

William I. Wolff, Ph.D.

**Third Year of Service
Tenure and Recontracting Application for
Fifth Year of Service**

**Department of Writing Arts
Rowan University**

April 2009

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CHECKLIST TENURE/RECONTRACTING 2008-2009
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. WAFF

DATE HIRED 9/2006

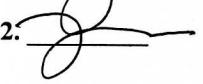
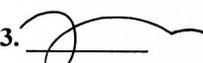
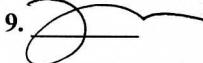
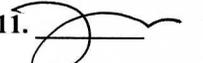
OFFICE / DEPARTMENT WRITING ARTS

PHONE EXT. 5221

DEPARTMENT T/R CHAIRPERSON JEFF MAXSON

PHONE EXT. 4106

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 include the corresponding file page number where indicated below.

FILE PG. NUMBER	CHECKLIST ITEM	INITIALS
<u>1</u>	1. Checklist	1. 
<u>2</u>	2. Definition of Terminal Degree for your department. (Section 2.113 of the Tenure & Recontracting Procedure)	2. 
<u>3</u>	3. Departmental criteria which should include weight assigned each category; i.e., Teaching, Scholarship, etc. (1.2 and 2.41)	3. 
<u>9</u>	4. Role of Department Chairperson (2.44)	4. 
<u>10</u>	5. Basic vita using format in the Recontracting/Tenure Contract. Also include: a. A self-appraisal of professional performance (2.1111) b. Statement regarding plans for future professional growth (2.1112)	5. 
<u>40</u>	6. Summaries of student responses and candidate's analysis of the responses (date clearly indicated).	6. 
<u>80</u>	7. Performance assessment including the latest classroom observation or results of alternative means of assessing teaching effectiveness.	7. 
<u>N/A</u>	8. A recently dated letter from dissertation advisor for candidates who have not completed their terminal degree (if applicable)	8. 
<u>84</u>	9. Departmental evaluation for using format in Recontracting/Tenure contract. (2.661) a. Committee recommendation to recontract or not to recontract. (2.684) b. Numerical vote. (2.681) c. Reasons for the recommendation. (2.684) d. Name of the committee chairperson and members should be typed, then signed by the committee members.	9. 
<u>88</u>	10. Copy of most recent evaluation letters of the Department Committee, the Senate Committee, the Dean, the Provost, and the President (if applicable).	10. 
<u>see folder</u>	11. In Supplemental Folder, one copy of all previous evaluation letters of the Department Committee, the Senate Committee, the Dean, and the President.	11. 

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 for Tenure and Recontracting

Department of Writing Arts College of Communication

Revised September 2006

The current T&R *Memorandum of Agreement* is located on the Provost's web page (<http://www.rowan.edu/provost/policies/#downloads>). This document serves as an appendix to the *Memorandum*. When any conflict between the two occurs, the *Memorandum* shall supersede this document.

The Writing Arts Department expects probationary faculty to demonstrate that they are successful teachers, scholars, and colleagues. As is outlined in the *Memorandum* (section 2.1), Writing Arts faculty are expected to demonstrate a progression of achievement during their probationary period.

- During the first two years, faculty will be evaluated primarily on their teaching effectiveness.
- During the third and fourth years, faculty will be expected to demonstrate excellent teaching effectiveness and should also present evidence of success in scholarly and/or creative activities. During the first four years, faculty will also show a developing record of service and professional contributions that will, by the fifth year, be at a level demonstrating readiness for tenure.
- By the middle of the fifth year, faculty seeking tenure should be able to demonstrate evidence of excellence in teaching, research and creative activities, and evidence of service at a level of quality appropriate for a positive tenure decision.
-

Because the department expects that tenured faculty will also be at or near the levels of achievement required for promotion to associate professor, much of the language found in this document is borrowed from the *Memorandum of Agreement for Promotion*.

The department also recognizes that while all probationary faculty share in similar performance expectations, the specifics of individual faculty performance may and, in all likelihood, will vary. Quantifying performance by numbers ignores the diversity and depth of our faculty and discipline. Thus the terms *success* and *effectiveness* will be defined in relationship to individual faculty's professional specialization.

The following outlines departmental priorities, describes categories, and provides examples of activities that probationary faculty are expected to successfully engage in as they progress through the recontracting and tenure process.

I. Ranked first: Teaching Effectiveness

Evidence to support teaching effectiveness will be evaluated as a whole rather than in parts that might be weighed against one another. The evidence will be used to identify a comprehensive picture of the faculty member's teaching effectiveness within the current review period and the probationary period as a whole.

Assessment of teaching effectiveness is based on the following activities: academic instruction, advising, developing learning activities, and developing as a teacher. The department recognizes excellence in teaching as demonstrated by:

- A consistent pattern of excellence in **teaching**. Evidence for teaching effectiveness includes, but is not limited to
 - Self-appraisal
 - Student evaluations
 - Peer observations
 - Candidate's responses to student and peer observations
 - Other documentation of teaching related activities

Specific requirements for each can be found in the current T&R *Memorandum of Agreement*

- A consistent pattern of excellence in **advising**. Advising includes but is not limited to
 - advising students on academic opportunities and decisions
 - referral to personal counseling
 - advising on research projects and theses
 - advising students' groups, organizations, and publications

These can be assessed through self-assessment, peer observation and review, and student surveys. (Note that not all members of the department have been assigned advisement duties, in which case the above guidelines do not apply.)

- Contribution to the **development of learning activities**. These may include but are not limited to
 - Developing teaching materials, manuals, software, and computer exercises
 - Developing off-campus programs, including study abroad programs
 - Assessing learning outcomes

These can be assessed through self-assessment, peer observation and review, and submission of relevant materials.

- Contribution to **developing as a teacher**. These might include but are not limited to: contributing to department and university pedagogical practices such as
 - Conducting instructional and classroom research to benefit the teaching-learning enterprise
 - Attending and participating in professional development activities
 - Maintaining currency in discipline-specific and pedagogical concepts

- Collaborating with colleagues
- Evaluating teaching of colleagues

These can be assessed through self-assessment, peer observation and review, and submission of relevant materials.

II. Ranked second: Research and Creative Activity

Because faculty in the Department of Writing Arts write, publish and present in a variety of areas and because these categories are not mutually exclusive, we use the term *scholarship* to encompass both research and creative activities. This means that faculty may write and publish both research-based and creative works, or even that single works may encompass both research and creative realms.

The Department expects scholarship 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

Types of Scholarship

The Department recognizes publications in juried academic, non-juried academic, and non-academic venues; presentations at professional conferences; and various forms of writing as important measures of its faculty's research and creative activity. The Department believes that whenever writing teachers write they contribute to their own scholarship. For example, faculty's experimental and innovative writing may enhance their standing in the field and may contribute insights relevant to their teaching within the department. Thus, these should be valued equally with formal academic writing.

Furthermore, the Department recognizes technology's effect on contemporary research, writing, and publication processes. Thus the Department acknowledges the value of non-traditional publication and evaluates electronic publication, such as Internet-based journals, by the same standards it uses to judge more traditional forms of publication.

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

Examples of Scholarship

While the order of the activities listed below indicates the weight with which they will be considered as evidence of scholarship, the presence or lack thereof of any individual activity will not disproportionately affect the determination of success. Successful scholarship will be determined by a range of successful activities as well as the weight of specific accomplishments.

The Department of Writing Arts assesses scholarly activity in three broad areas:

- research and creative activity
- applied research and evaluation
- funded research and creative projects

These are parallel areas. None takes precedence over the others.

Examples of *Research and Creative Activity* include, but are not limited to

- writing, submitting, and publishing scholarly or creative book-length works,
- editing book-length collections or journals
- writing, submitting, and publishing shorter creative works and peer-reviewed scholarly articles
- writing, submitting, and publishing chapters in books
- writing, submitting, and publishing non-peer reviewed works in appropriate venues
- presenting at professional conferences and being published in the proceedings
- reading of creative work before professional audiences

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

- writing, submitting, and publishing textbooks, teaching anthologies, handbooks, guides, etc.
- developing courses, curricula, and programs
- providing external evaluations of curricular programs
- publishing in or being responsible for publishing professional, academic, and non-academic bulletins, brochures, newsletters, etc.
- speaking or appearing at academic, professional, civic, or community engagements
- reviewing articles, books, textbooks and other curricular materials
- producing or publishing work associated with the scholarship of teaching

Examples of *Funded Research and Creative Projects*, internal and external, include but are not limited to

- supervising and managing sponsored research and curricular development
- seeking grants, developing proposals, and completing funded research or curricular projects
- winning competitive fellowships
- reviewing grant proposals for funding

Evidence of Scholarship

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

III. Ranked third and fourth: Practice and Professional Service

The following two rankings are encompassed by the terms *Practice and Professional Service*. These describe the work of faculty members aimed at addressing social or institutional issues using their expertise, knowledge, and seasoned professional judgments. These endeavors are worthy of recognition because faculty members serve as institutional leaders and ambassadors of the University to the larger community.

Practice and Professional Service is divided into *Contributions to the Local Campus* (ranked third) and *Service to the Profession and Community* (ranked fourth), which includes dissemination of knowledge, development of new products and practices, forging of partnerships with other agencies, and contributions to disciplinary and professional associations and societies.

