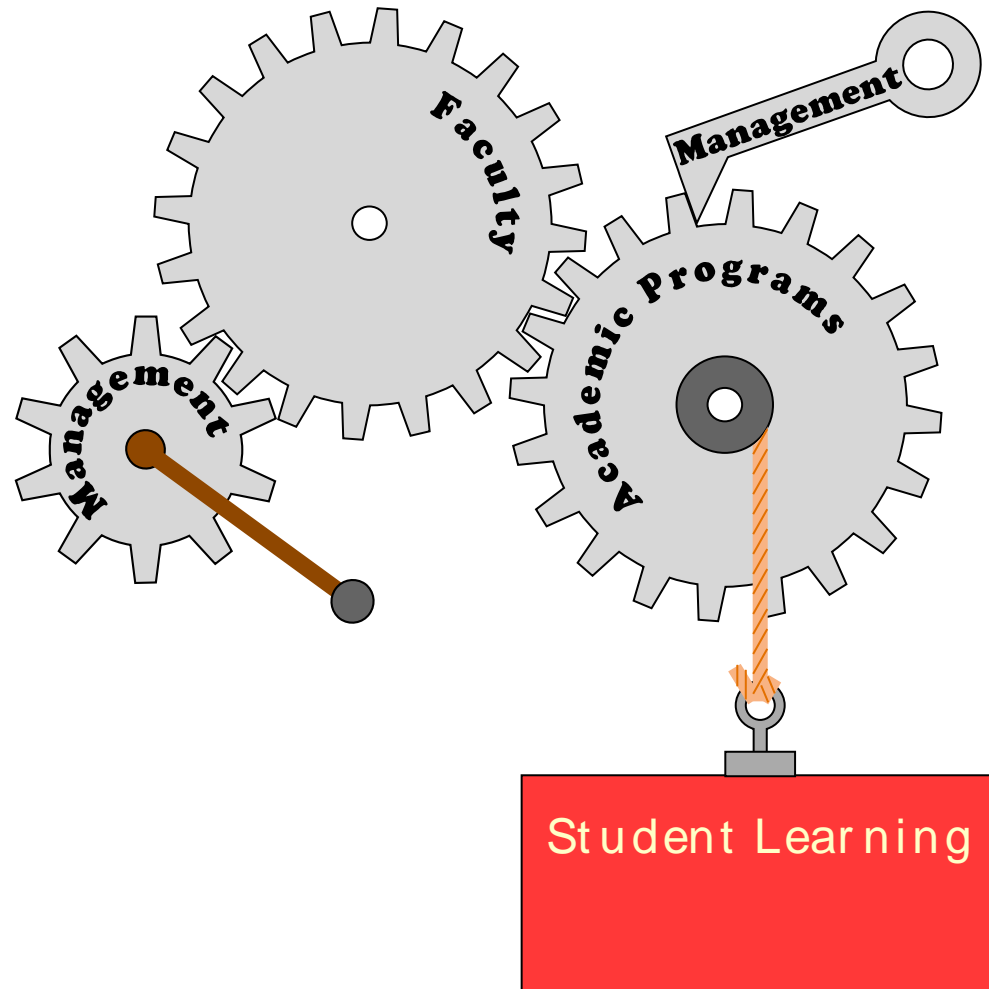


# CRAFTING A BATES EDUCATION

New England Association of Schools and Colleges  
Jill N. Reich, Bates College  
December 2009

# Crafting a Bates Education



# What makes Bates the place it is?

- Academically rigorous and adventurous
- Pluralistic and egalitarian
- Committed to community life and civic engagement
- Self critical and reflective
- Open and communicative

Programs:

- General Education Curriculum
- FYS Program
- The Sophomore Hiccup
- Writing at Bates
- Honors Program

