy—in addition to his dissertation work on innovation on classification systems. Since his last review, one article has been published, a second has been accepted and a third has been accepted pending revision, all in leading journals in the field.

Significantly, a fourth article—forthcoming in a peer-reviewed electronic journal—was co-authored with two undergraduate students. Such collaborations with students are recognized in the most recent Strategic Plan as a major goal for University units, likewise enhancing the status of the Department and College.

Dr. Wolff has also been the recipient of two Rowan grants, one for his work on Web 2.0 usability (from which the above co-authored article arose) and one for enhancing visual literacy through using Flip cameras in a section of Writing, Research and Technology. In addition, over the year under review, Dr. Wolff has made four presentations at national and international conferences, a significant number especially considering that College funding supported only one of these.

As further evidence of his skills in visual literacy, Dr. Wolff's photographs have been accepted into two exhibitions, one of photos from Holga cameras (an inexpensive Hong Kong camera of the 1980s), the other with a New Jersey theme and for which Dr. Wolff's Holga and cell phone photos were selected.

In sum, these diverse achievements demonstrate Dr. Wolff's active, successful research and creative efforts, which clearly exceed departmental expectations.

Contributions to the Department and University

Dr. Wolff is a member of six committees at the Department level, including the Hiring Committee, one with a particularly heavy workload this year with searches for three ongoing lines. At the College and University level, Dr. Wolff has participated actively as a member of five committees and in disseminating information on technology use among his colleagues.

Fulfillment of Professional Responsibilities

Dr. Wolff serves on two professional boards or committees, serves as a reviewer for four journals or conferences, and holds membership in five professional organizations. In addition, he is becoming increasingly seen as a resource in his field, as his online work is used by others and he has been invited to support the efforts of others.

Recommendation

The Department Committee commends Dr. Wolff for his professional performance; he is a highly valued member of our department. We recommend him for recontracting without reservation.

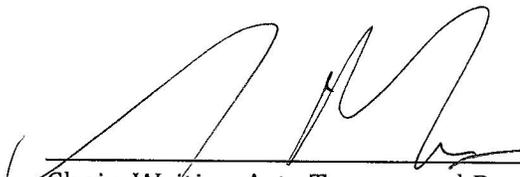
Vote

5 Recontract

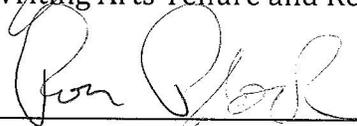
0 Do Not Recontract

0 Abstain

4-9-09 Date



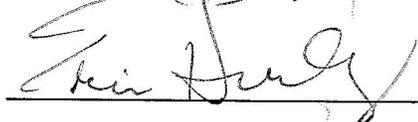
Jeffrey Maxson,
Chair, Writing Arts Tenure and Recontracting Committee, 2008- 2009



Ron Block, Writing Arts



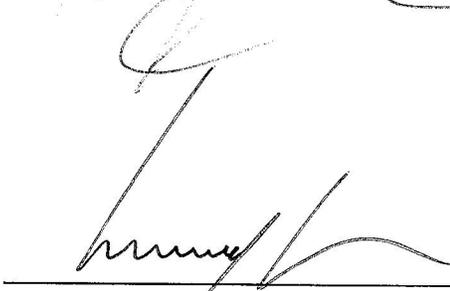
Aiguo Han, Writing Arts



Erin Herberg, Writing Arts



Sandy Tweedie, Writing Arts



Candidate's Signature

Candidate's Comments:



April 29, 2009

Dr. Lorin B. Arnold
Interim Dean, College of Communication

Dear Dean Arnold:

The University Senate Tenure and Recontracting Committee has reviewed all material submitted by the following candidate and recommends *fifth year* recontracting for:

William I. Wolff

Department of Writing Arts

Dr. Wolff has established himself as an outstanding teacher dedicated to his students and his profession. Dr. Wolff's peer evaluations are consistently positive while his student evaluations repeatedly describe him as great teacher. He functions as an evangelist for his discipline and encourages his students to approach writing with passion and vigor, since those emotions will draw audiences. Dr. Wolff's file exhibits a persistent devotion towards his discipline and he takes remarkable care in creating a true learning community. Student comments reflect that each class is a new experience with new material. His self-appraisal is both reflective and clear. A peer evaluation confirms the "brilliance" in his mechanics of technology integration in the classroom and cites how he explained each step of the process. This committee noted a few student responses regarding his delayed feedback concerning the learning record, specifically when only three weeks of the semester remained. We assume he is cognizant of those comments and will work toward allowing more time for student feedback, in the future.

Dr. Wolff's scholarly activity notes new media, web design, and technical writing as his areas of expertise. He provides a detailed explanation of his scholarship having evolved from his dissertation. He has several national and international paper presentations. His creative interests are evolving toward visual rhetoric and he had juried photography exhibits here in NJ and in Utah. He cites 1 solo publication in 2008, 1 forthcoming article, and book chapter, and 2 more articles have been accepted for publication. Two grants have been funded totaling approximate \$7000. His department committee confirms that his research agenda has expanded and notes the growth of Web 2.0 and literacy as a new area for him. This committee encourages Dr. Wolff to continue producing scholarly and creative activity at a similar pace in the future.

Dr. Wolff's contributions to the department and school continue to expand. In his department, he served on several committees, including a hiring committee. At the college and university level, he served on five committees. These tasks were accomplished in addition to his advising 40 students and mentoring graduate theses. In

addition, Dr. Wolff serves on two professional boards, serves as a reviewer for journals in his discipline, and holds the appropriate professional memberships.

Overall, Dr. Wolff has demonstrated a strong record of achievement and this committee is confident that he will continue to develop and excel in all areas. Thus, the All-University Tenure and Recontracting Committee enthusiastically recommends Dr. Wolff for recontracting for his *fifth* year.

Votes submitted by the committee:

6 Affirmatives
0 Negatives
0 Abstentions

Sincerely,

Dr. Natalie Reaves

Dr. Natalie Reaves, Chairperson
All-University Tenure and Recontracting Committee

Candidate's Signature

[Handwritten Signature]

Date

5/6/09

C: Jeff Maxson

College of Communication
Rowan University
Glassboro, NJ 08028
(856) 256 - 4290

MEMORANDUM

Date: May 18, 2009

To: Dr. Jeff Maxson, Chair – Writing Arts
Dr. Ali Houshmand - Provost

From: Lorin Basden Arnold, Interim Dean *LBA*
College of Communication

Re: William Wolff's Recontracting Review

I have reviewed William Wolff's third year file, along with the departmental and senate committee evaluations. Based upon these documents, it is clear to me that Dr. Wolff has appropriately fulfilled the responsibilities for his first three years as a tenure-track faculty member at Rowan University.

Dr. Wolff's teaching philosophy indicates his commitment to interweaving theoretical and practical experiences and knowledge in his courses. Though his classes often have a large technology component, he argues that the use of technology is never enacted as an end in itself, but always as a means to a larger pedagogical objective. His document indicates that he is meeting his goals in that regard. In student evaluations, Dr. Wolff is praised for his knowledge, fairness, respect, and enthusiasm. His average evaluations are over 4.5 on a 5.0 scale, indicating excellence in teaching. While students do express some concerns about work load and the speed at which the courses proceed, these are very common complaints in challenging classes and Dr. Wolff does a nice job of discussing student comments and indicating the methods he uses to attempt to assuage their concerns. Dr. Deb Martin's colleague evaluation states that the day's "lesson was well crafted; the activities were expertly sequenced, challenging, and appropriate to the course." She also commends him on his integration of technology, praising his "brilliance" in that domain. These comments indicate the high regard with which his peers hold his instructional skills. In all, the excellence with which Dr. Wolff manages his classes might be best characterized with a quote from one of his students, "Dr. Wolff is intense! His reading selections and assignments are thought-provoking and promote discovery and discussion! Sign me up again!"

In addition to a strong teaching record, third-year faculty members are expected to have developed a clear agenda of scholarly/creative work and to have begun making significant contributions to the larger field of study. In Dr. Wolff's case, it is clear that this goal has been met. In the brief period since his last review, he has published one journal article and has three additional accepted articles in process of publication. He has also presented five competitive papers at conferences, and obtained two grants from Rowan for his work in technology and communication. As Dr. Wolff proceeds in his track toward tenure, I encourage him to continue this scholarly production and his efforts to bring his knowledge and understanding to the larger community through presentation at hallmark organizations and publication in regional and national journals.