Ranked third: Contribution to the Department and the University (also known as Contributions to the Local Campus)

Successful experience in contributing to the local campus involves active participation on or leadership in department, college and all-University committees, governance, or task forces. Such activities may include, but are not limited to

- participating or chairing department, college, or university committees or task forces
- serving in an official departmental capacity as chair of the department, coordinator of first-year writing, etc.
- presenting or participating in panel discussions, workshops, or seminars delivered to the Rowan community or other activities that enhance the Rowan learning community
- participation in campus governance
- mentoring other faculty or staff
- representing the institution for its advancement
- initiating or engaging in activities that promote and strengthen social and cultural harmony in the department, college or university

Ranked fourth: Fulfillment of Professional Responsibilities (also known as Service to the Profession and Community)

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, readers, or discussants at professional meetings
- subscribing to professional journals or other relevant publications
- advising student social or cultural groups
- mentoring students and colleagues
- maintaining membership in professional organizations
- managing, creating, or maintaining web sites or discussion groups

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
- contributing to local, civic and other community groups
- consulting activities with other educational organizations or universities
- readings of creative work at public venues
- performance of faculty member's creative work by others
- 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 groups

Statement of Goals

The Memorandum of Agreement also requires that the candidate include a statement of goals regarding plans for future professional growth and evaluation of success in reaching these goals.

**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 2008-2009

Name: Wolff, William I.
Last First Middle Initial

Application For: (please check) (x) Reappointment
() 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	Asst. Director of WP	1999 – 2000
Rutgers	New Brunswick, NJ	Full-Time Instructor	1998 – 1999
Rutgers	New Brunswick, NJ	Part-time Instructor	1997 – 1999
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, and service. Since Second Year Review in fall 2007 I have expanded the courses I teach, refined my pedagogy, broadened my scholarship, and maintained a strong commitment to service at the department and university level. My accomplishments since my last review are summarized below.

Teaching Effectiveness

- Taught a total of 15 courses, including 5 graduate-level courses taught for the first time
- Achieved student evaluations showing scores an average Teacher Mean of 4.61 and an average Grand Mean of 4.54
- Created 15 course Web sites totaling more than 110 individual pages
- Advised approximated 20 Writing Arts majors each semester
- Currently serving as second thesis reader for Elena Pushaw

Scholarship

Since my last review, I have had 1 peer-reviewed journal article published and 2 accepted for publication (one of which is co-authored with two Writing Arts undergraduate majors). I am completing revisions on a third peer-reviewed article. One book chapter was accepted for publication. I presented 5 papers at 4 international conferences including two flagship conferences in my field: Conference on College Composition and Communication and The Watson Conference. One conference proposal is currently under review. I received an Innovations in Teaching with Technology Grant and a Non-Salary Financial Support Grant. I applied for a NEH Summer Stipend Grant that received favorable feedback from reviewers. Twelve of my photographs were selected to hang in 2 juried photography exhibits.

Publications

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.

Wolff, W.I., Fitzpatrick, K., and Youssef, R. (forthcoming, 2009). Rethinking Usability for Web 2.0 and Beyond. *Currents in Electronic Literacy*

Courtney, J., Tweedie, S., and Wolff, W.I. (forthcoming, 2010). What exactly is this major?: creating a Writing Department’s identity through an introductory course. *Advance(d) Composition: Undergraduate Majors and the Future of the Discipline*. Eds. Tom Moriarty and Greg Giberson, Logan, UT: Utah State University Press.

Wolff, W.I. (accepted). Systems of classification and the cognitive properties of grant proposal formal documents, *Technical Communication Quarterly*.

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

National and International Conference Presentations

Wolff, W.I. (2009, June). An Exploration of the Possibilities Afforded by The Flip Video Camera for Increasing Student's Visual Literacy. Paper proposed for The Humanities and Technology (THAT) Camp Un-Conference. Fairfax, VA.

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.

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. Presented on panel with Diane Penrod.

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

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. Presented on panel with Jennifer Courtney, Roberta Harvey, Deb Martin, and Sanford Tweedie.

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. Presented on panel with Diane Penrod.

Grants: Funded

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)

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)

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)

Juried Photography Exhibits

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

Wolff, W.I. (2008, 6 April – 25 May). “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.

Service

Since my last review, I have served on 6 department, 1 college, and 4 university committees. I served as co-chair of the Laptop Initiative Committee. My extra-university service includes serving as a board member for an international association, a review for multiple journals, and member of multiple professional organizations.

Department-level Committees

- Hiring Committee (2 candidates), 2008 – present
- Undergraduate Major Working Group, 2008 – present
- Graduate Program Working Group, 2008 - present
- Student Evaluation Form Committee, 2007 – 2008
- Discipline Committee, Department of Writing Arts, 2006 – 2008
- Curriculum Committee, Department of Writing Arts, 2006 – 2008

College-level Committees

- College Advisory Board Committee, 2008 – present

University-level Committees

- MFA Task Force, 2008 – present
- ePortfolio Working Group, 2007 – present
- Campus Master Plan – Academic Facilities Subcommittee, 2006 – present
- Co-Chair, Laptop Initiative Committee, 2007 - 2008

Other Contributions to the University Community

- Rowan University Techcast, Spring 2009
- Pangea Day, Spring 2008
- TEC Classroom Showcase, Fall 2007

Extra-University Boards and Committees

- International Association of Online Communicators, Board Member, 2007 – present
- Thomas J. Watson Fellowship Committee, Union College, 2006 – present

Journal and Conference Reviewer

- *Computers & Education*
- *Journal of Computing in Higher Education*
- *Technical Communication Quarterly* special issue entitled “New Technological Spaces: Mastering the Literacies of Thinking and Doing Across Multiple Modalities”
- 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

Self-Appraisal of Professional Performance

Teaching Effectiveness

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 of my courses—new media, web design, and technical writing—requires students to use a significant variety of information technologies both in and out of the classroom. This challenges students in ways that takes them out of their comfort zone. Students' comfort can be disrupted, for example, by asking them to do something seemingly benign but wrought with angst: to use a Mac instead of a PC. Others sources come from established but complex software applications, such as Photoshop, Microsoft Project, and Windows Movie Maker. Other online applications we use are new, some 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.

Because studies show that the majority of contemporary students in all disciplines prefer courses that use a moderate amount information technology, I try to make the technology as invisible in the class as possible. I do not consider contemporary information 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.

Since Fall, 2007, I have taught 15 course sections, including: 1 newly designed undergraduate course; 2 re-designed versions of an undergraduate course; 2 newly designed special topics graduate courses; 2 re-designed graduate courses; and 1 newly designed graduate independent

study taught as a .5 credit overload (Table 1). In all courses I have continued to maintain my record of solid evaluation scores (Table 2).

Table 1. Courses Taught Fall 2007 – Spring 2009

Semester	Course	Comments
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	Graduate; First time teaching; Re-designed course
	Introduction to Writing Arts	Re-designed version of course
	Writing, Research, and Technology	

Table 2. Evaluation Scores (Fall 2007 – Fall 2008) for Evaluations Included in this Packet

Course Name	Fall 2007		Spring 2008		Fall 2008	
	TM	GM	TM	GM	TM	GM
Sophomore Engineering Clinic	4.53	4.47				
Writing, Research, Technology			4.78	4.69	4.64	4.49
Introduction to Writing Arts	4.57	4.51			4.46	4.39
Writing for Electronic Communities			4.74	4.72		
Average	4.55	4.49	4.76	4.71	4.55	4.44

Introduction to Writing Arts

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

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

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

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

This course was designed to introduce students to the Writing Arts major. Taught by myself and Writing Arts faculty Dr. Sandy Tweedie and Dr. Jennifer Courtney the course has an 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, are 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 consider 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 are also introduced to the portfolio system they will use when taking the Portfolio Seminar.

College Composition II: Sophomore Engineering Clinic

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

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

This course is currently taught by four Writing Arts faculty and five College of Engineering faculty, who collaborate on course design, assignment wording, and assessment. As a way to simulate “real-world” engineering experiences, students spend much of the semester working with a group of peers, each of whom has different skills that they bring to the group as a whole. Students learn about convergent and divergent design theory; design and construct two structures (a soda bottle rocket and a crane in 2007, a wind turbine in 2008); and develop the critical thinking and writing skills necessary to write technical reports about those structures. The course calendar is structured in such a way that students in each of the seven writing and two engineering-lab sections have a commensurate experience.

The course requires Writing Arts faculty to be conversant with engineering rhetorical concepts and technical document design. It also requires us to maintain a focus on process-based writing wherein students see that writing informs and is not secondary to innovation, tinkering, and knowledge building. To facilitate that process, writing faculty spend a great amount of time writing and revising assignments that provide students with the ability to write about their “real-world” design projects in such a way that will gain them entry into their engineering discipline. The course ultimately asks students to reinvent themselves as they enter into their future

discourse community—not only in terms of their writing, but also within a collaborative design process.

After a first semester during which I was primarily focused on feeling my way through the course, in Fall 2008 I have become a more active contributor to the content of my own sections and the structure of the overall course. For example, I have introduced into the classroom readings that complement the kinds of writing students are doing (i.e. technical reports) and also complement the subject of their design projects (i.e. essays on the space shuttles *Challenger* and *Columbia* disasters to be read while students are working on their bottle rockets). Many of these readings showcase the life-threatening effects of breakdowns in communication across teams and organizations breaks down. They also discuss the significant and varied role of writing in the engineering process—something that is essential for the student to understand. Readings include essays and technical reports by: Em Griffin, NASA, National Transportation Safety Board, Henry Petrosky, Edward Tufte, and Dorothy Winsor, among others.

My other goal for the semester was to bring writing technologies into the classroom and course projects. As a result, I have set up a course web site using the wiki software PBwiki (<http://www.pbwiki.com>). Wikis are web sites that allow multiple users to edit pages and therefore contribute content. This Web site contains all information for the course. Faculty members have the ability to edit their own section of the wiki based on the specifics of their writing section or design lab. Student design teams have their own wikis that they are using to keep their design notebooks. The wikis are succeeding in providing an archive of student work, greater shared access to their own materials, and facilitating authentic collaboration among team members.

