COMMITTEE REPORT: WRITING ACROSS THE CURRICULUM COMMITTEE

1. The writing committee met three times this year. So far, our main business has been to prepare for and participate in the October Writing Program external evaluators’ visit, contact and meet with faculty teaching W1-3 courses this semester, and work with departments/programs that have Writing-Enriched Curriculum grants (see #8, below, for more detail).

2. In 2017-18, there are 39 first-year writing (W1) courses (22 in fall, 1 in JP, and 18 in spring) offered in 9 different departments/programs (see #1, below) to accommodate the ~606 students in the class of ‘21. This number has grown from 34 sections in 2012-13, the first year of the all-college requirement.

3. In 2017-18, there are 21 W2 and 10 W3 courses offered in 15 departments/programs (see #2, below).

4. The Writing Program had its first external program evaluation October 9-10, 2017. Two senior faculty writing program directors, Dr. Shirley Rose and Dr. Irwin Weiser, came through the Council of Writing Program Administrators Consultant-Evaluators Service to perform this review. Special thanks to the writing committee and the many staff, administrators, and students who participated in the visit! The evaluators will provide a formal report and recommendations to the Provost shortly.

5. If you have workshop suggestions or other resource requests, please reach out to any of us! (See pg. 2)

WRITING PROGRAM RESOURCES FOR STUDENTS, FACULTY, AND STAFF

The Colby Writing Program includes the following eight components and programs:

1. First-year writing courses (W1s) taught in both the Writing Program (WP courses) and 12 other departments/programs across the college. W1s are small, themed courses (capped at 16) that introduce students to college-level research and writing, providing practice with expository writing, careful reading, and critical analysis. All first-year students, save transfers with equivalent credit, are required to take a W1 in their first year at Colby. W1 courses have shared faculty guidelines, W1 Common Understandings, and Student Learning Outcomes (see colby.edu/writingprogram/curriculum).

2. Upper-level, writing-intensive courses in the majors (W2s and W3s). W2s are intermediate (200- or 300-level) courses that introduce students to the methods, questions, and forms of writing in disciplines or interdisciplinary areas. W3s are 300- or 400-level courses (or approved projects) that provide practice in advanced writing and research and build on the goals for W1/W2 courses. These courses are not required but, rather, signal to students courses that will include significant engagement with and direct instruction in writing. These courses are guided by W2/W3 Common Understandings.

3. The Farnham Writers’ Center (FWC) offers peer-to-peer tutoring (M-TR 10:00am-4:00pm and 6:00pm-12:00am; and Sundays 6:00pm-12:00am) and trains writing fellows as course-attached tutors. This semester, in addition to tutoring, the FWC offers 30 sections of WP 112 (1-credit individualized tutoring course) and 19 writing fellow pairings. This semester, the FWC will hold "pizza and writing tips" workshops for students on the writing process, research techniques, grammar, and using sources.

4. Writing pedagogy workshops and consultations for faculty/staff to support the teaching of writing across disciplines. The Writing Program Director meets frequently with faculty/staff on writing pedagogy, assignment design, responding to students’ writing etc. The CWP also offers a series of
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Writing Pedagogy Lunch workshops each semester as well as Writing in the Disciplines (WID) and W1 course development workshops. If you have suggestions or requests, please let one of us know!

5. **Multilingual writing support for students and pedagogical support for faculty** offered by the Multilingual Writing Specialist (MLWs). Resources for students include workshops geared towards second language writing, one-on-one instruction, and WP 111 (a pre-W1 communications course for international students). Faculty resources include multilingual writing pedagogy lunches, assistance making classes more inclusive of multilingual students, and tutoring referrals for struggling students.

6. **A Writing-Enriched Curriculum (WEC) initiative** to build on W2/W3 courses and engage holistically with departments/programs to examine the role of writing in their majors. We have a research partnership with the University of Minnesota, which created the WEC model, and we received a grant from the Davis Educational Foundation in 2016, (in part) to support this initiative. Five departments have received 3-year curriculum grants for a research-based, faculty-driven approach to create writing plans that articulate (1) graduation-level writing abilities, (2) curricular revisions and requested support for infusing writing instruction into the majors, and (3) assessment plans for capstone writing. The pilot departments are Art and Computer Science, which have both completed 2nd edition writing plans. Biology is implementing its first writing plan, and Environmental Studies and Psychology began work in August.

7. **Individual curriculum development grants** for continuing faculty interested in developing new W1 courses are offered on an as-needed basis most years. Grant recipients receive priority access to writing support resources, such as writing fellows and course development support.

8. **The Writing Across the Curriculum Advisory Committee** (“writing committee” for short) is composed of Writing Program staff, the Associate Provost for Academic Programs, faculty representatives elected from each division, and one appointed faculty member. The writing committee reviews W-course proposals, approves individual and departmental/program writing curriculum development grants, and advises the Writing Program on policy and development.

**CONTACT INFORMATION**

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