Dr. Wolff's record of service at Rowan is strong. At the departmental level, he has served on two hiring committees for tenure track positions, been a part of four committees devoted to curricular issues in the program, and served on additional committees for the program. At the university level, he has been a part of the Campus Master Plan Committee and co-chair of the Lanton Initiative taskforce, as well as participating in other groups and activities. In terms of service to the larger scholarly community, Dr. Wolff has served as a reviewer for three journals, as well as for conferences in the field. He belongs to five professional organizations appropriate to his interests. I commend Dr. Wolff for his service activities to this point and have every expectation that he will continue these efforts to tenure.

Dr. Wolff's document also indicates that he has a clear set of goals for his own development. In terms of his teaching, even with the impressive range of courses he has taught thus far, he would like to add courses to his repertoire and is also making plans to address student concerns in current courses. With regard to scholarship, Dr. Wolff plans to maintain his research agenda and has already begun a project in collaboration with Dr. Christa Teston, a new member of the Rowan faculty. For his service, Dr. Wolff plans to continue his current level of work and will also be submitting course proposals related to his area of expertise. These are all reasonable and appropriate goals.

Based on the evidence of past accomplishment presented in this document, and the clear goals he elucidates for the future, I find Dr. Wolff's file to be in accordance with the expectations of his department, the college, and the university. With continued efforts in the current vein, and the accomplishment of the goals he has set for himself, I feel confident that Dr. Wolff will proceed to tenure successfully.



TO: William Wolff
Writing Arts Department

FROM: Robert A. Zazzali *RZ* Associate Provost for Faculty Affairs

DATE: June 3, 2009

SUBJECT: Recontracting Recommendation

On behalf of President Farish, and upon the recommendations of Provost Houshmand, Dean Arnold and your colleagues, this is to inform you that President Farish will be recommending you for recontracting to a fifth year contract for academic year 2010-2011.

For your information, the Board of Trustees will act on all recontracting recommendations at their meeting on Wednesday, June 10, 2009. The meeting will be held at the Rowan University Camden Campus and the public portion will begin at approximately 4 p.m.

c: A. Houshmand
L. Arnold
J. Maxson
N. Reaves

Summary of Student Evaluations

Course: Sophomore Clinic

Date: 12/03/07

Instructor: Wolff (Courtney)

Enrollment: 15

Students present: 15

Compiled by: Kathy Grady



Responsive		2	13	4.87
Fair		2	13	4.87
Enthusiastic		6	9	4.60
Makes you think	1	9	5	4.27
Classes productive	3	7	5	4.13
Knowledgeable		3	12	4.80
Comments help		6	9	4.60
Assignments help	2	10	3	4.07
Teacher rating		7	8	4.53
Course rating	4	8	3	3.93
			Teacher mean	4.53
			Grand mean	4.47

ALL STUDENT COMMENTS INCLUDED

1. **Is the teacher responsive to the students' needs, questions, and ideas?**
Offers chance to ask questions about all assignments.
2. Does the teacher treat students with fairness and respect?
3. Is the teacher enthusiastic about the subject?
4. Does the teacher make you think?
Many readings early in the semester.
Often puts forward interesting concepts and uses effective reading material conducive to thinking.
5. **Are the teacher's classes productive?**
Some class sessions I didn't see a point to.
6. **Is the teacher's knowledge of the subject matter thorough?**
7. **Do the instructor's comments and suggestions help you improve your work?**
All suggestions and comments followed have led to marked improvement on many assignments.
8. Are the assignments in the course helpful learning activities?
The reports and comments on them were helpful. The reading responses didn't seem especially helpful for learning anything related to the course.
Petrovski's papers. Scan cams and paper clips, good idea but too much reading.
9. Considering everything, how would you rate this teacher?
10. Considering everything, how would you rate this course?
11. What was the most helpful aspect of this course?

- Comments on written reports.
- The most helpful aspect of this course is its relationship to real world application. I know now that when I am assigned something in the workplace, I will have had experience writing such assignments in class.
- This course helps us in the understanding of when to write a white paper and other engineering documents.
- The instruction I got on engineering writing I believe helped me out. When we peer edited each other's papers and when the teacher handed back rough drafts.
- All the rough drafts that we did.
- That every written part I would receive helpful feedback from the professor.
- Learning the engineering writing style.
- Feedback on writing assignments.
- Writing the resume and going over how to write technical reports.
- Dr. Wolff's comments on our writings really make you explain everything in a clear manner. Helps students understand the material they are trying to present.
- I made a resume and had it reviewed.
- Peer interactions and peer paper editing as well as class discussions on course material.
- Learning different writing techniques used in engineering.
- Getting to write the academic white paper and resume on top of the design reports.

12. What changes or improvements would you make in this course?

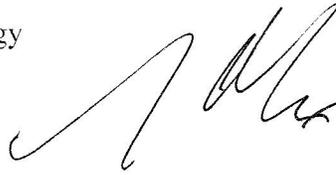
- Make the reading assignment more directly related to our projects.
- I liked this course overall. My main grievances are with the lab portion of sophomore clinic.
- More depth on each paper / report.
- I only think we need to be allotted more time to write our final crane report.
- None really. I like it the way it is.
- Getting more engineering topics to make a class discussion.
- None that I can think of.
- None
- Made reading assignments more interesting and more about today's engineering problems.
- More peer evaluated and reviewed assignments.
- More time for final report.
- I would add a few more readings later on in the semester.

13. If you were asked to evaluate this instructor and this course for other students, how would you do so in 50 words or less?

- Dr. Wolff is an enthusiastic teacher who does his best to make the course interesting and still cover the material. However, it's still a comp class so it's not exactly exciting.
- He is a good guy who can be fun but also takes his job seriously which makes class worth going to.
- The teacher is very helpful when a student has a need and goes over the material in great detail. The class teaches the basic writing styles and actual reports you as an engineer will be performing in the field.

- I think he is a very good teacher, knows his stuff, and the course is organized nicely. The only thing is that it is very rushed. He gives good help in writing the papers, and his handwriting is hard to read.
- The course is a requirement so you don't have much of a choice there but Dr. Wolff is probably the best professor to take.
- Do you work and you will do fine.
- This class helps with developing group working skills and helps create the ability to think like engineers.
- Good instructor tries to incorporate engineering articles and topics into writing and reading.
- Semester project is fun and Professor Wolff is very helpful.
- Dr. Wolff is one of the better professors I have had here at Rowan. He enjoys the class and makes it enjoyable. You learn how to be a better writer and he is always there for help.
- Was very enthusiastic about the engineering aspect of the writing course. It gives positive feedback and is always open to answering questions by email.
- Very useful course, great instructor, very responsive and helpful.
- Generally a very good teacher. Uses effective teaching techniques that present the course clearly and easy to understand. Is also very responsive to students' questions and ideas.
- This course is incredibly helpful in improving engineering writing skills and Dr. Wolff does a very good job ensuring that everything to be learned in this course is.

Professor: Bill Wolff 
 Course: Writing/Research/Technology
 Date: 5/01/08
 Administered by: Diane Penrod
 Enrollment: 13



Summary of Student Evaluations

Responsive			1	1	9	4.73
Fair				0	11	5.00
Enthusiastic				0	11	5.00
Makes you think			0	0	10	5.00
Classes productive	0		1	0	10	4.82
Knowledgeable				0	11	5.00
Comments						
help	0	0	2	0	9	4.64
Assignments						
help	0		2	2	6	4.40
Teacher rating		0	2	2	7	4.45
Course rating		0	3	5	2	3.90
					Teacher mean	4.78
					Grand mean	4.69

ALL STUDENT COMMENTS INCLUDED

1. Is the teacher responsive to the students' needs, questions, and ideas?

He does meet with students to discuss things.

He helped me individually with the three essays I needed help with.

Always there to help.

Was always happy to meet with me if I had questions.

He is available to answer questions.

Quick with email and keeps us updated on webct. If we have questions, they are answered in class.

Yes! He is so easy to get a hold of when I have a question. He is very informative in his responses.

2. Does the teacher treat students with fairness and respect?

He has always shown the utmost respect towards me, and everyone I've seen.

Treats us as equal adults.

He is very fair and respectful. Whenever I have a problem with a comment he will sit and go through the whole paper line by line.

3. Is the teacher enthusiastic about the subject?

He is very knowledgeable and enthusiastic about the subject.

He really enjoys what he teaches and it shows.

Very

Extremely

Yes, and knowledgeable.

He loves technology!

4. Does the teacher make you think?

I have thought a lot throughout the year about difficult topics.

