WRITING PROGRAM

Director, Stacey Sheriff

Program Affiliated Faculty: Assistant Professors Ghada Gherwash (Multilingual Writing Specialist, Writing Program), Meghan Hancock (Writing Program), Paula Harrington (Farnham Writers’ Center Director, Writing Program, and English), and Stacey Sheriff (Writing Program and English); Carolyn Megan (Writing Program), Elizabeth Ketner (Writing Program), and Elisabeth Stokes (Writing Program)

Writing is a crucial component of a liberal arts education. Accordingly, the mission of the Colby Writing Program is to support a culture of writing that ensures Colby students develop their writing and research abilities to become successful communicators in academic, personal, and, ultimately, professional environments after college.

The Writing Program is an academic program that draws on many disciplines, most notably the field of rhetoric and composition studies, which brings together writing and communications pedagogy, rhetorical theory, and research in writing across disciplines. The Writing Program is responsible for coordinating and assessing first-year writing (W1); helping faculty develop upper-level writing in the majors and across the curriculum; offering faculty development around writing-related pedagogy and research; providing support for multilingual students through individual consultations and work with faculty; and, through the Farnham Writers’ Center, providing student peer-to-peer writing tutoring and faculty support.

Colby Writing Program faculty teach writing courses at varied levels, with a particular focus on first-year writing. For more information, please see the “Colby Writing Program” and “Farnham Writers’ Center” sections of the catalogue or visit the program website, colby.edu/writingprogram.

Course Offerings

[WP111] Communication in Context Offered in the fall for international students who are not yet taking their first-year writing (W1) course. Introduces students to the needs and expectations for written and oral communication in American academic English. Students will read and reflect on a variety of nonfiction texts. Includes classroom discussions, reflective journals, essays, and an oral presentation. Students will write three multi-draft papers that focus on different topics. Thus, the primary goal is to hone students' communicative skills in English — both spoken and written. Previously listed as "Expository Writing Workshop." Three credit hours.

WP112fs Writers' Workshop An individualized, weekly tutorial session with a trained peer writing tutor from the Farnham Writers’ Center. Meets weekly for 1 hour during the time of your choice for a total of (at least) 10 hours per semester. Open to students from first-years to seniors. Students usually take WP112 with a W1 (first-year writing), senior thesis, or other writing-intensive courses. Meetings may focus on writing assignments, reading assignments, grammar, professors' feedback or anything else related to writing or research for any courses. May be repeated for credit. Nongraded. One credit hour. GHERWASH, HARRINGTON, SHERIFF

[WP113] Conversation Hour for International Students This one-credit course is designed for students who wish to practice/hone their oral academic English. Discussion based, which uses different texts and visual materials to prompt oral discussion. Students are expected to prepare for class discussion by reading texts, writing reflections, and viewing visual materials ahead of time. International students, and others with multilingual backgrounds are especially welcome. This course may be repeated twice for credit. Non-graded. One credit hour.

[WP114] Global English: Contemporary Expository Writing across Media An examination of "global English" to gain a better understanding of successful written communication, especially expository writing. We will review grammar, with a focus on the most common linguistic differences from other language groups; examine traditional rhetorical forms, from argument to advertising and from polemic to parody; study new media forms such as blogs, websites, Facebook, tweets, and graphic narratives; and explore these questions: How does language construct, reflect, limit, and transcend cultural meaning? How does usage change and why? What are the arguments for and against such changes? Students with working knowledge of more than one language especially welcome. Four credit hours. W1.

[WP115] First-Year Writing Frequent practice in expository writing to foster clarity of organization and expression in the development of ideas. The assigned reading varies, but all Writing Program 115 courses discuss student writing. Students should select their first-choice course and submit alternate preferences via the Web page provided. Four credit hours. W1.

[WP115As] First-Year Writing: Rhetoric, Writing, and Social Change Focuses on effective writing, rhetorical analysis, and communicating with different audiences—including the Colby community. Writing projects will include three analytical essays and a final, public writing project in which each student identifies an issue in the Colby community, researches the situation, and develops a realistic proposal to improve it. Each week, we focus on a different aspect of college-level academic writing (e.g., paragraph development, sentence-level editing, analyzing research sources, making sound arguments, etc.) Readings are diverse and include non-fiction essays, newspaper journalism, videos, and scholarly writing on rhetoric, identity, and literacy. Previously listed as English 115. Four credit hours. W1.
KETNER, Toni Morrison's Stokes and reflect critically on, and Matthew Desmond's 2 Colby College 2020-2021 Catalogue John Steinbeck's 43x27 Generated March 9, 2021, on colby.edu 43x49 and revise text and multimedia to write for a variety of publics and communities. Major assignments include an analytical essay; a longer, debates over monuments and statues or activism in social media to organize efforts like the 2018 March for Our Lives. Students will draft less available, we will explore how people use writing to create and shape physical, virtual, and imagined community spaces, such as people use writing to build and sustain communities through activism, advocacy, and affiliation. Especially at a time when public spaces are 43x83 contradictions and complicates subject matter. Students will write personal narratives, argument, synthesis as well as develop their critical 43x143 In this first-year writing course, students will write personal narratives, argument, synthesis as well as develop 43x215 and landscape, both real and imagined, influence writers as well as how these concerns influence our own lives as readers, writers, thinkers, and dreamers. In this first-year writing course, students will write personal narratives, argument, synthesis as well as develop 43x320 conceptions of how writing gets things done, what "good" writing is, and how writing tasks and genres are defined by specific contexts, rhetorical situations, and communities. Students will think about themselves as composers—what processes work best and how their past experiences shape their writerly identities. Major assignments include a definition paper on a writing concept, an autoethnography exploring students' writing processes, a research project, and a reflective blog. Four credit hours. W1. GHERWASH