Writing, Research, and Technology

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

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

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

When I designed the Technologies and the Future of Writing (TFW) module for Introduction to Writing Arts I borrowed material from my prior sections of Writing, Research, and Technology as well as those taught by Dr. Erin Herberg. I knew that at some point in the near future I would have to radically alter my sections of WRT because I didn't want to students to repeat work from one course to the next. The need to do this sooner rather than later manifested itself in Spring 2008, when I had students simultaneously enrolled in both Introduction to Writing Arts and my section of WRT. The students were doing exactly the same readings for two classes. There were also students taking both TFW and Dr. Herberg's section of WRT completing major blogging projects in both classes. This was, I thought, unacceptable pedagogically.

As a result, I set out to redesign my sections of WRT by asking myself the question, "How do we challenge students to think critically about the relationships among writing, research, and technology in the Internet age?" The answer I settled upon is one that builds on ideas germinated in TFW: challenge students to think about how new forms of communication can be seen as writing. The two modes of communication that seemed most relevant to contemporary society and Writing Arts majors were: Web design and video composition. To address these modes of

communication students would need to think about HTML, XHTML, and CSS coding and video composition as a form of writing. Would this be possible? Would our Writing Arts students, who are for the most part not technologically savvy, be able to handle a course that asked them to hand-code Web pages and/or learn complex video editing software? To answer this question I decided to address each mode in a section of Writing, Research, and Technology: Fall 2008 would be dedicated to applying the composition metaphor to Web design and Spring 2008 would be dedicated to applying the composition metaphor to video production.

I had taught Web Design for years while a graduate student at the University of Texas at Austin. I adapted that Web Design course for our population of students and goals of Writing, Research, and Technology. In Fall 2008 students completed two projects: the first a collaborative project wherein they redesigned the Rowan Information Technology Services Web site in terms of the latest theories on usability, accessibility, and Web Standards. During this part of the course students learned HTML, XHTML, and CSS. The latter project was a professional web site and portfolio where students could showcase their work for future employers. It also asked them to complete significant research on and engage with the online CSS developer community—a community that shares tips and tricks and wants others to incorporate them into their Web pages. Throughout the course we talked about the processes involved in designing and coding a Web page and how those processes map on to the processes they use when composing essays.

Addressing video as a form of composition was more of a challenge: we did not have video cameras and could not ask students to purchase their own. As a result I applied for and received a Rowan University Innovations in Teaching with Technology Grant entitled “Reconceiving ‘Writing, Research, and Technology’ by Introducing Video Composition, Oral History, and Educational Outreach.” The grant requested 20 Flip Video Cameras. The Flip is designed to make video taking, editing, and uploading to the Web as easy as possible. In the grant proposal I wrote:

Where there is a dearth of images and videos—and a critical study of those images and videos—is in the Writing Arts curriculum. This puts Writing Arts majors at a significant disadvantage. They are falling behind the latest trends in the field. When they enter their careers they will lack critical thinking, reading, and writing skills necessary for writers in contemporary society. Writing, Research, and Technology—which has historically been the course where students are introduced to the latest new media theory, software, and hardware—seems an effective place to incorporate the visual, especially since Introduction to Writing Arts has taken over introducing students to new media theory and Web 2.0 applications.

The course is also an effective place to introduce students to conduct oral history research and fieldwork research methodologies. It is the only course in the Writing Arts curriculum with “research” in the title; yet, too often research has been supplanted by the appeal of playing with new technologies. By bringing together oral history theory and practice, video technology, and visual rhetoric theory the course has an opportunity to challenge students to consider how technologies (words, images, movies) can help us reveal the significance of the stories and histories of those whose voices are, for one reason or another, not heard.

The Spring 2008 version of WRT challenges students to extend traditional conceptions of composition by applying it to the medium of video. Kevin Kelly (2008) recently described 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 assignment is to create an oral history video composition that asks students to think critically about how writing, research, and technology are evolving in the digital age. Students are learning oral history research methodologies (including IRB approval), constructing interviews informed by documentaries and Studs Turkel interviews, interviewing community members, and creating idea-driven videos that mash together interview footage with still images, primary documents, sound, and other video footage. Students are also engaging with the YouTube community by vlogging. Throughout the course I ask students to discuss the video composition process in terms of the writing process so that we may see how the composition metaphor can transcend modes and media.

I have been more than pleased with the results of both versions of WRT. It is apparent, however, that students in the video composition section are responding much more favorably.

Information Architecture

Spring 2008: <http://williamwolff.org/courses/ia-spring-2009/>

In this graduate course students consider the evolving, networked, symbiotic relationships among information, texts, and technologies. We look at how information is structured, classified, and situated within larger ecologies. We read, critique, 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 we blog on the site of the International Association of Online Communicators—an organization dedicated to thinking critically about how people communicate (that is, move information) in online environments—and we construct our own fonts and color palettes that make rhetorical arguments.

Assignments for the course include 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; an original color palette designed using Kuler; and a poster presentation that investigates the Writer as Cartographer Metaphor.

Writing for Electronic Communities

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

In this course students consider the relationship among writing, electronic environments, and communities, as well as their multiple interpretations, particularly in terms of new media technologies. It is significant to note that though we look at technology, not all technologies—past and present—exist among electronic environments. Rather, the electronic environments we consider are on and off line, and cover range of spaces: books, Web sites, movies, advertising, to name a few. We explore how writing has impacted and has been impacted by these electronic environments, and how communities have emerged from and within them as a result.

Assignments for the course include a professional blog; a collaborative usability analysis of a large-scale Web site; and a review essay composed for a specific journal.

Special Topics: Creative Hypertext

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

In this graduate course students learn 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 helps us see how hypertext fiction and poetry challenge our print-based understanding of plot, narrative, grammar, rhetoric, and so forth. The course asks students to read and think in new ways and to consider how medium affects structure and comprehension.

Students also compose their own hypertext pieces—specifically, one short piece of hypertext fiction or one poem (or series of short poems). These pieces are original to the course, not work that they have written elsewhere that they wish to adapt to the hypertext landscape. To compliment 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 is only 5 weeks long, students do not have time to compose their own. However, each student presented on one piece of Electronic Literature collected in the *Electronic Literature Collection* (Volume I) to the class.

Special Topics: Web Design

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

In this three-week graduate course students learn 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 is not just a course in coding and graphic design. Students engage 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 include learning the latest version of Photoshop, designing a professional Web site that includes a portfolio of work they choose to showcase, and a CSS Zen Garden web site. The CSS Zen Garden is a stunning “demonstration of what can be accomplished visually through CSS-based design.”

Advising

My goal as an advisor is to provide students with opportunities for learning, collaboration, and engagement with the community that that 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 organize a large-scale community event (as I did with Pangea Day, which is discussed under Contributions to the Department and University.)

I have advised over 40 undergraduate Writing Arts majors on which courses to take. I am serving as the second reader for Elena Pushaw's MA in Writing thesis. Ms. Pushaw's thesis is exploring the learning opportunities afforded by children's electronic literature. She is also creating her own Flash-based electronic literature piece for children.

I will also be serving as advisor for the Digital Entertainment Creation Club. The purpose of this club is to share ideas about and develop Flash- and Javascript-based interactive game-based texts that can be used on Web sites. Paul Kohler, creator of the club, expressed a goal of connecting with Rowan student groups to design interactive features for their Web sites. I suggested that after building a portfolio of work the group might think about contacting local non-profit organizations that always need help with making their Web sites more dynamic.

One thing I have been thinking about is how to encourage more Writing Arts majors to study abroad for a semester. Studying abroad can offer amazing creative and cultural opportunities for burgeoning writers.

Development of Learning Activities

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 could use as a model for students, to reflect on my teaching and research, and to post items of interest in photography, visual rhetoric, and classification systems.

Since August, 2007, I have created 113 course-related Web pages for 15 course sections. Each course Web site's main navigation includes the course schedule, syllabus, daily homework assignments, major assignments, and links to readings. 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 available in PDF and/or XHTML format. Students have the ability to download these tutorials to help them recall how to use the software when accessing it from home. Recent tutorials include how to set up and use Diigo (<http://bit.ly/DfQs> [.pdf]) and Netvibes (<http://bit.ly/p1e6g> [.pdf]); how to take and embed screen shots (<http://bit.ly/8dcT>); and how to capture and convert video files (<http://bit.ly/1KU1Bo>). Because the software we use in class is updated repeatedly I have revised many of these tutorials several times.

I have posted 165 blog entries. My blog has been viewed 39,799 times by RSS feed and 6,818 times by direct hit (direct hits do not include hits to individual posts). My Web site has had a total of 26,051 unique visitors, making a total of 74,409 visits. Visitors have viewed 233,869 pages. Monthly usage is consistent with when courses are in session (Figure 1). This suggests that students drive the use of the site, which was my goal when the site was created.