Professor: Bill Wolff
Course: Writing/Research/Technology
Date: 5/01/08
Administered by: Diane Penrod

- Every class he presents something new.
 - That's all we do.
 - The texts are extremely high level.
 - Poses many questions for discussion.
 - He makes us think a lot about multiple topics. He doesn't let you give easy answers, he wants you to think more in depth for a better responses.
5. **Are the teacher's classes productive?**
- We have learned a lot of information over the past 14 weeks.
 - While not always physically, definitely mentally.
 - We stay busy doing different things each class.
 - It's very productive but it seems like some stuff we learn is useless.
 - I always come away feeling more knowledgeable in the subject area.
 - Uses each minute productively.
 - We are ALWAYS here till 9:00. We never get to leave early because he wants to give you as much info as he can.
6. **Is the teacher's knowledge of the subject matter thorough?**
- Very
 - Very
 - He has read and accessed the texts and readings many times.
 - He knows sooo much. He is an encyclopedia. I learned how to use some really complex coding for websites because of him.
7. **Do the instructor's comments and suggestions help you improve your work?**
- Very much, his help with my essays have helped me in this class as well as others.
 - When explained correctly, yes.
 - Feedback not given in a timely enough manner to be very helpful. Very little knowledge of how we were doing until way after mid-term.
 - He is always trying to give us comments to improve.
 - He writes volumes on papers to help me improve.
 - When papers are submitted in advance, he gives ideas for improvement. However, when final paper is handed back he points out things that were not pointed out in beginning.
 - After my 2nd. Essay wasn't a huge success, he sat down with my paper and showed me where my writing was struggling. It helped A LOT for my 3rd. essay.
8. **Are the assignments in the course helpful learning activities?**
- This class has helped me in every other class I've had this semester.
 - I learned a lot about what I read.
 - All work leads to discussion.
 - Very dense material. Hard to understand.
 - I learned how to make websites, which I used in another class.
9. **Considering everything, how would you rate this teacher?**

Professor: Bill Wolff
Course: Writing/Research/Technology
Date: 5/01/08
Administered by: Diane Penrod

- Some of the work is rather difficult, not what I expected the course to be like.
 - Very helpful and easy to ask questions.
 - His knowledge and enthusiasm=great professor.
 - Caring, knowledgeable, enthusiastic about material.
 - He is great! I would take him for any course.
10. **Considering everything, how would you rate this course?**
- It's a great course but it shouldn't be a requirement because it doesn't seem like it applies to my future.
 - I've learned a lot in this semester.
 - I thought the course had some interesting things in it.
 - It's a challenge but helpful.
 - A lot of work. More than anticipated/expected. Hard to tell what grade you will get until very end. Only learning record is graded, not extensive coursework.
 - Some of the material was sad, but the course itself was great.
11. **What was the most helpful aspect of this course?**
- Using webct.
 - The professor and the supplications/tools he made available to us.
 - I think that though the text was dense and difficult to wade through, Dr. Wolff integrated them well by bringing in both real life examples and innovative technologies.
 - The professor's thorough revisions of any work helped me grow as a writer.
 - Learning about different types of technology.
 - The professor really is passionate about the subject matter and the discussion of ideas is fluid and educational.
 - Comments on papers.
 - The online assignments were easy to access. Did not need to print. Took place in computer lab.
 - Learning new technology, learning new things to do with technology.
12. **What changes or improvements would you make in this course?**
- Not so intense (it is an undergrad course).
 - Less difficult.
 - More input on what we get to write (content). Add even more great/interesting formats. Eliminate learning record.
 - I think the learning record is a novel idea, but I know I personally felt less confident about myself because I didn't understand the learning record until late in the semester. Also, I felt more stress because I felt unsure about how I was doing in the class.
 - Mixing up deadlines is confusing! Often he would give us one due date in class and a different one would be posted on website. On 2 separate occasions I rushed to beat the deadline only to find the assignment wasn't due yet.

Professor: Bill Wolff
Course: Writing/Research/Technology
Date: 5/01/08
Administered by: Diane Penrod

- The only thing I had a problem with is handing assignments in on their due dates. It was a one day a week course therefore some assignments were due Monday at 12 instead of when we meet for class Wed. at 6:30.
 - More stuff on web page building.
 - I would include more check-ups on the learning record; it's easy to fall behind.
 - I'm not read big on blog postings on WebCT.
 - Less horrific material that is easier to absorb. More grades on assignments. A more lenient attendance policy. Difficult to only miss 1 class due to unexpected circumstances.
 - Nada, None, Zero.
13. **If you were asked to evaluate this instructor and this course for other students, how would you do so in 50 words or less?**
- Teacher is very helpful and knows a lot but it is also hard and not very useful.
 - I would say that Dr. Wolff makes you think about topics you would not otherwise think about. However, the workload is a bit much on top of other class workloads.
 - He loves computers and technology. He knows a lot about both. The class is not easy. He is a fair but hard grader. Be prepared for the Learning Record.
 - I think Dr. Wolff is an excellent professor. There is no doubt that he enjoys what he does and that he truly wants to educate everyone. He takes a very liberal and out of the box approach which is refreshing.
 - Expect to be treated like a graduate student. It's a good course geared toward intellectuals, expectations are high! Don't look for any fast feedback. Be prepared to wait!
 - This course was difficult for me because of the content but Dr. Wolff helps you understand the materials and present it in a way that makes it easily understandable.
 - It is a challenging but fun course. You will definitely do work in the class.
 - He is smart, fun, and tough. The course load is a lot, at times it feels like a graduate class, but in a good way. It is very rewarding! I wholly endorse this professor.
 - Take Prof. Wolff if you care to be challenged and learn.
 - The course was difficult. Almost impossible to get an A. The professor gives a lot of work but also helps by responding well to questions. Good with email, WebCT, and other technologies. He offers assistance to each student when needed. Encourages us to see him during office hours. Very difficult class!! Some material is hard to get through.
 - Take this course with this professor, he's great and the information is not boring.

Professor: Bill Wolff 
 Course: Writing/Research/Technology
 Date: 12/08
 Administered by: Deb Martin
 Enrollment: 18



Summary of Student Evaluations

Responsive	0	1	1	13	4.80
Fair		0	0	15	5.00
Enthusiastic	0	0	0	15	5.00
Makes you think	0	1	3	11	4.67
Classes productive	0	3	3	9	4.40
Knowledgeable		0	0	15	5.00
Comments help	0	1	5	9	4.53
Assignments help	0	3	5	6	4.00
Teacher rating	0	2	4	9	4.47
Course rating	6	2	6	1	3.13
				Teacher mean	4.64
				Grand mean	4.49

ALL STUDENT COMMENTS INCLUDED

1. **Is the teacher responsive to the students' needs, questions, and ideas?**
 - Dr. Wolff was very good about responding to emails that I sent.
2. **Does the teacher treat students with fairness and respect?**
 - Very respectful and understanding.
3. **Is the teacher enthusiastic about the subject?**
 - Dr. Wolff is always showing us something new in each class.
 - Enjoys his job and it shows.
4. **Does the teacher make you think?**
 - He doesn't just give the answer to a question away.
 - More than any other class.
5. **Are the teacher's classes productive?**
 - We were allowed to work on projects during class time.
 - We do a lot of work, but not a lot of writing or researching.
6. **Is the teacher's knowledge of the subject matter thorough?**
 - Too thorough! He loses me sometimes.
 - The professor was very knowledgeable about web design.

- Very knowledgeable person and it shows.
7. **Do the instructor's comments and suggestions help you improve your work?**
 - However, they are not traditional.
 - They are helpful with web design, but not with writing or research.
 - Will not use a lot of the things as a teacher.
 - One or two small assignments.
 - This course dealt heavily with HTML and utilizing portfolio online; tools that we could use for future employment processes.
 8. **Are the assignments in the course helpful learning activities?**
 - This class has helped me in every other class I've had this semester.
 - One or two small assignments.
 - This course dealt heavily with HTML and utilizing portfolio online; tools that we could use for future employment processes.
 - They are helpful with web design, but not with writing or research.
 - However, they are not traditional.
 - Will not use a lot of the things as a teacher.
 9. **Considering everything, how would you rate this teacher?**
 - Very knowledgeable but way too high of expectations.
 10. **Considering everything, how would you rate this course?**
 - Hard, but extremely interesting.
 - For writing arts I do not find this class necessary or appropriate. It's a good course just not for my major.
 - Even though the teacher is very good, the work is difficult.
 - I think it is a good course, but should not be a writing, resource and technology class. It was completely technology driven with little focus elsewhere.
 - I learned a lot, but the course work was way too advanced for future elementary ed. teachers.
 11. **What was the most helpful aspect of this course?**
 - The in-class time we spent working on projects.
 - Learning Photoshop and how to create a personal web page.
 - The most helpful was learning how to design and build websites.
 - Learning how to make websites. I now have my own professional website that can be used in the future.
 - Probably the web-design projects. Even though it wasn't technically a web-design class. I feel I got a good grounding in the basics and some extras, definitely enough to be able to market as a job skill.
 - Becoming more familiar with computer usage.
 - The teacher going over things with us individually.
 - I learned how to code web pages, not that I will ever need it to be an elementary teacher.
 - Learning about making web pages and coding.
 - I learned how to make a webpage.
 - The css bookmarking list will help me in the future professionally. I'm sure the web design information will be helpful in the future as well.

