Call for Proposals: Writing in the Disciplines Course Development Grants

With the generous support of the Mellon Foundation, the Colby Writing Program is issuing a call for proposals for Writing in the Disciplines (WID) Course Development Grants. The purpose of these grants is to provide support for the development of upper-level writing experiences for students. This call offers faculty the opportunity to apply for one of two types of WID grants:

1. Grants for faculty interested in creating or substantially revising a writing-intensive course at the W2- or W3-level or

2. Grants for departments/programs seeking to reconceive holistically the role, evaluative criteria, and location of upper-level writing in their curricula.

A recipient of an individual grant can receive a total of $1,700. Funding for departmental or program-level grants will vary based on the size and scope of the proposal. Details and guidelines for each of these grant types are provided below.

1. Requirements and Guidelines for Individual W2- or W3-level WID Course Proposals

Individual proposals can be for the development of W2 courses (intermediate) or W3 courses (advanced), which are aligned with the W2/W3 Common Understandings (see pg. 3) and adapted to suit the disciplinary goals and writing conventions of a particular field of study. Individual grant-funded courses should be developed with the express purpose of piloting then integrating new courses into regular departmental or program offerings.

Successful grant recipients will be expected to:

- Teach their grant-funded course in 2015-16 and at least once more by 2017-18
- Participate in a “Writing in the Disciplines” course development workshop in December 2015 reading period
- Participate in a year-end assessment of student writing in the May 2016 reading period
- Submit a short follow-up report detailing work done during the grant period, experience teaching the course, and the course’s contributions to the department/program. Interim reports are due by February 1, 2016 (fall courses) or August 1, 2016 (spring courses).

Individual grants are for $1,500 plus $200 for participating in the May 2016 assessment reading, for a total award of $1,700.

Individual Grant Submission Requirements (due March 2, 2015)
Submit proposals of no more than 1,000 words to Stacey Sheriff, Director of the Colby Writing Program. The Writing Across the Curriculum Advisory Committee will review all proposals.

A complete grant proposal must include:

A. Course description with supporting materials, including a sample syllabus and description of at least one writing assignment
B. Statement of course assessment methods (and/or rubrics) and sustainability
C. Letter from the department chair/program director explaining how the course will fit in their curriculum and outlining plans for offering the course regularly
D. Timeline, in list form, for planning, research, and implementation (2015 to 2018)
E. Contact information for applicant
2. Requirements and Guidelines for Department/Program WID Proposals

The department/program proposal guidelines are flexible to accommodate multiple approaches to revising, shaping, and reporting on the role of writing in curricula. The Colby Writing Program will provide both professional development and targeted financial support to assist departments/programs that receive a grant in taking a rigorous and holistic approach to developing upper-level writing. Departments/programs may therefore wish to propose a series of W2 and W3 courses or an alternative approach to infusing upper-level writing into their curricula.

At a minimum, proposals from departments/programs must:

- Begin implementation in the 2015-16 academic year
- Designate faculty to participate in a “Writing in the Disciplines” course development workshop in the December 2015 reading period
- Designate faculty to participate in an assessment reading in the May 2016 reading period
- Submit an interim and a final report detailing the work done during the grant period and experience teaching the new curriculum (see detailed report guidelines below). Interim reports are due by August 1, 2016. Final reports are due by August 1, 2018.

Funding will depend on the scope of the proposal and number of participants up to a maximum of $5,000. Proposals must include a short request for funding and justification of costs. Additional funding for relevant activities (e.g. speakers, workshops, materials) may also be available and should be requested in the proposal, if desired.

Department or Program Grant Submission Requirements (due April 6, 2015)
Submit proposals of no more than 2,000 words to Stacey Sheriff, Director of the Colby Writing Program. The Writing Across the Curriculum Advisory Committee will review all proposals.

A complete grant proposal must include:

A. Narrative statement of department/program commitment to developing a WID initiative. This should include a description of the current role and location of writing in the curriculum, a preliminary plan for strengthening and sustaining WID in the department/program, and any writing-related curricular or professional development work completed to date (if applicable).

B. Request for funding and justification of costs

C. Timeline, in list form, for planning, research, and implementation (2015 to 2018)

D. Contact information for all participating faculty and staff, including who will serve as the grant coordinator for communication with the Colby Writing Program and oversight of the grant implementation process.

Interim and final reports should include:

A. Description of the approach to infusing upper-level writing throughout the curriculum (i.e., via W2/W3 courses and/or other methods)

B. Descriptive statement and list of concrete characteristics of writing in the field(s) based on information from varied sources (e.g., faculty, professionals, alumni, literature, students)

C. List of specific evaluation criteria that could be used to assess student writing, drawn from the department’s or program’s list of desired writing characteristics (above)

D. Map of the newly designed role of writing in the departmental/program curriculum
E. Learning outcomes related to writing for individual courses and/or the major(s)
F. Statement of course and/or departmental/program assessment methods and results. (e.g., an embedded, shared assignment; an annual cycle for reading student writing; student and faculty surveys.)

**N.B.** Interim grant reports are due by August 1, 2016. Final reports are due August 1, 2018.