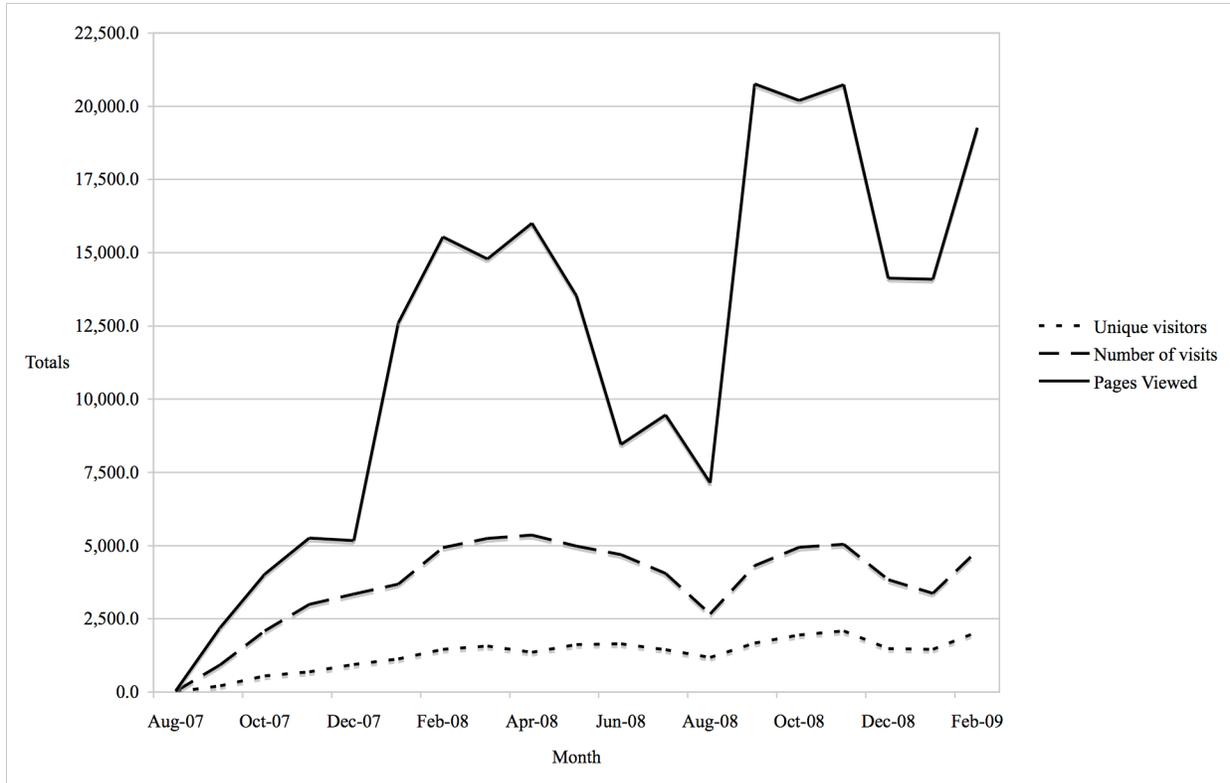


Figure 1. Monthly (August, 2007 – February, 2009) Unique Visitors, Number of Visits, and Pages Viewed for the Domain <http://williamwolff.org>

My blog has been viewed 39,799 times by RSS feed and 6,818 times by direct link (direct links do not include views of individual posts). My most popular blog post, viewed 2,240 times since it was published September 28, 2007, is “at the george eastman house” (<http://bit.ly/MLUh>). My most popular 2009 post, viewed 346 times since it was published February 3, 2009, is “mapping superbowl tweets in the nytimes” (<http://bit.ly/luAI>).

Because my current section of Writing, Research, and Technology is investigating video as a form of composition I have created a channel on YouTube which serves as a video hub for the class (<http://bit.ly/8RMw>). I have created and uploaded 6 video assignments. To facilitate collaboration among students throughout the oral history project I have created an Oral History Project wiki using Pbwiki (<http://bit.ly/8RMw>).

In Fall 2007 I created a wiki using PBWiki to host the Sophomore Engineering web site. In fall 2008, I embedded code in the wiki (<http://sophclinic-f08-s09.pbwiki.com/>) so that site usage could be compiled by Google Analytics. Between September 1 and December 31, 2008, there were 4,750 visits and 15,506 page views. The most popular portion of the site was Professor Amy Brown’s, which is what we would hope because she was teaching more students (3 sections worth) than any of the other Writing Arts faculty. Weekly usage, with deep valleys on Saturdays and mid-week peaks, shows when students accessing the site (Figure 2).

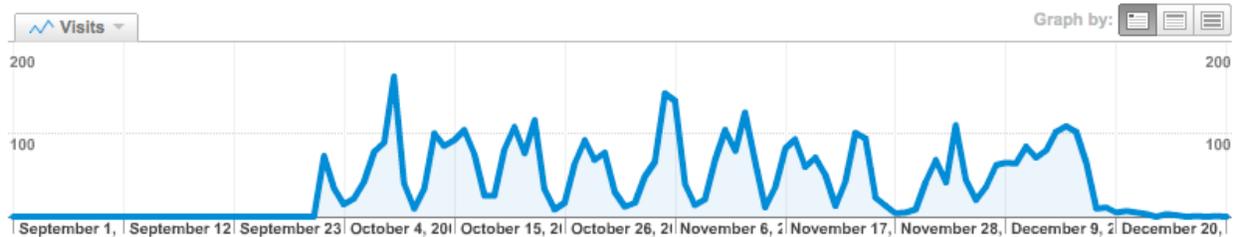


Figure 2. Google Analytics Weekly Data (September 1 – December 31, 2008) for <http://sophclinic-f08-s09.pbwiki.com/>

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, Zoho, Wordle, PBwiki, Jamendo, Windows Movie Maker, Microsoft Photo Story 3, Prezi, Zamzar, Jing, Web Developer Toolbar, Video Download Helper, Picnik, among others.

My use of new applications to enhance assignments has resulted in blog posts about those assignments being linked to from the blog Teaching Carnival. Teaching Carnival is “a semi-weekly edited collection of the best web-based writings on pedagogy” with wide readership. Three blog posts—two on YouTube assignments and one reflecting on a class discussion—were included in Teaching Carnival 3.4 (<http://bit.ly/ggGBf>). I have received requests via Twitter for blog posts on video composition (<http://bit.ly/174jfh>, <http://bit.ly/4vbJKT>) and Google MyMaps (<http://bit.ly/HRL8G>). These will be composed as time permits.

Within the department I have maintained my record of collaboration by co-teaching several sections of two courses: College Composition II: Sophomore Clinic and Introduction to Writing Arts. I have written an evaluation of Rebecca Bland's teaching.

In order to maintain awareness of new technologies available for Rowan faculty, in October 2008, I attended Information Resources Training Services' Technopalooza Expo. I learned how to use the Smart Board, clickers, and how to integrate the iPhone with the Rowan network.

Scholarly and Creative Activity

My second and third years of service at Rowan have seen my research agenda evolve from the work that I was doing in my dissertation on innovation on classification systems to embody a new area: Web 2.0 and literacy.

One article based on my dissertation work, “A chimera of sorts: Rethinking educational technology grant programs, courseware innovation, and the language of educational change,” was published in November 2008, in *Computers & Education*. *Computers & Education* is the premier journal in the computing and education field. Another article based on dissertation research, “Systems of classification and the cognitive properties of grant proposal formal documents,” has been accepted at a premier journal, *Technical Communication Quarterly*. I have submitted final revisions and am awaiting word from the editor on a publication date. I have been asked to submit revisions for “Toward the convergence of wireless technologies and learning space design: A history and a proposal,” submitted to *Computers & Composition*, the leading technology-related journal in the composition and rhetoric field.

My current research has been informed by my observations of my students having difficulty engaging with Web 2.0 applications—applications with which, if we believe the hype, this generation of young people should use comfortably. In particular, I found students experienced quite a bit of confusion when asked to move from one Web 2.0 application to the next—even when applications shared similar functionalities, terminology, and layout. The questions that guide much of the scholarship I am doing now are: what is happening cognitively as users engage with Web 2.0 applications? How is that interaction different than how users engaged with older, static web sites? Are we seeing new genres of writing and new literacies emerging out of the rapid development of Web 2.0 applications? If so, what are their characteristics? And what implications will they have on the fields of rhetoric, composition, English, and Internet studies.

My ideas have been well received by the Rowan and professional community. My proposal, “Mapping Relationships among Web 2.0 Applications: A Preliminary Investigation into a New Information Literacy,” was awarded a Rowan-funded Non-Salary Financial Support Grant (NSFSG). This grant provided funding for hardware and two undergraduate researchers. I selected two top Writing Arts students, Katherin Fitzpatrick and Rene Youssef, and they have not disappointed. I was asked to submit an article on the future of usability studies for a special edition of the peer-reviewed e-journal, *Currents in Electronic Literacy*. Since the article would be informed by work completed with the support the NSFSG, I asked Katherin and Rene to co-author the piece with me. “Rethinking Usability for Web 2.0 and Beyond” will be published in 2009.

I have presented 4 papers at top national and international conferences. While presenting at the Third Annual International Association of Online Communicators Conference, Reykjavik, Iceland, I was asked to participate in a panel conversation with leading experts in the field of Public Relations. Portions of this conversation can be seen online at <http://bit.ly/16Y1Ad>.

As my teaching has moved more fully into visual rhetoric by considering how we might apply the composition metaphor to visual texts, so too has my creative interests. I have had photographs chosen to appear in juried gallery shows in New Jersey and Utah.

Publications

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 upon 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.

Wolff, W.I., Fitzpatrick, K., and Youssef, R. (forthcoming, 2009). Rethinking Usability for Web 2.0 and Beyond. *Currents in Electronic Literacy*

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.

Courtney, J., Tweedie, S., and Wolff, W.I. (forthcoming, 2010). What exactly is this major?: creating a Writing Department's identity through an introductory course. *Advance(d) Composition: Undergraduate Majors and the Future of the Discipline*. Eds. Tom Moriarty and Greg Giberson, 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.

Wolff, W.I. (accepted). Systems of classification and the cognitive properties of grant proposal formal documents, *Technical Communication Quarterly*.

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.

Wolff, W.I. (completing revisions). 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.

National and International Conference Presentations

Wolff, W.I. (2009, June). An Exploration of the Possibilities Afforded by The Flip Video Camera for Increasing Student's Visual Literacy. Paper proposed for The Humanities and Technology (THAT) Camp Un-Conference. Fairfax, VA.

I'd like to talk about the Flip Video camera (<http://www.theflip.com/>) and how it might be used in humanities settings to help students 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, elusive relationships among texts, still and moving images—and how those relationships impact and are impacted by contemporary cultures.

My session’s conversation will be informed by what my students and I are learning by using the Flip in a class where students are completing two video compositions—one informal, the other using formal oral history research methodologies. Both will be posted to YouTube.