- I can see what would be helpful in the course. The learning of HTML and the putting together of a website.
- Prof. Wolff's willingness to give us time inside and outside of class to work on assignments.
- Our personal webpages.

12. What changes or improvements would you make in this course?

- Do not offer once a week. This is a very intense class, and needs to be at least twice a week.
- A little less work, maybe no group project or less requirements. It was too much for the end of the semester.
- Less reading and less Photoshop lessons.
- Too many very involved assignments.
- In some ways it's a bad class to have just once a week. It would have been easier to keep up on the work if it was a twice a week class.
- More step-by-step processes need to be conducted with the class.
- I think less things should be done using the computer.
- I would gear it more towards writing and researching since that's what it's called!
- Less focus on technology and more on writing and research.
- Instead of 4 web pages, 1 or 2 at most would be sufficient.
- Spend more time on Adobe Photoshop. It is very cumbersome to use and doing lessons out of the book did not help me when I needed to use it for projects.
- I think that in order to get into the class you should take an intro to HTML class.
- I would focus more on the personal site, and less on the group site, except for learning about usability (I wouldn't require coding of it.)
- More lessons that we would use in our profession.

13. If you were asked to evaluate this instructor and this course for other students, how would you do so in 50 words or less?

- This is an intense class that requires a lot of focus and energy. Prof. Wolff will always be available to help, but you need to be ready to put a large effort into this course.
- This instructor is extremely knowledgeable of the course and made me enthusiastic about the subject, which I wasn't before.
- This instructor is very intelligent and well adverse with the material covered in this course.
- Great professor. The course is challenging but he is always very helpful.
- There's a lot of work to do but none of it's pointless, if you do it, you'll get a lot from the class. Dr. Wolff is a dedicated, patient, helpful professor who goes above and beyond what most professors' offer.
- I would tell students that the instructor is helpful and knowledgeable. I would tell students that if they want a social life and Saturdays, do not take this course.
- Definitely a hard class. I would only take it if you have advanced knowledge about computers because a lot of information is to be done on your own time.

- This instructor is excellent! This is the second time I have him. He is very helpful, as well as challenging.
- Professor Wolff is a great professor. He knows what he is talking about with web design. He is very enthusiastic and helpful with his comments.
- Great instructor, interesting class, large workload, unfamiliar info and 3 expensive textbooks, 2 rarely used. Instructor is extremely helpful and considerate of his students.
- You learn a lot, but the work and expectations are outrageous. I'm a 4.0 student. I know what hard work is and overall it was too overwhelming.
- The instructor was excellent and very knowledgeable about web design. However, the class was a lot of work. We covered many subjects but none of them in too much detail. A lot of the work had to be done on our own time which is very difficult when you can't get access to the Rowan server.
- The class was hard and not having any experience with HTML was horrible and made it a nightmare for me. The teacher was a good teacher, but it felt like he wanted something that was higher than our level.
- Take this class and you will be stretched to learn things you may never have known before, but are in a good environment to do it!
- I believe Dr. Wolff is an excellent professor. He is very helpful and wants the best for all his students.

Summary of Student Evaluations

Course: IWA
 Date: 12/07
 Instructor: Wolff 
 Enrollment: 50
 Students present: 39
 Compiled by: Kathy Grady



Responsive		1	12	26	4.64
Fair			6	33	4.85
Enthusiastic	0	0	4	35	4.90
Makes you think		1	14	24	4.59
Classes productive	1	3	16	19	4.36
Knowledgeable	0	0	3	36	4.92
Comments help		4	20	15	4.28
Assignments help	0	7	13	18	4.29
Teacher rating	0	3	21	14	4.29
Course rating	0	1	11	12	4.03
				Teacher mean	4.57
				Grand mean	4.51

ALL STUDENT COMMENTS INCLUDED

1. **Is the teacher responsive to the students' needs, questions, and ideas?**
 - Quickly responds to emails and has many videos on class website to help with questions.
 - Very helpful, responds positively and immediately.
2. **Does the teacher treat students with fairness and respect?**
3. **Is the teacher enthusiastic about the subject?**
 - I think he was enthusiastic. I gathered this through his knowledge, but physically he didn't seem too excited.
4. **Does the teacher make you think?**
 - The materials and ideas made me rethink a lot about my beliefs.
5. **Are the teacher's classes productive?**
 - A lot of computer problems so we had to do work at home in addition to our assignments.
 - More discussion and not a lot of the material with technologies being discussed.
 - We spend the whole period there, using hands on techniques with the laptop.
6. **Is the teacher's knowledge of the subject matter thorough?**
 - Very thorough, he knows so much about technology.

- Very informative about the subject.
- 7. Do the instructor's comments and suggestions help you improve your work?**
- Was explained one way, but when I handed my assignment in, it was wrong. Yet I did it as he explained.
- 8. Are the assignments in the course helpful learning activities?**
- Blogs and the whole ecoscape and reading were all very informative.
- Major project ties in everything we learned this semester.
- Most of the technology based work was done alone without extra help.
- More reading than application.
- 9. Considering everything, how would you rate this teacher?**
- I loved the part of this module. Great teacher, fun and you learn a lot.
- Very knowledgeable about the subject, able to answer all questions, gives interesting assignments which directly relates to class.
- 10. Considering everything, how would you rate this course?**
- The course could have more effective without a 30 page reading for a 3 day period right smack dab in the middle.
- I thought this module was very interesting.
- It was a lot of work but extremely interesting.
- 11. What was the most helpful aspect of this course?**
- We constantly used the discussed technologies and became familiar with them.
- The learning of new technology and how to integrate that in writing.
- Learning new information about technology and how to use this to our benefit.
- Learning about the new technologies and actually having to set up accounts.
- The blogging.
- Dr. Wolff taught us a lot about new technology that I didn't know. These technologies are very helpful and I will continue to use them.
- All the tools we learned how to use with technology.
- Doing the computer work in class gave us the opportunity to learn firsthand.
- Hands-on use of technology, such as the blogs.
- The in class discussion and feedback on my written assignment.
- I love the internet.
- Using technology and connecting it to writing.
- The writing technologies I was unaware of, such as net vibes.
- I found it very helpful to use the computers in the classroom to help us learn how to do everything being taught.
- This taught me a lot in relation to technology that I was unaware of. I thought I was pretty tech-savvy but not in relation to a lot I learned.
- Learning about new technologies.
- The class website that had all assignments posted and videos on how to do certain aspects of the final project.
- Learning all the new technologies and how they work.
- He went through step by step all the assignments.
- Learning all of the different writing activities and websites that are really out there. They could be very helpful in the future and currently.

- Learning all of the different writing activities and websites that are really out there. They could be very helpful in the future and currently.
- Learning how to use different websites and the resources that the web has to offer.
- Most helpful was learning how to blog.
- He was very willing to help you if you didn't understand the subject matter.
- Learning about computers and how to incorporate everything on the internet into writing.
- The most helpful aspect of this course was that Professor Wolff had clearly defined assignments and videos that would help instruct us in our technological endeavors. Also, he was always willing to lend a hand.
- Professor was always willing to help and very responsive. The class was very hands-on, which was great for me because I learn very well that way.
- The course website.
- Technology
- Probably all the Internet-y type things, now I have more to do on the computer other than homework.
- Learning the broader terms of readership and how it affects the author's ownership, as well as the mass production of text.
- We were introduced many new ideas, concepts, and technologies that we may not have used if it were not for this class.
- The most helpful aspect was the hands on activities using technology.
- Use of computers (when they actually worked)
- Seeing how technology affects writing.
- I got a chance to catch up on and learn a great deal about technology and how to make it useful in my academic life. Also to use it in my private life as well.
- I really enjoyed the blogging activities.
- I liked working with computers in the classroom. If we were learning how to work with a new program it helped that we were doing it together first hand.
- Learning about the history of writing and the technology component of writing in different genres.

12. What changes or improvements would you make in this course?

- Make sure the laptops work.
- The technology was hard to understand, and if more time permitted I would have understood better.
- Instead of each module being 4 weeks long, just have one large class. The four weeks didn't seem long enough. And then was a lot of info for only four weeks.
- I think we just needed more time. It was rather a short amount of time to practice all the new technologies we learned.
- Far too much reading and work for such little output (all modules).
- None
- I wish we had more time to cover more material. I would have liked to spend a little more time on some areas.
- The section was too short. To better understand the material we need a longer module. Computers and technology skills take more time.
- Do more with the laptops in class.

