

# Bates

WRITING @ BATES

## MY FAVORITE W2 WRITING ASSIGNMENT:

A Bates Faculty Panel

# CARRIE DIAZ EATON, DCS

DCS S22: PAST, PRESENT, AND POSSIBLE DYSTOPIAN FUTURE  
OF COMPUTING



## Week 1 Writing Assignment

- Short term, film-based course in a learning community with Writing Assistant course.
- First week set up definitions of dystopia/utopia, afrofuturism, and decolonizing futurism, and teach/practice analytical writing in the context of film analysis and personal reflections.
- 3 writing assignments due in the first week, this is the second.
- Have watched 1) pilot to Star Trek: TNG, 2) Dirty Computer, 3) The 6th world, and 3) Black Panther & have done read writing on themes.

# ALISON MELNICK DYER, RELIGIOUS STUDIES

ASRE 348: EPICS OF ASIA



## The New Epic Myth

- Students will engage and express their understanding of mythology - and the role of myth in religious contexts - through creative engagement.
- The assignment draws on students' understanding of one of the religious traditions covered in the course (Hinduism, Buddhism, Daoism, and Confucianism), and their familiarity with one of the epic myths (the *Ramayana*, the *Epic of Gesar*, and *Journey to the West* (Xi You Ji) that we discuss.
- It then calls on students to combine this knowledge with their theoretical understanding of mythology by creating a new interpretation of an epic myth.

# MICHAEL ROCQUE, SOCIOLOGY

SOC 395: CRIME AND JUSTICE OVER THE LIFE COURSE



## Blog Post Expansion Paper

- Students must take a blog post they submitted over the semester and expand into a two-three page paper.
- If they choose, they can opt to write a series of tweets with the hashtag #lifecoursecrim on a subject of relevance to the course.

# JACOB LONGAKER, POLITICS

PLTC 377: EXPERIENCES IN THE POLICY PROCESS



## Policy in Practice

- Real life policy problem case studies
- Policy memo writing
- 3 hour policymaking session with presentations
- Selection committee to rank proposals

# LAUREN ASHWELL, PHILOSOPHY

GS/PL 323D: FEMINIST EPISTEMOLOGY



- Students helped design assessment schedule; the design of the schedule involved reflections about writing.
- Questions they had to write on in thinking about this:
  - What do I want to get out of this class?
  - What is my plan for how I can achieve that?
  - What are my current strengths as a writer?
  - What can I work on in my writing to improve it?
  - What is my plan for improving my writing and what support would help me do that?

# STEPHANIE PRIDGEON, SPANISH

SPAN 210: WRITING SPANISH



**“Tell the story of a time you felt out of place.”**

- Allows students to choose how personal/specific of an experience they want to share (being born, moving to a new place)
- Follow-up conversations about belonging and identity

# THOMAS SAPSFORD, CMS

## CM101: INTRODUCTION TO THE ANCIENT WORLD



### Self-Grading Exercise

#### Assignment Aims:

- to encourage students to review their writing and to measure it against fixed criteria
- to allowed me to get a sense, early on in the course, of my students' writing and critical analysis skills
- to clarify for students how the overall grading process works, and how they might use that to their advantage

# KIRK READ, FRENCH

FRENCH 240: L'ENFANCE, VUE DU MAGHREB/CHILDHOOD IN  
NORTH AFRICA



## Final Writing Assignment

- a. Read or watch a work that is related to our course in content and write a review, paying attention to the genre (examples are linked) and making direct reference to three works from the course that you can bring to bear on your criticism and/or appreciation.
- b. Imagine a conference at the Arab World Institute in Paris that brings together three of the writers or filmmakers from our course (you may also introduce somewhat from outside the coursework, but related to the theme as moderator) and discuss "What the past can teach us about the future of childhood in North Africa."

The goals for the assignment are to:

- Apply the work they have done on material for the course to a new situation.
- Explore more deeply the genres of criticism and or public discourse in a new setting
- Extend their mastery of writing in French with attention to diverse audiences

# THANK YOU!

For supporting integrating these ideas in your courses, or for other ideas on writing in your W2 (or any other) courses, please contact us at [writing@bates.edu](mailto:writing@bates.edu).