The affordable, user-friendly Flip provides pedagogical opportunities that were once out of reach when video technologies were too expensive and had too steep a learning curve. As teachers and practitioners in the area of digital humanities we have the experience necessary to begin thinking about those opportunities and the impact they could have on teaching, learning, and the discipline. To aid the discussion, participants will be shown how and then encouraged to use Flip Video cameras that I will bring to the conference.

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. As literate readers of web pages we understand 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 web site to the next we read these sites as discrete entities, each with unique texts, symbols, navigations, and artifacts that define it apart from others. CNN.com, for example, has a different look, feel, and usability compared to Yahoo!, and other than the content of some reports we generally do not expect their features to overlap in any meaningful way.

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 considers 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.

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. Presented on panel with Diane Penrod.

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 the presenters will illustrate successful adaptations of social networking applications to create targeted, local information ecologies. The ensuing discussion will encourage 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.

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

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. I presented 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. Presented on panel with Diane Penrod.

This workshop 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. Specifically, attendees created their own information ecology using Web 2.0 technologies. They were then introduced to one contemporary writing genre—beatblogging—that has the potential to benefit from multiple, associated online spaces.

Beatblogging, or blending the efforts of reporters with experts in an area of study, becomes an important phase in Web 2.0 writing. Through social networking programs, this “pro-am” approach blends journalistic reliability with the trust the SN community maintains for its own members. As Web 2.0 merges into Web 3.0, with users selecting and sharing information through various software agents, beatblogging offers writers a first stage for creating the collaborative working groups needed to drive Web 3.0.

Grants: Funded

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)

Little is known about the literacy of Web 2.0 applications. This project begins that process of understanding. The project requested \$4811.00. A portion of this money was used to support two undergraduate student co-researchers. The remaining money was for computer hardware and software, which facilitated our work. The end result will provide the seeds for a larger study that will investigate the processes of how web users (students, faculty, the general public, and so forth) become literate readers and users of Web 2.0 applications. The ultimate goal is to identify the characteristics of and name this new literacy. Doing so will have broad implications for the fields of composition, internet studies, rhetoric, ontological studies, and any discipline concerned with 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 would have provided time for three important activities. First, the Stipend would have offered 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 designed in my current study.

Juried Photography Exhibits

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

The Saans Downtown “the premier international showcase for photographs that are Holga-made.” Three photographs were accepted for this exhibit, and were among 150 selected from over 400 submissions.

Wolff, W.I. (2008, 6 April – 25 May). *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. Flickr’d 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 accepted for this exhibit. I submitted Holga images, Train 1 and Train 2 (see above), because to me New Jersey is and has always been about shipping, freight, and transportation. The other prints taken with my Samsung Blackjack cell phone are of my maternal grandmother who is suffering from Alzheimer’s. The experience has been one filled with frustration, anger, fear, loss, and begrudged acceptance for my entire family—and, I imagine, thousands of New Jersey families who have a relative suffering from a similar illness. The concerns of aging and sick family members are a community, state, and national issue. She is a portrait of an aging, fearful, desperate New Jersey populace.

Contributions to Department and University

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 am pleased that I have had the opportunity to contribute to the continued evolution the department, college, and university by serving on the following committees.

Department-level Committees

Hiring Committee, 2008 – present

In fall, 2008, the department released a job ad announcing that we searching for composition and rhetoric specialists to fill two tenure-track faculty lines. I asked to be on this committee because we were “particularly interested in those with expertise in new media and/or writing program administration.” As a faculty member who teaches courses in new media, as well as developing a New Media track for the MA in Writing and a possible MFA in Communication Arts, I was interested in playing a significant role in selecting the faculty member(s) who would also teach in that area. The committee received over 95 applications, conducted 20 phone interviews, 8 campus interviews, and as of this writing has secured 2 hires. Future work will include hiring a ¾ time faculty member.

Undergraduate Major Working Group, 2008 – present

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

Graduate Program Working Group, 2008 - present

This group meets approximately every other month to discuss future directions of the graduate program. We also discuss admissions, recruitment, and current student community development.

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 this year 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 suggestion was informed by the work I have done as a director of a portfolio-based assessment system, The Learning Record. This portfolio system provides an opportunity for students to reflect on their learning over time. The portfolio course was approved by the University Senate in Fall 2006 and has been a part of the Writing Arts curriculum since Fall 2008. The committee disbanded in 2008 after all work was complete.

Curriculum Committee, Department of Writing Arts, 2006 – 2008

Original work of the Curriculum Committee focused on organizing the new Writing Arts curriculum and gaining Senate approval for the new Writing Arts major. It was approved in fall 2006. Recently the committee developed and submitted to the Senate in fall 2008, proposals for creating an accelerated BA/MA in Writing Arts, a Minor in Writing Arts, and Liberal Studies: Humanities/Social Science Program Sequence B option in Writing Arts.

College-level Committees

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, and Art, was charged by the Provost to develop an interdisciplinary MFA in an area that we are tentatively calling the Communication Arts. The committee has conducted comparison studies of similar programs nationwide, begun market research, and is preparing a survey to help it determine the need and scope of the MFA. We are currently working on the initial courses to be offered. Four of the five proposed core courses—Web Design, Visual Rhetoric, Writing for Electronic Communities, and Information Architecture—are courses that I teach.

Campus Master Plan – Academic Facilities Subcommittee, 2006 – present

The charge of this subcommittee is to “maximize opportunities for the delivery of exceptional educational programs and for faculty/student interaction, research and creative activity.”¹ This committee has only met once since I have been a member of it, and that 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 – 2008

This small group investigated possible portfolio systems to be implemented on campus. The group settled on using the Blackboard Portfolio system and I have been piloting its use for several semesters in Introduction to Writing Arts.

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

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 possible viability of Rowan sustaining such an initiative, the committee was disbanded.

Other Contributions to the University Community

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 video-taped interview was for me to highlight work my students are 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 is due to be online in April 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, can 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 world-wide 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 contacted two undergraduate Writing Arts majors, 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 Writing Arts 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 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.

TEC Classroom Showcase, Fall 2007

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. David Hesse (Education), Kimble Byrd (Management), 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. See <http://users.rowan.edu/~wolffw/tec-showcase.html>.

Fulfillment of Professional Responsibilities

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

Boards and Committees

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

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 – present

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 my by alma mater to be the alumni representative on the committee. As a committee member, I evaluate 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.

Journal and Conference Reviewer

- *Computers & Education*
- *Journal of Computing in Higher Education*
- *Technical Communication Quarterly* special issue entitled “New Technological Spaces: Mastering the Literacies of Thinking and Doing Across Multiple Modalities”
- Texas Computer Education Association (TCEA) 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

Other Professional Activities

I have written 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 *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.

In Spring 2008 the English Department at Rutgers University (New Brunswick) created Friday Institute to be an informal gathering of faculty and graduate students interested in how the latest instructional technologies can be used to enhance teaching and learning in writing and English classrooms. I was invited to attend. We meet three or four times a semester for two hours in the English Department's new Writers House.

New technologies provide opportunities for members of distributed communities to maintain contact and share ideas on a daily basis. Recently, I have found Twitter to be an invaluable tool for engaging with my professional community. My followers (currently 203), those I follow (currently 193) and I share assignments, scholarship ideas, and links relating to our field. As a result of discussions about my teaching and research, I have received requests for blog posts on assignments where students are using the Flip Video Camera, Google MyMaps, and YouTube. My assignments have been enhanced by assignments shared by those I follow. My students (grad and undergrad) have started following and @replying to faculty at other institutions. I am in the process of creating a collaborative visual rhetoric/photography blog with a scholar I met on Twitter. And, I have received gratifying emails, like the one sampled from below from a UT-Dallas grad student in New Media, thanking me for sharing my materials online:

Dear Dr. Wolff,

I am a grad student at UT Dallas, and I follow you on Twitter. Recently, you sent a tweet regarding a conference on Twitter and Writing, asking if anyone would be interested. Although I am a student with little to no leverage and little to no experience planning an event like this, I would be interested in supporting this potential effort. . . .

I am intrigued by your Writing, Research, & Technology course, as well as other courses like yours across the country. Tracking these courses over the past few years, I have realized the need to teach modes of composition that are not necessarily written. I have read theories and arguments about this idea, but I have actually been convinced by observing the theories in practice (at least from a distance!). Your blog is also an amazing resource, for teaching and otherwise.

Oh, and thanks for posting your Innovation Grant Proposal to request funding for the video cameras. You lucidly synthesize the most current ideas in multimodal composition pedagogy, and I learned about many resources through reading this document. I am preparing a presentation on multimodal literacy for a grad student conference at Ohio State in April, and your bibliography is helpful. So... thanks!

Please excuse the rambling email! I am in the middle of writing a midterm, but had to send this to get it off my mind.

Regards,

R.S.

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. Over the next few years I will continue to explore the relationships among these areas. I am also going to continue to try to find a happy medium among teaching, research, and service so that one does not overwhelm time needed to spend on the others.

Teaching

With the development of the New Media track in the MA in Writing and the MFA in Communication Arts I look forward to the opportunity to broaden my courses by teaching a full semester version of Web Design as well as Visual Rhetoric and Multimodal Composition. In terms of my teaching practice, I am going to try to find a more effective strategy for getting grades back to students in a timelier manner.

Scholarship

I am going to continue to engage my current area of research. I find it fascinating, timely, and important to the field—and my recent conference successes suggest the field agrees. I would like to write two articles informed by my current grant-funded study. First, an article for *College English*, which will discuss new genres of writing identified by the study and introduce important characteristics of the new information literacy. Second, an article for *The Journal of Computer-Mediated Communication*, which will discuss the interactive relationships among Web 2.0 applications as revealed by the study. Both will make significant contributions to our understanding of the Web 2.0 applications and new information literacy.