- I'd spread out the work load more. I.e. start blog earlier in class, go over server space and social bookmarking earlier.
- Perhaps more relevance on writing and less on RSS feeds.
- More blog posting.
- Module didn't seem like enough time.
- None, I liked this course a lot.
- I would say that there should be more in relation to other aspects besides blogs but it was overall good.
- Nothing
- Make it its own semester. I feel like we were rushed in some of the things we had to do (not teacher's fault.)
- Less work.
- Make the final project a little more clear.
- I would give more time to work on the computers and the websites. It seems like we had to rush and cram everything in. There wasn't enough time to learn all aspects of the websites and technology.
- I would give more time to work on the computers and the websites. It seems like we had to rush and cram everything in. There wasn't enough time to learn all aspects of the website and technology.
- It would be helpful to cover certain aspects more thoroughly in class so that we aren't struggling by ourselves at home when we try to do the assignments.
- Not forcing all technology acquisition in 4 weeks. No 30 page readings, no readings that had little to do with what we were talking about.
- I would change some of the means in which he used to teach the subject. Also he relies heavily on email when the Rowan server has a tendency of being unreliable.
- Since it is a writing class, the technology should not be as difficult as it is in order to pass the module.
- More in-class work on final project segments.
- Less work
- The readings were really long and sort of incomprehensible to someone who doesn't really know a lot about computers. More discussion of the articles would be helpful.
- Maybe adding some more creative elements to the projects.
- The workload was very tough; I really feel that there were way too many assignments with short deadlines.
- There were so many readings that were very long, but we would only discuss one or two points of the reading, so really we should have been assigned a couple of the sections rather than the whole reading.
- Do more in class and not at home.
- More explanation on how to do the technology, since not all people are good at it.
- The only thing I'd do differently is either reduce the amount of reading or have this as a separate course because it was so much material.
- I have to be honest and admit that I feel that there was too much work given. Each aspect of the course was valuable- blogging, netuibes, the paper, and social bookmarking. I just think the amount of these assignments could have been cut in 1/2. 2 blogs per week, 10

widgets, 5 social bookmarks. The paper was a fine length and appropriate for what needed to be said, I learned a great deal!

- None, maybe less reading, there were a lot of articles for each module.
- More critiquing with our papers. I was hoping for much more input with my writing.

13. If you were asked to evaluate this instructor and this course for other students, how would you do so in 50 words or less?

- A cutting-edge module on the technologies available for today's writer, taught by an instructor that is familiar with the changing tides.
- Prof. Wolff is an excellent professor. Very passionate about his work and job. It shows through how he treats his students. I would definitely take him for another class.
- Professor Wolff was an excellent professor. He is very knowledgeable in his field of study and was excellent at teaching the material. He was always willing to answer questions and help his students. I would recommend him as a professor.
- The professor was very helpful and really knew what he was teaching. The information we learned was very interesting.
- Bill Wolff really knows his stuff and is a fantastic teacher.
- This course helps you understand new technologies and how to use them. Most of these technologies help organization and are great for college students.
- Professor Wolff is very knowledgeable about technology. He is very thorough and covers a lot of material in the time available. The information is very useful and our discussions were productive. Professor Wolff really makes you think about technology and its place in society.
- Very interesting material. Pay attention because everything done in class is new. When you walk out of class everything you did is gone and homework is tough.
- A stimulating class discussing the impact of technologies on writing. The class requires a diverse amount of reading and a willingness to discuss theories and ideas. The class is read by an energetic professor who is well versed in the subject, but is not afraid to react to student ideas.
- Lots of internet! Also, a cinch is you're ahead on internet technology. Already knowing what social bookmarking and RSS feeds were, I face booked during class.
- Take this course if you like writing and technology. Class is fun as well as productive and you learn so much. An excellent teacher, easy to reach for help or to talk to.
- Professor Wolff is enthusiastic and knowledgeable of technology and is able to provide students with insights into the future of writing.
- Interesting, you will learn a lot about modern forms of writing.
- I really liked this instructor and the course taught me a lot about computers and how to use the newest technologies on the World Wide Web.
- I would recommend this course highly. Professor Wolff was excellent and the technology aspect was very informative and innovative.
- This teacher knows what he's talking about. You are given laptops to use in class so it is impossible to be bored because you are always involved with the class. The information will help you in the future.

- Very friendly and knows a lot about the subject matter. He is more than willing to answer any questions and makes it easy to meet with him (flexable office hours.) The class is interesting and he teaches it very well.
- He is a good teacher and he knows his stuff. The only thing is there is way too much work.
- Interesting class. It was interesting that a computer class would be considered writing arts.
- I believe this instructor knew his material very well however it was rushed. There needs to be more time to complete the work. I also believe that the final paper was a little long and really was not related to what we learned in class. It was too much in one module for the amount of time we had.
- He is a very informative professor and knows a lot about his field. He is willing to help the students succeed any way possible.
- The course is necessary for WA majors but beware of excessive work and little explanation of the technology areas available. If you have him, ask a lot of questions, and be willing to put other course work aside. Think and plan ahead are important concepts.
- This is a very tech savvy course so if you are a bit of a technophobe you will need extra assistance. Dr. Wolff has a lot of knowledge and is helpful, but you have to seek it out. Basically this class is either a lot of fun or can be overwhelming.
- The things that were taught did not have much to do with writing. It would have been better suited for a computer class.
- Professor Wolff is an excellent teacher who is very knowledgeable in writing and writing technology. I'll admit it was a demanding class, but I learned so much from it. I would definitely recommend that you take him. I plan to take him for Writing, Research and Technology.
- Professor Wolff is very knowledgeable about what he teaches, as well as very helpful. He is friendly and is always available during office hours. He makes his course very hands-on and full of experience and group work. I really enjoyed it.
- Instructor was very knowledgeable. Course was very interesting.
- Great instructor!
- Interesting and informative but maybe not necessarily the most helpful section for those not interested in technology.
- It was helpful by giving an in depth look into various information networks, and how it affects us.
- Very interesting course with lots of information. Important for all students of every different subject matter and major. This should be a course that stands alone for 3 credits. Technology is very extensive. Wolff is a great teacher and creative.
- I would say the course is a lot of reading, but there are lots of hands on technology opportunities and the subject matter is interesting. Dr. Wolff is knowledgeable and enthusiastic about what he teaches.
- Good instructor, but not totally prepared for the course, wasn't very organized and had too much planned.
- The instructor was enthusiastic about the subject and the laptops are a different approach for learning in the classroom.

- I really loved Professor Wolff's professionalism. He reached out to every student and understood that there were people in class who didn't have full understanding of current technology. He is very caring and offered to spend as much time as needed to help with projects that we didn't understand. He never made you feel stupid. We need more teachers like him.
- The professor is extremely knowledgeable of subject matter, a little overwhelming when establishing expectations. Provides interesting, engaging and thought-provoking content every class.
- He was a great teacher who was very knowledgeable about the subject matter.
- Extremely passionate about his field. Expert with technology.

Professor: Bill Wolff 
 Course: Intro. To Writing Arts
 Date: 12/08
 Administered by: Diane Penrod
 Enrollment: 60



Summary of Student Evaluations

Responsive	0	2	7	17	26	4.29
Fair		2	2	12	36	4.58
Enthusiastic	0	0	1	7	44	4.83
Makes you think	0	0	5	24	23	5.00
Classes productive	1	1	8	13	29	4.31
Knowledgeable			0	6	46	4.88
Comments help	3	2	8	16	23	4.04
Assignments help	2	2	7	15	26	4.17
Teacher rating	0	6	4	23	19	4.06
Course rating	1	3	12	26	10	3.79
					Teacher mean	4.46
					Grand mean	4.39

ALL STUDENT COMMENTS INCLUDED

1. Is the teacher responsive to the students' needs, questions, and ideas?

Asks for questions and reminds us we can get a hold of him whenever we need it.

During his module yes, but when students tried to contact Professor Wolff after, no.

Always quick to email back, meet in his office or speak over the phone.

I asked him to let km know if he didn't get the project. I did not get a reply until he was about to grade it.

Does not like questions.

2. Does the teacher treat students with fairness and respect?

Listens and gives meaningful responses!

I could tell a few times he disagreed with my opinion but he did not treat me any differently which I appreciated.

Very condescending.

Professor Wolff was always attentive to the students.

Definitely.

3. Is the teacher enthusiastic about the subject?

His excitement is very obvious.

Can tell he likes his subject.

He was more into it than we were at times.

Enthusiastic but not 100% clear with instructions.

I could tell he really enjoys the subject matter outside the classroom and enjoyed sharing it with us.

