

# FYS/W1 Proposal and Syllabus Prep Workshop for Fall 2023 Instructors

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**Bates**

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WRITING @ BATES

# Goals

This workshop will

- offer faculty a brief overview of the Writing-Attentive Curriculum at Bates,
- review the values that guide our W1, W2, and W3 courses, and
- lay out the specific characteristics of an FYS/W1.

Participants will be given opportunities to ask questions, brainstorm ideas, and engage in discussion with their faculty colleagues in order to revise and/or develop their FYS/W1 course proposal and begin thinking about their syllabus.

# Brain Warm-Ups

How do you feel about teaching writing to first year students?

How do you think first-year students feel about writing at the college level?  
(*Consider the range of students we serve.*)

Relatedly, how do you *know* students feel this way and what do you *do* with that knowledge?

## Writing Attentive Curriculum

Which skills and what criteria?

Courses at the W1 level are focused on helping students to develop a useful **process** for writing, to **transfer** the writing skills with which they enter college to their studies at Bates, and to **acquire a foundation of skills** that they can then transfer to writing in subsequent courses. Guided by an advanced scholar **with a deep history of using** writing to persuade, argue, and educate within their field of study, students in W1 courses begin to explore the idea that **criteria for writing vary** across disciplines, genres, and communities.

How do I *teach* writing?

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W1

- Building rhetorical and genre awareness & flexibility
- Writing (incl. reading & critical thinking) at the college level
- Developing a writing and research process that seeks & integrates feedback
- Seeing & reflecting on self in academic and public scholarly, intellectual discourse

Emerging →

W2

- Writing and researching in the (inter)disciplines
- Understanding (inter)disciplinary genres, rhetorical strategies, ways of knowing, seeking truth
- Testing, trying out a scholarly and public self
- Further honing writing, research, peer review, and thinking processes

Developing →

Community Engaged, Public-facing Project

Portfolio, Compilation w/ Reflection

W3

- Enacting writing in the (inter)disciplines
- Researching and offering new ways of seeing
- Engaging as a critical thinker and scholarly self in public
- Effectively using a well-honed writing & research—and feedback loop—process

Expert

7-10% Honors

Academic Article, "Standard" Thesis

GRAD SCHOOL

WORK PLACE

TEACHING

PUBLIC WRITING

CREATIVE WRITING

# Characteristics of a Writing-Attentive FYS

- New ways of reading, researching, thinking, and writing are taught and centered; learning objectives reflect this focus.
- Students receive frequent rhetorically-based (vs. rules-based) writing instruction that is informed by research in composition & writing studies.
- Students engage in rhetorical readings of course texts, as well as their own and their peers'.
- Students frequently practice low and high stakes writing in various genres for different audiences and purposes (writing to learn vs. to demonstrate learning).
- Students develop an awareness of the writing process and reflect on and refine theirs to meet the (new) demands of college writing.
- Student writing is centered and made public in the classroom.
- Students learn about and frequently practice peer review to improve their skills in giving and offering feedback on their writing.
- Expectations and goals for writing are inclusive, critically-informed, clear and consistent, and the assessment of students' writing directly reflects those expectations and goals.
- Students are encouraged to share their writing with peers outside of class (i.e. use [W-CAT](#) & [Writing & Language Center](#))

# Course Proposal Questions\*

[Handout here.](#)

1. How do you plan to meaningfully **integrate** writing with your course?
2. How do you plan to **scaffold** writing in your course?
3. Please describe the approach to **revision** you are planning for this course. How will you incorporate a revision process in your assignments and syllabus?
4. How are you planning to use **writing as a tool for learning** in your course?
5. How do you plan to teach **writing as a tool for communication** in the (inter)discipline, field(s), or subject of study to which the student is being introduced?

*It will also be helpful to consider how your FYS will prepare students for writing and researching in the W2 and W3 (in whatever major they choose to enter into).*

\* Please visit our [Values for Writing-Attentive Courses](#) webpage for more tips and information to help you craft your proposal and/or syllabus; and here is a [Reference Guide](#) for using CourseDog, our new course proposal system.