I am in the process of collaborating with incoming faculty member, Christa Teston, on a panel proposal for the 2010 Conference on College Composition and Communication (Louisville, KY). The panel's overall topic will be visual rhetoric. It has been 6 years since I have attended Computers & Writing so I am going to propose a paper to be presented there as well. If I have time, I will also prepare a paper for Computers and Writing Online.

I am also going to revise and resubmit my NEH Summer Stipend Grant application.

I also have an idea for a Twittering and Writing conference that I am thinking about proposing to the Computers & Writing conference organizers. Currently the Association of Teachers of Technical Writing holds a small conference in the location of CCCC just before CCCC starts. I think a Twittering and Writing conference could work in a similar way just prior to Computers & Writing.

Service

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 course proposals for Web Design and Visual Rhetoric & Multimodal Composition. I will also continue being an integral member of the MFA Task Force.

As part of the requirements of my Innovations in Teaching with Technology Grant in Fall, 2009, I will be running several workshops on the Flip Video camera.

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.

Response to Sophomore Engineering Clinic Evaluations

I was pleasantly surprised to read the evaluations and comments for my second semester teaching College Composition II: Sophomore Clinic. Scores increased in all 10 evaluation categories. My Grand Mean increased from 4.13 in Fall 2007 to 4.47; my Teacher Mean from 4.24 to 4.53; and the course rating from 3.17 to 3.93. Other areas where I am very happy with the change are Makes You Think (3.78 → 4.27), Classes Productive (3.94 → 4.13); and Assignments Help (3.78 → 4.07). These changes, as well as the comments, suggest that students responded to the changes I implemented to the course the second time I taught it.

The primary change was to introduce readings to the course list. My first semester teaching SC I felt as if I was merely teaching students to respond to the assignment prompts. There were no overarching ideas or themes that could encourage course discussion. As such, I implemented a group of readings that addressed students' main complaint about the writing portion of SC: that engineers don't need to know how to write, and as such writing section wasn't as important as the lab section. The readings I chose by Henry Petrosky, Edward Tufte, Dorothy Winsor, among others, contextualize the work students were doing by locating them in real-world examples. They also do an important thing: discuss the intimate relationship between writing and engineering. One chapter we read by Petrosky discusses how the engineering design process mirrors in many ways the process of writing poetry.

Though two students suggested that the readings could have been more helpful, and one student requests more readings in the second half of the semester, I think the overall effect of the readings can be seen in the student's positive comments about the importance of learning to write as an engineer. We see these when they state that the most helpful aspect of the course was "Learning different writing techniques used in engineering," "Getting to write the academic white paper and resume on top of design reports," "Learning the engineering writing style," and "I know now that when I am assigned something in the workplace, I will have had the experience writing such assignments in class."

I am, of course, also quite pleased with students' comments that I was "one of the better professors [s/he] has had here at Rowan," that I used "effective techniques that present the course clearly and easily," and that I do "a very good job ensuring that everything to be learned in the course is" learned. In future semesters I will try to build on these successes.

Summary of Student Evaluations

Course: IWA
 Date: 12/07
 Instructor: Wolff
 Enrollment: 39
 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.

Introduction to Writing Arts, Fall 2008

Professor: William Wolff

Course: Intro. To Writing Arts

Date: 12/08

Administered by: Courtney/Tweedie

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	4.34
Classes	1	1	8	13	29	4.31
productive						
Knowledgeable			0	6	46	4.88
Comments help	3	2	8	16	23	4.04
Assignments	2	2	7	15	26	4.17
help						
Teacher rating	0	6	4	23	19	4.06
Course rating	1	3	12	26	10	3.79
					Teacher mean	4.39
					Grand mean	4.33

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.
 - 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.
 - 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 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.
 - 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.
- 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.
- 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
- 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 explor4ing 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.
- 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.
 - 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.

Response to Introduction to Writing Arts Evaluations

The fall 2007 and fall 2008 sections of Introduction to Writing Arts represent the first and third times I have taught the course. They also represent the first through the ninth times I had taught the Technologies and the Future of Writing Module. Though I am pleased with my Teacher Means (4.57 and 4.39) and Grand Means (4.51 and 4.33) I would have liked them to be more consistent with my scores in other Writing Arts courses. I have thought about the reasons for the decline in overall scores quite a bit since Fall 2008 and I think the problem had two primary causes. First, is a bit of burnout. IWA is a wonderful course and I am a big supporter of the 4-week module set-up. But this means that the instructor teaches the same material three times in a row each semester. Over three semesters that is a lot of repeating the same material and I think I got a bit bored with it. Second, and related, is because of the repetition I thought I had told students things and assumed they knew how to use technologies when they might not have. This semester as I teach IWA again, I have made modifications to the readings and assignments so the material is fresh to the students and me. I am also more careful not to assume that I have explained something to students about a particular application. I take more time explaining applications and spend more time asking each student if they are on track and if they have questions.

Despite these minor concerns, I am quite happy with students' written comments. One of the primary goals of the module is to introduce students to a variety of technologies and applications so when they move on to Writing, Research, and Technology they have more confidence in their abilities to engage with and effectively use whatever technologies they are confronted with. We see success in this area in comments, such as "I was very timid when it came to using the computer. Now after this course, I feel more confident" and "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."

It is always interesting to read how students would describe a course to their peers. With such a wonderful diversity of students in these sections, the comments are particularly welcome: "A cutting-edge module on the technologies available for today's writer, taught by an instructor that is familiar with the changing tides," "A stimulating class discussing the impact of technologies on writing. . . . The class is [l]ead by an energetic professor who is well versed in the subject, but is not afraid to react to student ideas," and "Thought-provoking, interesting, and avant-garde style. Challenges the nature and perception of writing. A useful tool as technology becomes more integrated." I will continue to try to make the course useful for the diverse body of students who take this course.

Professor: Bill Wolff
 Course: Writing/Research/Technology
 Date: 5/01/08
 Administered by: Diane Penrod

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.

Writing, Research, Technology, Fall 2008

Professor: Bill Wolff

Course: Writing/Research/Technology

Date: 12/08

Administered by: Deb Martin

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

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

- Dr. Wolff was very good about responding to emails that I sent.

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

- Very respectful and understanding.

16. Is the teacher enthusiastic about the subject?

- Dr. Wolff is always showing us something new in each class.
- Enjoys his job and it shows.

17. Does the teacher make you think?

- He doesn't just give the answer to a question away.
- More than any other class.

18. 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.

19. 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.
20. **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.
21. **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.
22. **Considering everything, how would you rate this teacher?**
- Very knowledgeable but way too high of expectations.
23. **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.
24. **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.

25. 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.

26. 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.

Response to Writing, Research, and Technology Evaluations

I was looking forward to seeing how the evaluations for these two sections of WRT compared. The Spring 2008 section was a version of the course I had taught twice in the past. In that section students wrote academic multimodal frame-case papers. The Fall 2008 section, however, was grounded in Web design and projects asked students to think about how coding and designing a Web page can be seen as a kind of writing. I am pleased (and a little surprised) to see how close the Teacher Mean and Grand Mean scores compare: Spring 2008: 4.78 and 4.69; Fall 2008 4.64 and 4.49. Both sections found me overwhelmingly Fair (5.00), Enthusiastic (5.00), and Knowledgeable (5.00). The written comments from both sections suggest that the course made student think critically which is one of my main goals for all my courses: “He makes us think a lot about multiple topics. He doesn’t just let you give easy answers, he wants you to think more in depth for . . . better responses” and “[He made me think] [m]ore than any other class.”

What these evaluations show more than anything is that the courses challenged students’ preconceived notions about writing, research, technology, and their applicability in current and future settings. The Spring 2008 section had some of these ideas built into the structure of the course, but Fall 2008 is really where I was hoping to challenge traditional notions by building on ideas introduced in the Technologies and the Future of Writing module in Introduction to Writing Arts. We see students struggling with reconceiving writing, research, and technology in comments, such as: “[The assignments] are helpful with web design, but not with writing or research,” “I think it is a good course, but should not be a writing, [research] and technology class,” “I would gear it more toward writing and researching since that is what it’s called.” These comments are revealing because they suggest at least two things. First, that I could have done a better job of asking students to think about how the composition process can be mapped on to the Web design process. When we did this students created wonderful maps of the two processes that had distinct overlaps in areas of pre-writing, research, writing, reflection, and revision. Second, that traditional notions of what constitutes sound research have been so ingrained in students that an assignment that had a significant research component does not register as research. In that assignment, students were asked to research online various CSS design tips and tricks and post and summarize twice a week what they found to a class bookmarking list. Interestingly, the Spring 2008 section, which asked students to define research as re-search—“looking at again”—does not have any comments about notions of research. This suggests that the academic paper-driven format of the course was familiar enough to keep them comfortable despite a different definition of research.

I am pleased with comments from both sections because they show a course that challenged students in such a way that they were able to see how much they learned: “The course load is a lot, at times it feels like a graduate course, but in a good way. It is very rewarding!” and “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.” I am also quite happy that students found me to be helpful both in and out of the classroom: “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” and “Dr. Wolff is a dedicated, patient, helpful professor who goes above and beyond what most professors offer.” I will continue to try to offer courses that challenge and respond to students in similar ways.

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.

Response to Writing for Electronic Communities Evaluations

This was my first stab at designing and teaching a graduate-level course and I am quite pleased with the results. Student comments, a Teacher Mean of 4.74, and a Grand Mean of 4.72 suggest that the students felt the same way. I am particularly pleased with the 5.00 for Thorough Knowledge of the Subject; because this was my first graduate class I was worried that though I knew I knew the subject matter the students would find my knowledge deficient. I am happy this was not the case. I am also very happy with my scores for Makes Your Think (4.88), Enthusiasm (4.94), and Fair & Respectful (5.00). One of the primary goals for all my courses is to challenge students to be more critical thinkers and consumers of texts. The theory-heavy texts in this course were difficult and included to make students think in new ways. Often this was difficult for students, so I am especially pleased that they recognized their challenging nature.