He loves technology!

Prof. Wolff is very enthusiastic about his subject and does a great job of presenting everything in his module in a way that keeps students interested and excited in the topic.

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- Very enthusiastic about his subject.
 - Really knows what he's talking about.
4. **Does the teacher make you think?**
- I tried and experienced different aspects of writing and made me think further about technology.
 - I started my own blog.
 - Too much content for the time period given.
 - All the technology that was used was new to me, but Prof. Wolff helped me through it.
 - The professor made me think and opened my world in writing to new experiences with writing spaces.
5. **Are the teacher's classes productive?**
- I learned a lot.
 - I learned something but found the ecosystem section kind of useless. I found the readings interesting, though
 - We had days where we would get stuck on a topic and it would drag and it felt like we weren't doing anything different.
 - Very nerve racking, I feel very belittled in his class.
 - They are productive if you are interested in technology.
 - We could do it all from the dorm or home.
6. **Is the teacher's knowledge of the subject matter thorough?**
- Very obvious he knows what he is talking about.
 - He had profiles on every site we used and knew the details of them.
 - Made it easy to understand the subject. Knew a lot about technology.
 - Very in touch with new writing technologies
 - He could answer almost every question I had for him.
 - Very
 - Everything we set up on the internet he had previously set up for himself.
7. **Do the instructor's comments and suggestions help you improve your work?**
- Cleared confusion.
 - We didn't do much that we handed in, so there wasn't anything to comment on.
 - We didn't receive any feedback throughout the module but his instructions and suggestions before the assignments were helpful.
 - Helps guide us in discussion on chat, which involved what we said with other important ideas.
 - Really no feedback given on work throughout the course.
8. **Are the assignments in the course helpful learning activities?**
- I found that a lot of the readings were not as useful as I thought, in my opinion.
 - Blogs should be more based on interest.

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- Frequent blogging on “topics of our choice” really just took up valuable time for other work or time that could have been spent doing writing that interests us.
 - The different technologies used on the computer.
 - I’ll be able to use the information from the assignment within my future classroom.
 - Interesting assignments but a very heavy load.
 - While some of the assignments were a good exercise, some were a waste of time.
 - The assignments taught me to use a lot of applications on the computer.
 - I have learned a great deal about different current technologies used for writing.
 - Most are, some things like lonelygirl aren’t that helpful but it does demonstrate youtube fads.
 - I had never heard of an information ecology before. The way he structured teaching us the four components of the info. Ecology we created helped me learn and understand it.
 - I learned a lot about the different sites we used but failed to see the point in them. Personally, I’d never use them.
 - The online assignments are very helpful to understand.
 - I was introduced to many new things I would not have found on my own.
 - Boring, exhausting, forced blogging turned me off to the entire subject.
9. **Considering everything, how would you rate this teacher?**
- He is into the subject and good at what he does.
 - Obvious he knows what he is talking about. Shows concern about students and very approachable.
10. **Considering everything, how would you rate this course?**
- I did like how it was spit up into different modules.
 - Really allows students to learn a lot about different media, especially the Internet. We learned how to use many helpful websites.
 - It was a lot of Internet work and most of it was fun, but I kept forgetting about the Diigo bookmarking.
 - Again, I felt that most of the things we learned about were useless and a waste of time.
 - A lot of work!
 - Didn’t know what to expect. I was pleasantly surprised.
 - I’ve taken 7 other Writing Arts courses. This course was an unnecessary waste of time, money and energy.
11. **What was the most helpful aspect of this course?**
- The splitting of the class and smaller class sizes.
 - Becoming familiar with ideas such as the blog and other internet programs that can benefit me in present times as well as in the future.
 - Creating a portfolio on blackboard.

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- Every assignment with directions on website.
- Learning about the RSS reader.
- Learning how to use different communication tools on the internet.
- Having your own information ecology.
- Learning the different sites and programs for the computer. I never heard or saw them before this class.
- Learning about the computer technology. I was very timid when it came to using the computer. Now after this course, I feel more confident.
- Interesting, knowledgeable professor. Learned a lot in a short period of time.
- Having the computers in class to help with understanding what we were learning about.
- Learning how to blog.
- Learning how to use the technologies in class before using them on our own.
- The fact that it was an open discussion students were allowed to speak freely.
- Navigating the web.
- Learned more about writing online and programs that help.
- Learned more than just the basics about computers and writing spaces.
- Learning about all of the free technologies that are available to us as writers.
- Learning the not so common areas of technology and seeing how they are becoming mainstream. Learning how to write online.
- Worksheets.
- I was able to learn and practice hands-on with blogging and the internet. I knew a lot of things before this course but I definitely walked out with a lot more knowledge also.
- Having the computers in class, we weren't just learning, we were doing.
- Organizing online information.
- Learning how to use the websites in class on the laptops provided to the class.
- I feel that the website is the most helpful. It was available at all times.
- The website that the professor created for this course was the most helpful because it was very clear and straightforward and was always good to refer to.
- Learning about how to use certain internet programs that will help me teach in the future.
- Applying what we read and talked about in class in our own Net vibes, blogs, and Diigo pages. If we didn't create our own, I would have probably forgotten what I learned soon after class was over.
- I became more familiar with online writing spaces.
- Becoming somewhat familiar with the latest technology.
- Learning the blog and the ecosystem. It's much more convenient to see everything in one place than to track down every site.
- It opened my eyes to the broad range of things you can do on the internet that applies to education (social bookmarking, blogging, etc.) If I hadn't taken this course, I would have never found out about them.

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- Learning the information about online tools I can use as a teacher.
 - The technologies introduced, Net vibes specifically because it organizes things I find important online into one spot.
 - Learning about plagiarism and new technology.
 - The information he posted on his website.
 - Learning about blogging.
 - Learning to blog and creating a netvibe.
 - Was able to set up an ecosystem that provides resources in my major.
 - The new technological advances we used that I never used before. The portfolio in blackboard.
 - I worked with several different subject areas on a variety of topics. I improved my technological skills.
 - Nothing I didn't already know.
 - You learned about different writing spaces, how writing originated to what it is today to what it could be in the future, and rules of writing or how to write for different readers and genres.
 - Learning how to use the functions of the internet.
 - Blogging.
 - The most helpful aspect of the course was learning how to use new technology.
 - Having the computers in class.
 - Learning new websites.
 - It taught me netvibes, which I will use.
 - He was available to help but it wasn't always convenient for the student.
- 12. What changes or improvements would you make in this course?**
- Less readings, more that are interesting and more specific.
 - More explanation of module activities, information ecology requirements.
 - All suggestions and grades were given at the end, I would've liked more feedback throughout.
 - Let students choose blogs.
 - Much less blogging, maybe once a week. It was really too much with all of the readings (there were also more readings in this module than the others.)
 - None
 - More time for assignments.
 - That you had to take this as a prerequisite. I am a senior and it would have benefited me to take this course early on.
 - A better overview of what was going to be expected would avoid unnecessary stress. The first assignment/reading/was tedious.
 - The scope of what was learned was a bit too much making it rushed it seemed.
 - I would make more classroom time for the portfolio.
 - Less work. I understand there are requirements, but the work load was extremely heavy for a four week module.

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- n/a
- Blog topics to be less strict.
- More freedom in the blogs. The topics were too specific.
- Better use of Diigo. I didn't benefit much from it and quickly forgot about it.
- Maybe a partner system.
- The professor gives too much work for a 3 week module. The amount of work given should be for an entire semester not only 3 weeks.
- There is little I would change, maybe add more group or pairing interaction.
- I would alter the final project it was too difficult.
- None
- No changes or improvements necessary.
- Overall I would made this one module into an entire course because there was a lot of information to be taught and I think the material needed more time.
- More activities, less reading.
- Not have so many lengthy readings for each class meeting. It was a lot to comprehend for one class and we usually didn't even discuss all of the readings.
- I would change the grading system. Our entire module grade was based on one paper. I do not feel that is an accurate representation of my progress.
- Work load is too heavy. Expectations are too high. I 'm a Deans list student and have a harder time working through the course than my major education classes.
- Tell us ahead of time what things will be due by the end of the semester. The professor taught us how to set up accounts and use the websites, but he never specifically told us what our assignments were until the end of the semester.
- I don't understand the point of three teachers for one course. Professor Wolff could help his students a little more with instructions on exactly what he is looking for.
- Everything flowed smoothly. The classes did pass too quickly and I feel like there was a lot more that could have been covered.
- When changing modules don't have projects or papers overlap. Also, not as much reading. I read it all, but most of my classmates didn't.
- Not as much work, I felt a little rushed to complete some assignments.
- More time and explanations of what's needed.
- None
- More thorough class discussions.
- Change in time from 4:45 to sometime earlier. I want to write a story. If I wanted to write an academic paper, I'd take a regular course.
- I think the course is fine the way it is, though I was a little confused at first on how the idea of modules would work and how I would know what my grade would be.
- None

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- Less work intense.
- None
- Not so much, it's only one individual module!
- He should be more considerate and understanding that we all don't know how to use computers.
- Nothing.
- It should be an electronic course.