# Brainstorming & Sharing

- Work individually for 10 minutes, focusing on questions that you're not sure about
- Share with a partner for 5 - 10 minutes
- Share with the group one takeaway or one new strategy you're going to incorporate
- Time for questions/concerns/next steps



# Resources

- Dean of Faculty's [FYS Pedagogy Portal](#)
- Writing@Bates Website Pages
  - [Writing-Attentive Curriculum Overview](#)
  - [FYS Faculty Resources](#)
  - [Writing & Language Center](#)
- [The Writing Committee](#) ~ approves W1 & W2 course proposals
  - Current Members: Co-Chairs **Bronwyn Sale** (Education) & **Bridget Fullerton** (Writing), **Jason Castro** (Neuroscience), **Kirk Read** (French & Francophone Studies), **Stephanie Kelley-Romano** (Rhetoric, Film & Screen Studies), **Ben Peck** (Assoc. College Librarian for Research Services), **Krista Aronson** (Psychology & Assoc. Dean of Faculty, *ex officio*), **Martha Coleman** ('23 & [Writing Fellow](#)), **George Miller** ('23)
- Lindsey ([lhamilto@bates.edu](mailto:lhamilto@bates.edu)) & Bridget ([bfullert@bates.edu](mailto:bfullert@bates.edu) or ext. 6133)

# Reminders

- **January 9, 2023:** [Workshop](#) on syllabus design and first day by Lindsey
- **January 15, 2023:** deadline for course proposals
- **By January 31, 2023:** [Nominate student\(s\) to be your FYS W-CAT](#)
- **April:** Workshop on Partnering with Your W-CAT
  - Will include information about [EDU s19](#) (short term course) and new EXDS 221 (fall course taken in tandem with W-CAT work)
- **May & August:** Workshops for FYS Faculty covering First Year Experience resources for students, advising, and writing pedagogy



# Winter syllabus workshop

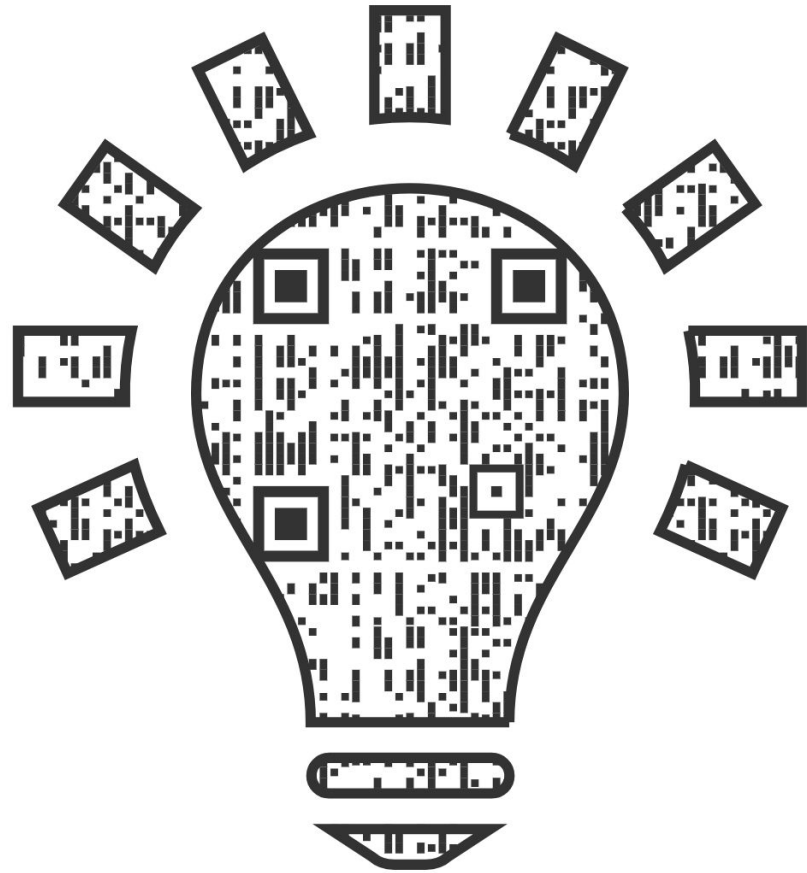
**JANUARY 9TH: 9-11:30 AM**

Save the date for a syllabus finalization workshop and great ideas for making the first day of the course as effective as possible. Bring your winter course syllabi!



**[Register now](#)**

[www.bates.edu/CITL](http://www.bates.edu/CITL)



**Register Now**