Each class meeting was challenging and intense. This was especially true for the excellent, nuanced, and controversial book by Martin Kevorkian, *Color Monitors: The Black Face of Technology in America* (2006). Discussion of this text went from accusations of author racism, to students yelling at each other, to me having to do in-depth close-readings of passages of the text. I expected to see this book listed in the comments as one to be removed; I am not surprised to see Fleck (*Genesis and Development of Scientific Fact*) and Wenger (*Communities of Practice*) listed in its stead. Both of these texts are important for establishing the idea of “community.” Indeed, each of the texts was chosen because they help us think about the meaning of “writing,” “electronic,” and “community” in a digital age. Fleck’s ideas on thought collectives and Wenger’s ideas on communities of practice provide important context for thinking about the other two main ideas. They are also wonderful because they are not texts students expect to find in a class like this (I certainly didn’t when I took similar classes in graduate school).

I agree with the students that in the second half of the semester the hand-on focus of the course diminished and I regretted that this had to happen. Our primary project, a usability study, was meant to last the first 12 weeks of the semester. Students were going to complete all stages of the study, including testing subjects, interpreting data, and presenting findings. Midway into the project it became clear that we weren’t going to be able to gain access to the necessary equipment to conduct an effective and ethical study. As such, I truncated the project. When I teach the course again I will have a better understanding of the constraints such a study has and will design it accordingly. I am also going to drop the review essay in favor of something else. I assigned the review essay because in my new media-related courses in graduate school I did less academic writing than I would have liked and often felt at a disadvantage because I wasn’t producing papers that could be turned into articles as frequently as my colleagues were in their courses. Here, however, the assignment didn’t seem to mesh fully with the course.

Overall, however, I am quite encouraged by the comments, especially: “Great at opening the possibility of technology and writing,” “His reading selections and assignments are thought-provoking and promote discovery and discussion,” and that the most helpful aspect of the course was my “insistence on self-reliance and discovery.”

Teaching Observation: Writing, Research, Technology, Spring 09

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.

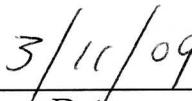
Dr. Wolff's lesson was well crafted; the activities were expertly sequenced, challenging, and appropriate to the course. His teaching points were reinforced with pertinent examples from his own experience with the tasks.

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.



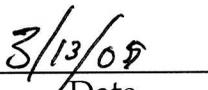
Deb Martin



Date



Bill Wolff



Date

Response to Teaching Observation: Writing, Research, and Technology

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, to doing 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 three-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.

**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.

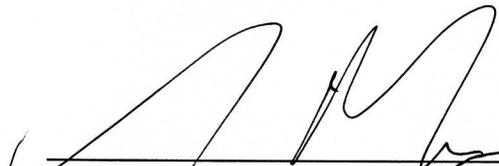
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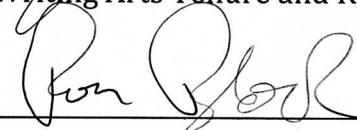
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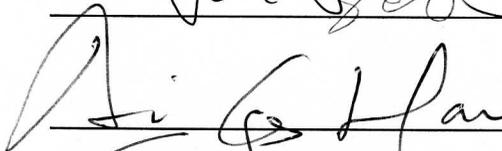
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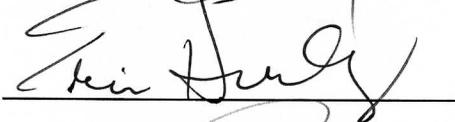
Jeffrey Maxson,
Chair, Writing Arts Tenure and Recontracting Committee, 2008- 2009



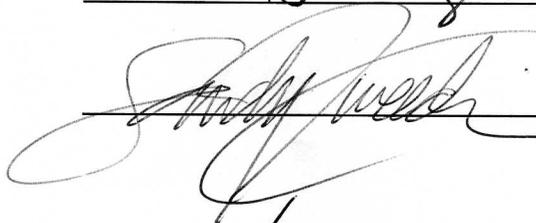
Ron Block, Writing Arts



Aiguo Han, Writing Arts



Erin Herberg, Writing Arts



Sandy Tweedie, Writing Arts



Candidate's Signature

Candidate's Comments:

**Department of Writing Arts
Tenure and Recontracting Committee
Department Recommendation Form
October 3, 2007**

The Department of Writing Arts Tenure and Recontracting Committee has reviewed the materials submitted by Dr. William Wolff, a candidate in his second 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. Please note that we have followed our department Criteria for Tenure and Recontracting in organizing our remarks below.

Teaching Effectiveness

Teaching Dr. Wolff's teaching self-appraisal establishes a strong theoretical framework at the leading edge of technological innovation combined with an aptitude for adjusting to the situation provided by students here at Rowan. His "collaborative learning environment that challenges students to read, write, and think critically" is realized in an "activity-based" classroom situation that asks students to "explore complex theories, tackle difficult assignments, learn from their successes, and bring their new skills into settings outside the classroom."

Students in Dr. Wolff's classes engage in multiple activities that provide them "an opportunity to engage their learning from a variety of perspectives and to collaborate with their peers on a weekly basis." Guiding all this is his use of the Learning Record, a portfolio system that "provides students with an opportunity to engage in the type of reflection over the duration of the semester that facilitates becoming critical users of and thinkers about technology."

In addition to his teaching courses in Writing, Research and Technology, and College Composition II, Dr. Wolff is involved in two team-teaching situations, each with three faculty members from Writing Arts: Sophomore Clinic with a College Composition II component based in the College of Engineering and Introduction to Writing Arts, a newly created course in the Writing Arts major. Each of these requires a commitment to shared values, coordination among faculty members and compromise.

Students' attitudes towards the challenges inherent in Dr. Wolff's courses speak to his commitment to their learning. In each of the student evaluations in Dr. Wolff's packet, one sees a discrepancy between students' perceptions of his teaching and their perceptions of the courses themselves. It appears from these and from student comments in the evaluations that though in some areas students may not be inclined toward the course itself, they find Dr. Wolff to be an effective, engaging professor of challenging, interactive courses.

The committee also notes Dr. Wolff's willingness to adjust his course approach based on student feedback. The spring 2007 comments from students in Writing, Research and Technology show that the concerns expressed by last year's department committee have been addressed. Students were enthusiastic about the classes being productive. For example, one student said, "Always doing hands-on, cooperative learning groups or peer evaluations." Another student found Wolff, "Very honest and reliable for asking/ answering questions. Intense work load, but not impossible. Wonderful teacher." Dr. Wolff also addresses and offers means for addressing the concerns of non-traditional students in his response, showing his commitment to continual improvement in his classes.

The committee does note that workload remains an issue for the College Composition II course. More than half the written responses to the question concerning changes and improvements address the issue of a heavy workload. In and of itself, a heavy workload is not an issue. Yet, more than half of the responses to the question concerning productive classes refer to "busy work." Dr. Wolff addresses these concerns in his response, and Dr. Maxson's classroom evaluation, in which he points out that the lesson was "organized and productive," indicates that Dr. Wolff's efforts are bearing fruit.

Advising As Dr. Wolff notes, he has not yet been assigned any students to advise, but he has already taken interest in helping to advise students informally.

Development of Learning Activities Dr. Wolff's packet speaks to his development of multiple learning activities. Though Writing, Research and Technology was already in place, he has redesigned it to fit his delivery abilities and overall course objectives. He has also had to design his portion of the Introduction to Writing Arts from the ground up. For each course that he teaches, Dr. Wolff creates a webpage with multiple subsections that students can access at any time. As he says, "I design my own course web sites because I enjoy the flexibility afforded by hand-coding."

Developing as a Teacher Dr. Wolff's involvement in this area include: his team-teaching two courses, his regular attendance at and participation in national conferences, and his own creation of blogs and wikis because, as he says of the latter especially, "As I will be asking students to use wikis in future courses, I wanted the experience of really using them myself."

Scholarship and Creative Activity

Dr. Wolff has actively pursued scholarly work during his probationary period at Rowan in his primary field of technology-mediated composition and learning, and—in collaboration with Rowan colleagues—in curriculum design. Two of his articles or book chapters have been accepted for publication, and three more are under review. He has presented or will present at three conferences.

In the area of technology mediated writing and learning, his research offers insights into practices that have otherwise remained unexamined, for instance, the spaces within which teachers use technological teaching enhancements; the idea of innovation as innovators see and perform it, as opposed to the inflated rhetoric surrounding it; and the grant proposal form and what its format permits and obscures. In his work on curriculum and pedagogy, Dr. Wolff has likewise brought critical insights to bear on the new Introduction to Writing Arts course, the Writing Arts major and the interdisciplinary Sophomore Clinic class. In both these areas, Dr. Wolff has made provocative contributions to the field, and we applaud his collaboration with colleagues on the pedagogy of teaching, an area of applied research we value.

In addition, Dr. Wolff's professional website and blog are impressive. The former provides an introduction to his professional interests and background—his formal home on the web. In his blog, Dr. Wolff posts frequently about his innovations, questions and concerns with regard to teaching, technology and scholarship. It serves as an informal but intellectually challenging contribution to the field of technology-mediated composition.

In sum, the committee finds Dr. Wolff's scholarly activity to clearly meet its expectations for a candidate in his second year of service.