13. If you were asked to evaluate this instructor and this course for other students, how would you do so in 50 words or less?

- I feel that this instructor and this course were both good. I learned a lot, especially in exploring new writing technologies/spaces.
- This course was very interesting and much different from any other course I have taken.
- I would recommend this course for fellow students, the instructor knew a lot about the subject matter. He brought up many interesting topics for discussion. If you like technology and computers this class would be easy.
- An interesting class about the technology of writing. It is fast paced and contemporary and teaches a lot about technology I never knew.
- The instructor is knowledgeable in this course based on information ecologies.
- The instructor is very nice. The course is fun but a lot of work. I enjoyed it very much.
- The subject matter was interesting if you are really into the internet, and there was a ton of reading and blogging required which became tedious.
- Covers important material, on the cutting edge of technology and an important module to take for any writer.
- Very good. Professor Wolff knows his subject matter and helps students through his course in a productive manner.
- Professor Wolff is helpful and fair. He is obviously very interested in and knowledgeable about the subject. He responds quickly to emails and is generally helpful and easy to communicate with.
- Both professor and the course were good and I did learn, you just have to be able to keep up and not slack on the work.
- I would evaluate this course as being helpful. It teaches many new things. But you need to ask questions if you have a problem because he expects that you know some of the skills already.
- Great professor, take him if you enjoy technology.
- Thought-provoking, interesting, and avant-garde style. Challenges the nature and perception of writing. A useful tool as technology becomes more integrated.
- The course is interesting. Professor Wolff was knowledgeable but unapproachable.
- Lots of work to do on your own but you'll learn new programs and how to communicate/write differently on the internet.

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- The instructor is brilliant at what he teaches. Take the course if you are interested in both writing and technology.
- Very interesting and fun. A good amount of work but useful in a career later.
- He makes class interesting with a fresh subject matter and material that is actually relevant and applicable to everyday writing.
- I really liked it but I think it would be better for someone who is interested in computers and technology more.
- Explain things more thoroughly. Students don't know the computer as well as you do. When students get frustrated with work they give up and stop being interested in the work. With your help this will not happen.
- He was very caring about students needs and always offered time outside the class to help if we were having difficulty. He was an effective professor. I know a lot that I hadn't previously known.
- I would say to take this course with Wolff. He made class interesting and fun. I didn't realize that I was learning because he made it so easy to understand. Great Professor!
- Calm, kind of quiet, yet still positive. Little corny, yet cool. Not mean, and not unreasonable. He likes his teaching material and I feel if he interacted with the class a little more actively then he would be fine.
- This course is very informative and helps give a better understanding of technology and how to use a wealth of electronic resources. This instructor is excellent and really knows his stuff.
- He expects a lot but it was manageable. Very enthusiastic and helpful.
- I would say that he expects a lot from his students and their work. However, he teaches the material in an interesting manner and is available for help at anytime. The workload is possible and not unrealistic and he provides all the material and resources to complete the work.
- Good teacher who makes class fun. The class is focused around technology and computer skills, which is fun and important for our future.
- He is somewhat intimidating with the amount of work he assigns and tries to have a stand-offish too-cool-for-students persona. But he's actually pretty cool and even though he gives a lot of work, he is a good teacher and knows a lot about what he is teaching.
- I would say this is a fast-paced course with a lot of expectations. The instructor is knowledgeable on the subject.
- I would simply tell other students that his courses would take up all their time, and that he is very challenging. I would suggest to students that if there is another professor conducting the course, to register with them.
- He is a good teacher, but if computers and technology are not your thing, you should take another course because most of the class is on-line.
- Professor Wolff is a nice guy who is really passionate about the subject he teaches. The class is interesting but a lot of the assignments are pointless.

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- I would say that Professor Wolff is a good teacher. Although I thought he gave out a lot of work each week, it was good to learn and understand.
- I would say that other students would disagree with the amount of work. Other than the workload, they would say the class was fine. The class had interesting topics and covered a range of information. They would say Professor Wolff was friendly and easy to understand.
- Very informative Professor I would recommend everyone take him!
- He is very task-oriented and expects a lot from his students, in a good way.
- Great teacher.
- I thought this class was really helpful and informative. The teacher was very thorough of the material.
- I would say this instructor was great. I learned many new things in this part of the course. This course is very demanding but you end up knowing many new things.
- The class was interesting but the professor could have done a better job at holding the class focus. Altogether, it was a great class.
- For any student, freshman or senior, this course is an exhaustive waste of time. The websites involved are generally useless and less efficient than traditional methods, and one is forced to blog, which is in contradiction to the spontaneous nature of blogging. Challenge or override this course at all costs, otherwise it will be an exhaustive waste of time, money and energy. You will write academic papers here, not stories.
- The course is informative and the professor is positive, interesting, and easy to approach.
- He knows what he is talking about, he is nice and funny and will help as long as you ask!
- He's a very good teacher and nice. The work overload outweighs the class.
- This class involves a lot of reading. If you really want to learn about new writing technology, this is the class to take. The professor is very knowledgeable and helpful.
- He's very passionate about this subject and is able to offer a lot of information. The course is fun and new if you are not used to blogging and communicating on the internet.
- He is not patient and gives us assignments we could do at home. Wolff has an ego and does not manage time well. Blogging was fun, his grading is fair.
- He's a good teacher, but not as respectful as I might like.
- The course was good. The professor was arrogant. Other than that it was a good class.
- Professor Wolff is an excellent instructor who brings technology and writing in a whole new light. The projects that are assigned really made you think about yourself as a person and your writing. The projects help you understand a new concept in the technologies of writing.

Instructor's Name: William Wolff 
 Date Submitted: October 7, 2008
 Date of Evaluation: Spring 2008
 Course: Writing for Electronic Communities
 Administered by: Diane Penrod
 Prepared by: Kathy Grady



SUMMARY OF STUDENT OPINION OF TEACHING AND COURSE
 Standard form adapted from W. J. McKeachie
 Total Number of Responses: 16
 Number of Students Registered: 16

QUESTIONS:	responses					average
	1	2	3	4	5	
1. Responsive				3	13	4.81
2. Fair & Respectful					16	5.00
3. Enthusiastic				1	15	4.94
4. Makes You Think				2	14	4.88
5. Productive Classes			1	5	10	4.56
6. Thorough Knowledge of Subject					16	5.00
7. Helpful Suggestions			1	5	10	4.56
8. Helpful Assignments			2	7	7	4.31
9. Rate the Teacher				6	10	4.63
10. Rate the Course			1	6	9	4.50
Grand/Mean Average						4.72

ALL STUDENT COMMENTS INCLUDED

1. **Is the teacher responsive to the students' needs, questions, and ideas?**

Dr. Bill Wolff is very fair and receptive to independent thoughts and needs of class. He also is very understanding and pleasant-even when frustrated by technology failures.

He (Dr. Wolff) is responsive but somewhat after the fact. For example, it would have been nice to receive feedback concerning the leaning record sooner (rather than later-3 weeks left in class??).

Always open to all of the above-readily available.

He responds to each and every email I send, even when it's late at night.

He always explained things and was flexible when needed.

I feel he keeps an open communication and is available to students.

Absolutely, very attentive to students' needs, always willing to help.

Dr. Wolff is quite responsive. He gives much attention and written feedback regarding projects.

Dr. Wolff is responsive to e-mails as well as in class/after class concerns, etc.

2. Does the teacher treat students with fairness and respect?

Very fair. Always treats with respect, even when students' remarks are crass. Tries to strike a balance within discussions even when there is dissention.

Yes! There were times his patience and work ethic were tested by the overall jovial attitude (or sometimes argumentative) voices in the class-he remained calm, let all voices be heard.

Absolutely no issues have arisen.

Even when there's a difference of opinion on the reading list, which he really believes in, he urges us to appreciate the texts but doesn't reprimand us if we don't.

He seems comfortable on both a teaching and a peer level.

Yep, doesn't judge and encourages all points of view.

3. Is the teacher enthusiastic about the subject?

Always tried to bring new technology, new theories and articles to share. I think he wanted to cover too much.

Yes, examples of this were found in the various video clips or readings assigned. It was also apparent during class discussions.

I think he likes it, otherwise he wouldn't be so adamant about the material.

Yes! Knowledgeable, too!!