WP115G First-Year Writing: The Face of Poverty in American Literature Invites students to explore American writing (fiction and narrative non-fiction) through the lens of poverty, with a special focus on depictions of homes and homelessness. We will investigate how writers construct "the face of poverty" in such works as Jacob Riis's How the Other Half Lives, Stephen Crane's Maggie; A Girl of the Streets, John Steinbeck's The Grapes of Wrath, Toni Morrison's The Bluest Eye, and Matthew Desmond's Evicted, and reflect critically on notions of class in today's era of income inequality. Assignments will include short essays, a Colby Museums writing assignment, a research project, and a reflective blog. Four credit hours. W1, I.

WP115H First-Year Writing: Writing about Writing Covers writing theory by inviting students to explore their own and scholars' conceptions of how writing gets things done, what "good" writing is, and how writing tasks and genres are defined by specific contexts, rhetorical situations, and communities. Students will think about themselves as composers—what processes work best and how their past experiences shape their writerly identities. Major assignments include a definition paper on a writing concept, an autoethnography exploring students' writing processes, a research paper on the ways in which a discipline of interest circulates knowledge through writing, and a remediation project that transforms a previous work into a digital medium for a new audience. Four credit hours. W1.

WP115I First-Year Writing: Truths and Fictions Poem. Short Story. Essay. As we read materials from these domains, we will ask what kinds of truths fiction can tell and what sorts of fictions may pass as truth. Ongoing and sustained focus on writing forms the backbone of the course. Closely tied to the readings, frequent writing assignments—formal, informal, and creative—are directed toward developing critical thinking, persuasive argumentation, and a mastery of grammar and style. Previously listed as English 115. Four credit hours. W1.

WP115Jfs First-Year Writing: Non-fiction and the Imagination The focus for our reading and writing will be the creative non-fiction essay. This form draws upon the skills of fiction, poetry and expository writing to arrive to the writer's unique perspective of the world. Incorporating diverse elements such as research, dialogue, description, characterization, rhythm and sound, the writer imagines, questions, contradicts and complicates subject matter. Students will write personal narratives, argument, and synthesis as well as develop their critical reading skills. This course does not count as a workshop for the English: Creative Writing major. Four credit hours. W1. MEGAN

WP115Kfs First-Year Writing: Writing and Public Space (in a Socially-Distanced Age) This writing-intensive course examines how people use writing to build and sustain communities through activism, advocacy, and affiliation. Especially at a time when public spaces are less available, we will explore how people use writing to create and shape physical, virtual, and imagined community spaces, such as debates over monuments and statues or activism in social media to organize efforts like the 2018 March for Our Lives. Students will draft and revise text and multimedia to write for a variety of publics and communities. Major assignments include an analytical essay; a longer,
collaboratively-written essay for which students choose a public space to reimagine; and a multimodal project. Four credit hours. W1.

SCHLACHTE

WP120As  Language, Thought, and Writing: Literary Conversations Individual works of literature take part in a larger literary conversation that transcends time and space. Writers join the conversation by replicating existing literary forms and conventions. They also respond to perennial themes that have sparked writers' imaginations. Literary scholars also engage in ongoing conversations about the purpose and meaning of literary texts. We will enter these conversations by reading, writing about, and discussing literary texts. We will have regular opportunities to respond creatively and analytically, in speech and writing, to some amazing poems, plays, and novels. Previously listed as English 120. Four credit hours. W1.

WP214s Tutoring Writing in Theory and Practice Listed as English 214. Four credit hours. GHERWASH

WP297j Public Speaking: Building Confidence and Passion Communicating ideas effectively is one of life's most valuable skills. In this course, you'll learn to create and deliver powerful messages using acting skills (physical, vocal, intellectual and emotional expression) while receiving intensive and specific coaching from both peers and the instructor. For many people, public speaking is reported to be one of the most stressful activities. Using breath control and mental imagery, you'll learn to channel your nervous energy and build your confidence. In a small group, you'll have plenty of time to practice in a safe environment or, as Samuel Beckett wrote: Try again. Fail again. Fail better. Three credit hours. WARREN-WHITE

WP301s Professional Writing How to respond to rhetorical situations in the professional world. Emphasizes principles that can be adapted to any professional context. Students will learn how to assess the needs of rhetorical situations in the professional world, how to develop an understanding of the purposes and audiences of professional genres, how to prepare for the complexities of working in group settings, and how interrogation of issues of privilege, prejudice, and access to information allows us to design professional documents that are more inclusive. Prerequisite: Any W1 course. Four credit hours. MEGAN

WP320 Advanced Rhetoric and Writing This course will introduce you to rhetorical theory and the writings of major figures in history of rhetoric, such as Aristotle, Isocrates, St. Augustine, and Kenneth Burke. We will learn about persuasion and what's essential for using rhetoric to change the opinions of others. Writing assignments will be varied and include rhetorical analysis, voice essays, and formal proposals. The course will be conducted in a seminar style that emphasizes close reading and active participation. Prerequisite: Any W1 course. Four credit hours.