Outcomes

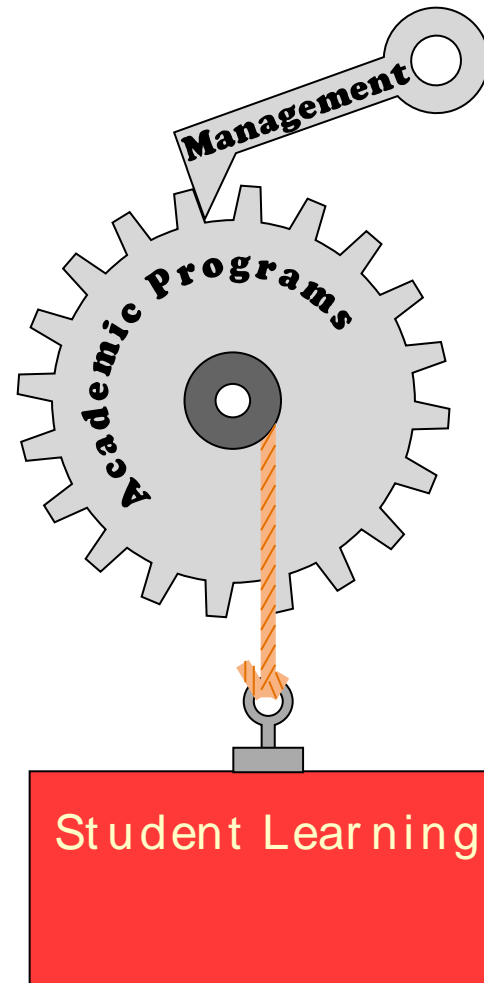
- Student surveys and focus groups
- Alumni surveys
- Science outcomes study (1989-2009)

Performance

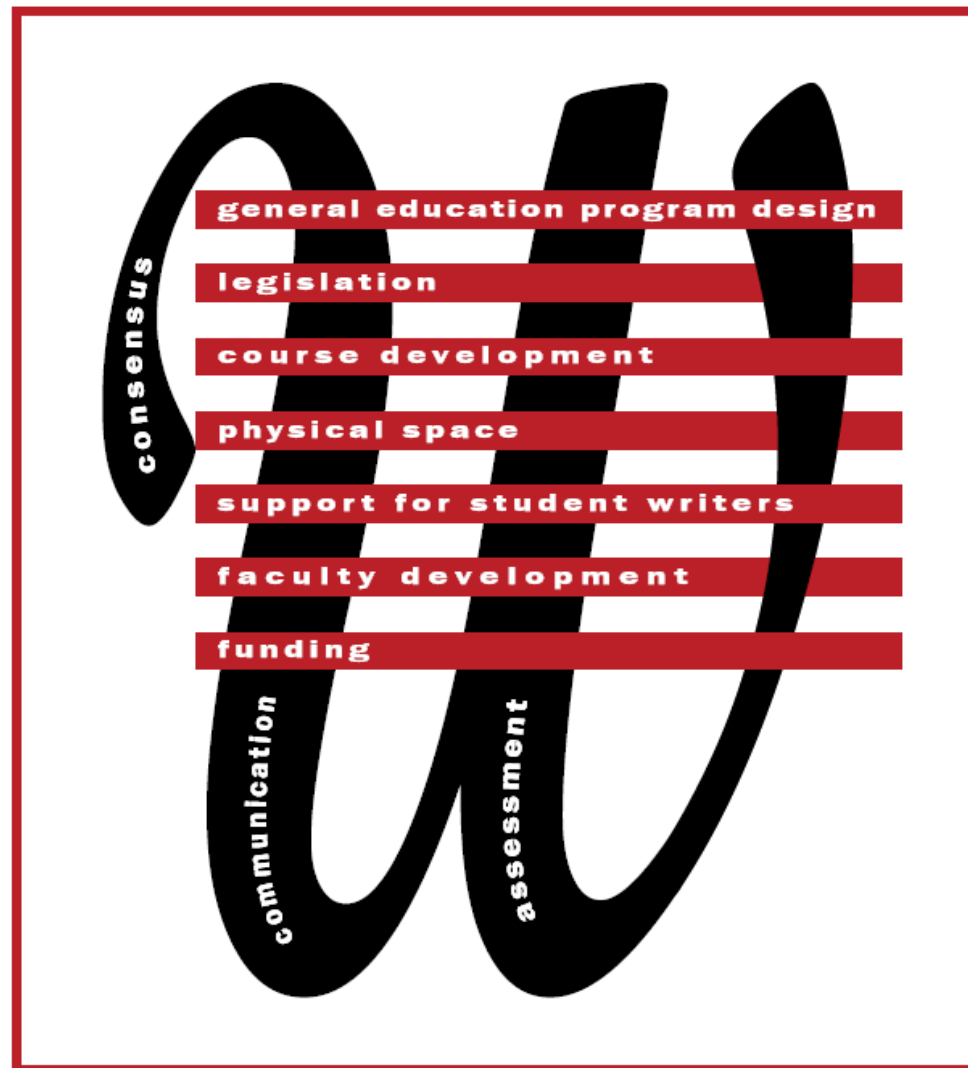
- Writing
- Quantitative Reasoning
- General Education Concentrations