Very, he always was current w/new and interesting technological news.

He is passionate about the state and the progression of technology and it is conveyed through class

Very much so-gets students enthused as well.

Very.

4. Does the teacher make you think?

New ways to blog, new theories.

Yes, but at times I found the meaning-making difficult due to the high density of material.

Theory and practice of material has really inspired me.

Yes! Theory hurts my head and I think he gets that, so we always spend time at the beginning of class defining key concepts so that we can really participate in the discussion.

He has certainly made me think about my use and dependability on technology.

Opens up to new ideas and theories.

A lot of new theories and information was introduced many were thought-provoking and intriguing.

Most definitely thought-provoking readings and discussion!

I have learned to think about my texts in new ways. Instead of determining whether I agree with a text, I ask what can I learn from it.

5. Are the teacher's classes productive?

Half and half, there were several classes that were exclusively discussion of the related texts. I had hoped the class time would be divided between text discussion and hands on technology.

Classes were productive discussion wise. I feel the 2nd half of class lost some of the physical "hands-on" productiveness.

More than I like actually.

Every class is productive, but with such an overly demanding schedule, I felt a little fried. Come to think of it, that's probably more, my issue than his...

Yes, our conversations and computer time took up class time quite well.

I think for the most part they are, with time I think he'll be a great master professor.

Yes.

A great deal of discussion, sometimes we get off-track.

6. Is the teacher's knowledge of the subject matter thorough?

He is a wizard, very knowledgeable, very informed and intuitive on the theories discussed in the class and also a technology expert.

He teaches this course-'nuf said!

As far as I can tell, he knows what he is doing.

Not only is his knowledge of the subject matter thorough as we discuss it from the text, but he even has abounding knowledge from outside the classroom.

Incredibly thorough, he is an aficionado on all topics he presents.

Very competent.

He knows his stuff, very knowledgeable.

7. Do the instructor's comments and suggestions help you improve your work?

To a degree, he does not give specific suggestions, only guidelines; perhaps that is standard procedure for graduate level students.

Not really, comments are too little, too late.

Learning record-Prof. Wolff's comments make clear connections to relevant material and pointed out mistakes, which when corrected, made for a clearer understanding of material.

Yes, he is very, very helpful and takes the time to respond insightfully.

Yes, feedback was valuable.

He follows a grading pattern that embraces this theory.

Comments are thought provoking without question.

Yes, always encourages.

Yes, big fan of LR.

8. Are the assignments in the course helpful learning activities?

Too many readings, the texts by nature are all very dense, difficult (but thought provoking). It was hard to keep up with the readings and still do the writing required.

Some of the readings (books) could be cut from the list so more time could be devoted. The hands-on learning was fantastic.

Some have been ambiguous but I've learned a great sense of independent/self-directed study.

The assignments bring reading activities to real life.

Reading theory, yes, although it would have been nice to have more technological assignments.

Except for the review essay, bleh.

Challenging!

9. Considering everything, how would you rate this teacher?

Has a lot to share and is eager to do it.

I'd take him again-even though I despise the learning record.
For his first class, very impressive.

I want to take every class he's teaching until I present my thesis.

He's passionate about his teaching and good with students, just a little green as a Masters professor.

Excellent, a great teacher.

Enthusiastic and knows his stuff.

10. Considering everything, how would you rate this course?

I had hoped to do more in class, learn voice thread or html. Most of the technology exploration was "on your own."

More hands on and less reading! Don't quite understand how meaningful the book review is.

I would certainly recommend it to anyone interested in the subject.

Exhausting?

It's good not great.

Very informative but some of the reading makes it dull.

11. What was the most helpful expect of this course?

Dr. Bill was the most helpful resource, he answered any questions you had and was there to help.

Being able to work on the hands-on portions of class (during class) with Bill's help, patience and guidance.

Web usability issues, this study was practical and very beneficial during class and will be after class.

The interplay between theory and practical application.

Interacting with the professor in so many mediums-not just in class/office hours/emails, but blog correspondence and zoho, etc.

Everything in this course was helpful in some way. Bill did his very best to expose us to cutting edge technologies that we could experience with and put into immediate use.

Exposure to helpful techniques, information relevant to current internet practices and tools to help in our future career.

The communication as well as the technology presented in it.

The way Dr. Wolff facilitated discussion. He allowed students to convey their thoughts but reined us in when comments weren't relevant or could be seen as off base (w/out dismissing the speaker). Very knowledgeable professor but not one who wants to be seen as the carrier of all knowledge. Makes us think.

Amount of open communication and help offered when confused.

Finding work ecology like this made sense that was one good feeling.

Blogging was very helpful as were the readings (despite my disapproval of some of the theories).

The class collaboration made life a lot easier, also using the computers during class.

Dr. Wolff's insistence on self-reliance and discovery.

The hands on activities using the various technologies.

The rigor, this is my first semester in the program and I feel it is preparing me for further study.

12. What changes or improvements would you make in this course?

More hands-on experience in the electronic media we studied.

- cut out some of the books (Nielson & Fleck).
- add more hands-on (hypertext!!)
- more in-class chatting /blogging and voice thread.

Perhaps a little more lecture to help class grasp material more thoroughly before engaging in group or individual studies.

The workload was excessive.

Fewer books for more in depth class discussions.

The course did have some readings which could be reduced. For example, maybe excerpts from some books such as Wenglar and Fleck would have sufficed.

Embrace even more theory, learn the theory but put more into practice.

More writing assignments that offer variety rather than extensive work on one project (i.e. usability). For example, opportunity to write hyperlink text?

Fewer reading assignments-too much to get through in 15 weeks.

I don't know.

Remove Learning Record from course work. Although the Learning Record is fabulous in theory, in practice in a graduate course the Learning Record is not very helpful.

A little less reading and more interaction with the computers.

I would not take it in conjunction with other courses-not a change for the course though.

Less reading-a book plus articles plus blog postings plus observations plus work samples was too much. Activities more spaced out-the book review could be discussed in the very beginning with an on-going deadline.

I would devote more time to specific books and would take off a few books from the list.

13. If you were asked to evaluate this instructor and this course for other students, how would you do so in 50 words or less?

Dr. Bill Wolff is extremely knowledgeable in his area. He is enthusiastic and wants to share his knowledge. Be prepared for a lot of reading.

Nice guy...passionate...pretty fair (although I haven't received my grad yet!!) knowledgeable in subject area.

As I stated, I would recommend this class for its practical benefits in terms of web use and a deeper understanding of electronic media.

Teacher is a scholar-class is extremely interesting-just make sure you have a lot of time to do all the work.

The class is tough and you'll stay incredibly busy but the bond you'll develop with your classmates and the topic will be wonderful-yucky word...invaluable? Beneficial?..brain fart...

It's an awesome course! I came out of the course feeling extremely tech savvy and ready to use the internet and other computer technologies not only in my own writing but also in teaching my own students to write. Great job!

The instructor was very knowledgeable in the subject area, gave us great insight on the world of technology and exposed us to many new programs I was unaware of prior to taking the course. He helped to further my knowledge of technology studies and help inform us of valuable tools on the internet.

I think it's a valid course to take. Although this is the first session with it, it's clear there is room for improvement, I'm sure with time it'll be great.

The class offers an opportunity to explore theory surrounding technology in a way that I haven't experienced in other classes. Dr. Wolff is incredibly insightful and it is clear he prepares/invests himself in his course and in his students.

Excellent teacher, intelligent, witty and very helpful. Great at opening up the possibility of technology and writing. I like the professor!

Bill Wolff is a gentleman who contributes to the learning environment with some incredible knowledge, etc.

Bill is very attentive to the students' needs. The course is quite work intensive which incites learning but may be a little demanding at times, e.g. learning record.

A very informative and interesting course albeit dull at rare occasions, it is still worth taking.

Dr. Wolff is intense! His reading selections and assignments are thought-provoking and promote discovery and discussion! Sign me up again!

Bill Wolff is excellent. He fields all questions no matter how small with patience and respect. He is very knowledgeable and enthusiastic about this subject. The assignments and exposure to the technology are worthwhile and applicable in other situations. And if you aren't a blogger before taking this class, you will be!

This class is a lot of work-but it's worth it. The Learning Record is a little cumbersome, but I imagine the Prof will streamline it a bit. Otherwise, I liked it as an introduction to new media stuff.

Colleague Observation from Third Year Review

At the time of my Third Year Review, faculty were only required to submit one colleague observation. I submitted Dr. Deb Martin's observation of my spring 2009 section of Writing, Research, and Technology. That observation is included above on page 137. Dr. Deb Martin, Chair of the University Tenure and Recontracting Committee, instructed me to leave this note instead of duplicating the letter.