Contribution to the Department and University

Since joining the Writing Arts department in 2006, Dr. Wolff has shown serious interest in serving his department, college and university. At the department level he has participated in three committees. One of these committees, the Discipline Committee, has undertaken the considerable task of reviewing, redefining, and reshaping the department's major. Dr. Wolff's contributions to this committee include working collaboratively with two other colleagues to add two new courses to the major. Dr. Wolff has also assisted the department in redesigning its student evaluation form, in addition to serving on the Department Curriculum Committee.

At the college level, Dr. Wolff is an active member of the Technology Committee, serving as PI in developing a survey of students and faculty on technology use, taking it through the IRB process and analyzing and writing up the results. At the university level, Dr. Wolff has brought his technological expertise to the ePortfolio Working Group, assisting the university to explore the possibility of implementing a campus-wide portfolio system, and to the Multimedia Technology and Content Casting Committee. This latter committee is charged with evaluating the use of multi-media technology on campus. He is also the college representative to the Jack Kent Cooke Fellowship Committee.

The committee finds Dr. Wolff's contributions to department, college, and university committees to fulfill the department's expectations for a second-year faculty member. We anticipate Dr. Wolff will continue to expand his contributions in this area.

Fulfillment of Professional Responsibilities

As a second-year faculty member, Dr. Wolff has brought his expertise to bear in several areas: as a session chair in 2007 at the Conference on College Composition and Communication (CCCC); as a paper reviewer for the 2006 Texas Computer Education Association Technology Research Symposium; and as an alumni representative to the Thomas J. Watson Fellowship Committee, a position in which he judges fellowship proposals and interviews candidates for a national competition. A member of five professional organizations, including CCCC and MLA, Dr. Wolff is also an active participant in three academic listservs.

The committee commends Dr. Wolff's contributions and encourages him to widen and deepen his service to the profession and the community during his path to tenure.

Recommendation

The Department Committee commends Dr. William Wolff for his professional performance and reiterates that he is a highly valued member of our department. We strongly recommend him for recontracting.

Writing Arts Department
Tenure and Recontracting Signature Page
Fall 2007

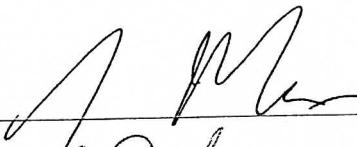
Vote

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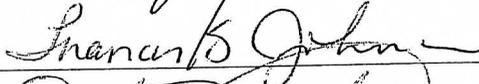
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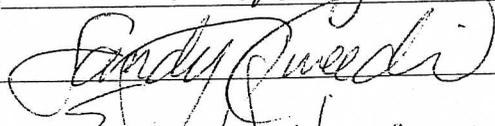
Dr. Jeff Maxson, Committee Chair



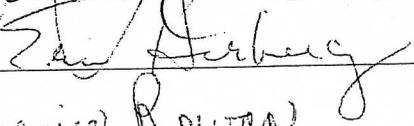
Dr. Frances Johnson



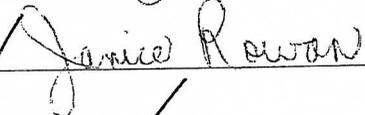
Dr. Sandy Tweedie



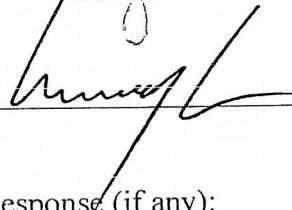
Dr. Erin Herberg



Prof. Janice Rowan



Candidate



Date

10/3/07

Candidate's Response (if any):

MEMORANDUM

Date: November 16, 2007
To: Dr. Ali Houshmand
Provost
From: Craig Monroe, Dean
College of Communication
Re: Dr. William Wolff —2nd year review and recontracting recommendation

Dr. William Wolff has completed his first year of service as an assistant professor in Writing Arts. He was hired to contribute to the technical writing dimension of the program. Dr. Wolff's background and interests render him well qualified for this assignment. My assessment of his performance to date follows.

Teaching Effectiveness: Dr Wolff's first year of teaching at Rowan went very well. Student evaluations progressed from solid in fall (grand means of 4.13 and 4.19; teaching means of 4.24 and 4.06) to excellent in spring (grand means of 4.5 and 4.8; teaching means of 4.6 and 4.9). Dr. Wolff's evaluations reflected continuing strengths in students' perceptions of his knowledge of the subject matter, fairness and respect, and enthusiasm. I was pleased to note a substantial improvement in students' ratings of the helpfulness of assignments. Students' comments reinforce these conclusions. I was particularly taken by student comments (not always appreciative) that they had to work hard and that they learned! Overall, it is clear that students appreciate Dr. Wolff's teaching.

Dr. Wolff's colleagues appear well satisfied with his teaching. Visitor Jeffrey Maxson commented that the class session he observed was "remarkably well organized and productive." Dr. Maxson was particularly complimentary of the dexterity with which Wolff guided students through their work and the degree of engagement he perceived among students. The department committee commended Dr. Wolff for the clearly documented adaptations he made to feedback from the previous review as well as his clear commitment to student learning.

Scholarly and Creative Activity: Dr. Wolff had a very productive first year in terms of scholarship. Last spring he presented a paper to the Conference on College Composition and Communication, the premiere association in his discipline, and has another paper accepted for presentation to this conference next spring and another paper under review for presentation to the Mid-Atlantic regional conference of *EDUCAUSE*. Dr. Wolff has an article accepted for publication in *Computers and*

Education, a premiere journal in his area of specialization, and has manuscripts currently under review for publication in *Computers and Composition and Technical Communication Quarterly*, both highly respected journals.. In addition, he has worked with his colleagues in Writing Arts and Engineering on a chapter scheduled for publication in an edited volume. I am more than satisfied with this level of productivity from a faculty member entering his second year.

Contributions to Department University: Dr. Wolff has undertaken important service obligations at the department, college, and campus levels. He served on three departmental committees including the Academic Discipline and Curriculum committees, both major assignments. He is a member of the College Technology Committee for which he completed a survey of students' aspirations and needs. He also serves on a campus-wide working group on upgrading classroom technology. I commend Dr. Wolff for a breadth and depth of engagement that is unusual for faculty members after one year.

Fulfillment of Professional Responsibilities: Dr. Wolff belongs to appropriate professional organizations and is actively involved in their activities.

Conclusions and Recommendations: I recommend Dr. William Wolff for recontracting. He had a very successful first year at Rowan University and shows strong potential to grow in all aspects of his profession.



October 29, 2007

Dr. Donald Farish
Rowan University President

Dear Dr. Farish:

The All-University Tenure & Recontracting Committee has reviewed all material submitted by the following candidate and recommends *third and fourth* year recontracting for:

William Wolff

Writing Arts Department

Dr. Wolff demonstrates effective teaching by his generally high teaching ratings and positive comments from his students. His peer observations also are positive, noting his knowledge, enthusiasm, currency, and energy as a teacher. His own reflections and efforts to make his material accessible to students outside the classroom are evidence of the enthusiasm he has for teaching. Our committee believes he will show consistent development in this area.

Evidence of successful scholarship includes the acceptance of one article and one book chapter for publication. Dr. Wolff also has three additional articles or chapters under review. Further, he presented at the *Conference on College Composition and Communication* in March 2007 and will present at the 2008 *Conference on College Composition and Communication*. He has another abstract under review for the 2008 *EDUCAUSE Mid-Atlantic Regional Conference*. We encourage Dr. Wolff to continue his consistent achievements in scholarship.

Dr. Wolff actively participates in his department: He serves on the Department's Student Evaluation Form Committee, the Discipline Committee and the Curriculum Committee. At the college level he serves on the Technology Committee. Dr. Wolff has also contributed at the university level, serving on the Laptop Initiative Committee, the ePortfolio Working Group, the Jack Kent Cooke Fellowship Committee, the Multimedia Technology and Content Casting Committee, the Campus Master Plan Academic Facilities Subcommittee and the Classroom Technology Upgrade Working Group (ad hoc). Our committee commends Dr. Wolff for his impressive record of service and encourages him to continue utilizing his expertise in service to the department, college and university.

Membership in the Association of Teachers of Technical Writing, the Conference on College Composition and Communication, the Council of Writing Program Administrators, the National Council of Teachers of English and the Modern Language Association are examples of Dr. Wolff's professional activities. He also served as a paper



December 4, 2007

Donald J. Farish, President
Rowan University
Bole Hall
Glassboro, New Jersey 08028

Dear Dr. Farish:

This is to inform you that after a careful review of all pertinent data and recommendations, I am recommending Dr. William Wolff for reappointment to a third and fourth year contract for academic years 2008-2009 and 2009-2010.

The evaluation of faculty during the first two years of service focuses on teaching effectiveness, and Dean Monroe and I agree that Dr. Wolff has performed at an appropriate level to warrant a two-year contract extension. Likewise, we believe that as a second-year faculty member, Dr. Wolff has performed at an appropriate level in the areas of research and creative activity, service and professional activity. As Dr. Wolff moves through probationary service, in addition to maintaining a record of teaching effectiveness, we will look for him to continue to refine and develop his level of research and creative activity and to expand his service and professional activity, as these will be important considerations in subsequent recontracting reviews.

Sincerely,

Ali A. Houshmand
Provost

c:

W. Wolff

C. Monroe
J. Rowan
N. Reaves



December 6, 2007

Dr. William Wolff
Department of Writing Arts
Hawthorn Hall

Dear Dr. Wolff:

This is to inform you that upon the recommendation of Provost Houshmand and Dean Monroe, I will be recommending to the Board of Trustees your reappointment to a third and fourth year contract for academic years 2008-2009 and 2009-2010.

For your information, the Board will meet on Wednesday, December 12, 2007, at which time they will act on all matters pertaining to reappointment. The public portion of the meeting will begin at approximately 4:00 p.m. and will be held in the Enyon Ballroom, Student Center.

Sincerely,

Donald J. Farish
President

C: A. Houshmand
C. Monroe
J. Rowan
N. Reaves