Curriculum  
management

- Enrollment Caps
- Course schedule grid
- Registration
- Class mix
- Faculty allocation



# Writing at Bates College



## DEVELOPMENTAL PROGRESSION OF WRITING-ATTENTIVE COURSES



<p>"... enhance students' understanding of how analysis and intellectual discovery shape the process of writing."<sup>*</sup></p> <p>Typically</p> <p>A variety of shorter writing assignments (2-4 pp.)</p> <p>Frequent revision to develop/improve thinking &amp; writing skills, based on ...</p> <p>Feedback from professor and others at various stages of the writing process: pre-drafting, drafting, revising</p>	<p>"... further students' ability to develop and refine arguments, ideally in their major."<sup>*</sup></p> <p>Typically</p> <p>Longer papers</p> <p>Increasing complexity, e.g. incorporating evidence from multiple sources as well as own insights</p> <p>Opportunities for revisions, rewrites based on ...</p> <p>Feedback from professor and others at various stages of process: pre-drafting, drafting, revising.</p>	<p>"... [be] a culminating writing experience."<sup>*</sup></p> <p>Typically</p> <p>Since students are writing in their disciplines, they have been taught the conventions and types of writing particular to that discipline. Those who have not will need instruction.</p>
<p><b>Notes:</b></p> <p>After the first course, students may write in languages other than English.</p> <p>Since other modes of communication (oral, visual, etc.) enhance one's ability to convey ideas, writing-attentive courses might also include oral or visual presentations.</p> <p><sup>*</sup> These quotations come from the legislation explanation.</p>		

# Bates College First Year Writing 1 Learning Goals

## **Inquiry**

*Students should*

1. Learn what kinds of questions scholars ask
  2. Craft questions worthy of inquiry
  3. Respond to texts critically and thoughtfully
  4. Identify an audience for an assignment
  5. Understand that purpose and audience will shape the way they present their ideas
  6. Ultimately, recognize the recursiveness of the writing, thinking, and research process and become accustomed to rethinking and deepening their ideas
- 

## **Argument**

*Students should*

1. Recognize when argument is the appropriate mode with which to approach a particular writing project
2. Think about the ongoing conversation their work is entering—and the way in which they enter the conversation
3. Develop the answer to a research question into a position, articulated as a thesis statement or guiding idea
4. Learn how to use evidence to advance an argument

# Bates College First Year Writing 1 Learning Goals

## Organization/Structure

*Students should*

1. Understand that thinking can be organized—and indeed must be in order to communicate effectively with an audience
  2. Be able to identify different organizational patterns; recognize the way in which their choice of organizational pattern is informed by purpose, audience, and content; and draw upon these patterns as models for their writing
  3. Understand the ways in which various components of organization (such as introductions, conclusions, paragraphs, transitions, and disciplinary-specific sections) guide the reader and strengthen an argument
- 

## Evidence

*Students should*

1. Read and evaluate sources critically and then take a position about the arguments made and the evidence presented in those sources
2. Research opposing arguments on the same subject and fairly present an opposing viewpoint
3. Acknowledge and articulate the limitations of the evidence (and their own argument)

Research Skills:

4. Learn how to use their time efficiently while researching
5. Be able to mine sources for further evidence
6. Have a command of larger research horizons (interlibrary loan or field research, for example)

# Bates College First Year Writing 1 Learning Goals

## Mechanics/Style/Conventions

*Students should*

1. Appreciate the careful crafting of language
  2. Understand that different disciplines have different stylistic conventions and understand the rationale behind the different conventions
  3. Be aware of their audience's conventional expectations (vocabulary, diction, style, citations, etc.)
  4. Understand proper ways to reference and acknowledge others' work
  5. Become more facile with concision, fluency, and variety of sentence structure
  6. Acquire self-editing skills that improve writing's clarity
  7. Understand the most common conventions of punctuation, grammar, and mechanics
-

# Writing at Bates

## WORKING LUNCHES

Join us this fall to discuss practical ways to teach five essentials of writing. Get lunch and gather at **12:15** in Commons.

