

## Call for Proposals: Writing-Enriched Curriculum Department/Program Grants

### Application Deadline: Friday, April 10, 2020 by 4:00pm

With support from the Provost's Office, the Writing Program is pleased to issue a call for proposals for **\$5,000 Writing-Enriched Curriculum Grants** from departments and programs. The purpose of these grants is to support the development of upper-level writing in the majors, guided by department/program Writing Plans. This call offers departments/programs the chance to apply for three-year grants to reconceive the role, evaluation, and teaching of writing in their majors.

### Grant Overview

Faculty in departments/programs that receive grants will work together to develop, assess, and revise Writing Plans over the course of three years. The Colby Writing Program will provide professional development and targeted financial support throughout the grant period.

#### Successful department/program grant recipients will:

1. Receive \$5,000 for a three-year grant period. Additional funds for relevant activities (e.g. speakers, workshops, materials) may also be available from the Provost's Office.
2. Designate a faculty liaison to facilitate the creation and implementation of Writing Plans.
3. Begin grant work, as a whole department/program, in the 2020-21 academic year.
4. Gather curricular data on the role of writing in the curriculum.
5. With logistical and conceptual support from the Colby Writing Program, participate in a structured series of meetings to develop the first Writing Plan.
6. Submit a first edition Writing Plan by August 1, 2021 and a revised, second edition Plan by August 1, 2022. (See Appendix A for more on the components of a Writing Plan.)
7. Designate 1-2 faculty to assess senior capstone-level writing at the end of years one and three.

### Proposal Requirements

Submit proposals of no more than 2,000 words to Ghada Gherwash, Interim Director of Colby Writing Program, at [ghada.gherwash@colby.edu](mailto:ghada.gherwash@colby.edu). The Writing Across the Curriculum Advisory Committee will select grant recipients.

#### A complete grant proposal must include:

- A. Narrative statement of department/program commitment to developing a Writing-Enriched Curriculum initiative. This should include a description of the current role of writing in the majors, preliminary plans for strengthening and sustaining writing in the curriculum, and any writing-related curricular or professional development work completed to date.
- B. Request for funding and justification of costs.
- C. Timeline, in list form, for planning, research, and implementation (2020 to 2022).
- D. Contact information for the faculty liaison and all participating faculty and staff.

**For more information, please contact:**

Members of the Writing Across the Curriculum Advisory Committee:

Ghada Gherwash, [ghada.gherwash@colby.edu](mailto:ghada.gherwash@colby.edu)

Justin Becknell, [justin.becknell@colby.edu](mailto:justin.becknell@colby.edu)

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Duncan Tate, [duncan.tate@colby.edu](mailto:duncan.tate@colby.edu)

To discuss the WEC process further, you may contact **faculty liaisons** from any of the following departments:

- *Art*: Daniel Harkett
- *Computer Science*: Stephanie Taylor
- *Biology*: Judy Stone
- *Environmental Studies*: Denise Bruesewitz
- *Psychology*: Jen Coane
- *Chemistry*: Rebecca Conry

**Appendix A: Example Outline of a Writing Plan**

1. Description of the approach to incorporating upper-level writing throughout the curriculum (e.g., via W2/W3 courses and/or other methods)
2. Detailed articulations of desired writing characteristics and writing abilities in the major(s) based on information from varied sources (e.g., faculty, professionals, alumni, literature, students)
3. List of writing-evaluation criteria to use for assessing capstone-level writing, drawn from the department/program list of desired writing characteristics and abilities
4. Curricular map of writing abilities across the department/program curriculum
5. Statement of course and/or departmental/program assessment methods and results. (e.g., an embedded, shared assignment; annual cycle for reading student writing; student/faculty surveys)
6. A request for additional financial support, if desired, for the next 2-3 years