**Five sessions open to all faculty will meet Thursdays before fall break; an extra session for FYS faculty will meet on Wednesdays.**

WEDNESDAY, SEPTEMBER 16 *or* THURSDAY, SEPTEMBER 17  
***Inquiry—Using Informal Assignments to Get Thinking Started***

WEDNESDAY, SEPTEMBER 23 *or* THURSDAY, SEPTEMBER 24  
***Argument—Running a Thesis Workshop***

WEDNESDAY, SEPTEMBER 30 *or* THURSDAY, OCTOBER 1  
***Organization—Exploring Rhetorical Patterns***

WEDNESDAY, OCTOBER 7 *or* THURSDAY, OCTOBER 8  
***Evidence—Explaining “What Counts” in Your Discipline***

WEDNESDAY, OCTOBER 14 *or* THURSDAY, OCTOBER 15  
***Style—Setting Sentence-Level Priorities***

**Implementation:** How is it going?

- Major Declaration completed on time in 2009
- Writing: goals, courses, faculty development, student support and assessment underway.
- SLQ: courses in place; beginning assessment and refinement
- GECs: implementation mixed

**Questions and Ripples:** What new/unexpected questions, outcomes, challenges and opportunities arise from it?

- Curriculum management
- Increased attention to goals: pedagogy, course content, co-curricular support such as Writing at Bates, Integrated Science course, Interdisciplinary thinking and course/GEC development

**Assessment:** How do we know it is working?

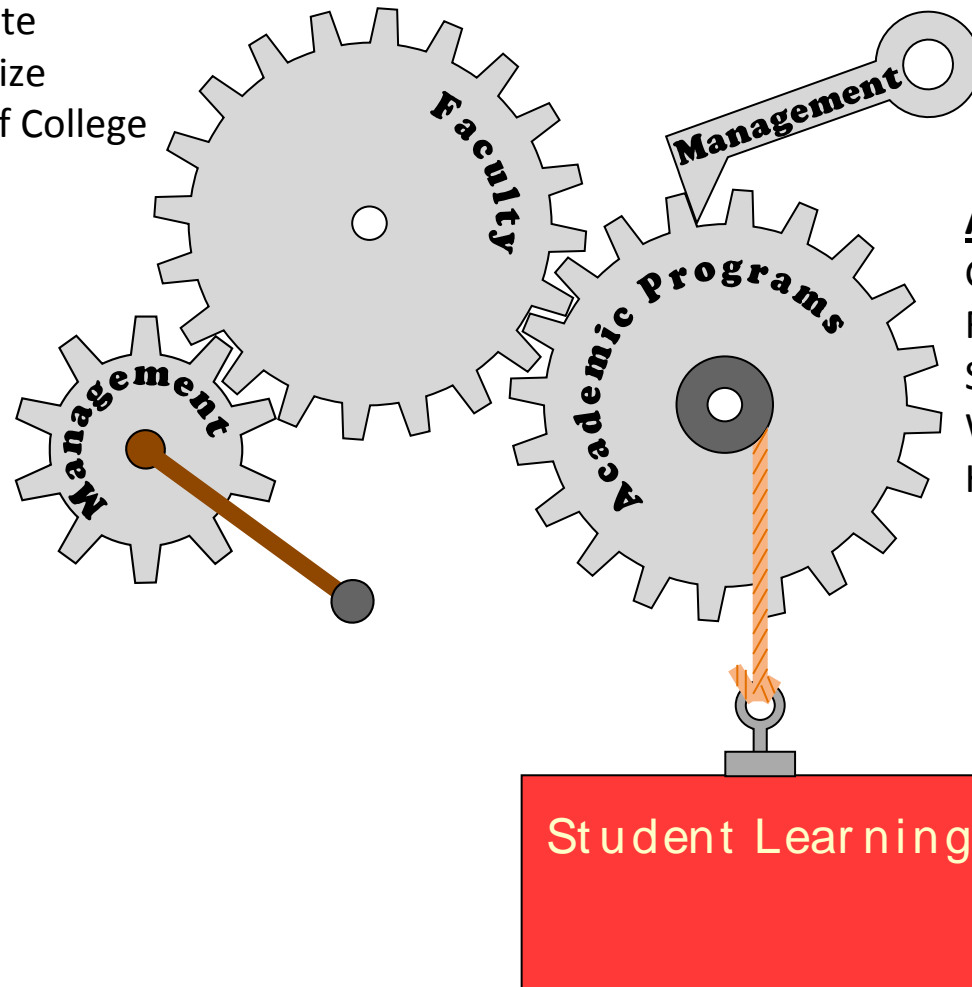
- Assessment of first year papers
- Assessment of thesis underway
- Assessment of SLQ beginning

**Progress:** Is it achieving its goals thus far?

# Crafting a Bates Education

## Faculty:

Recruit and cultivate  
Sustain and revitalize  
Align with needs of College



## Academic Programs:

General Education  
FYS Program  
Sophomore Hiccup  
Writing at Bates  
Honors Program

## Assessment:

Outcomes  
Performance