

# The Writing Program

In fall 2006, the University of Denver launched a comprehensive new writing program. Its mission: create a robust culture of writing on campus; develop strong student abilities through multiple writing experiences; develop the complex rhetorical skills needed in academic, professional, and civic life; teach according to the best research and pedagogy. A further mission is to provide a national model for colleges and universities seeking exemplary practices in teaching writing.

## Structure

The Writing Program reports to the Provost of the University and is housed in offices in Penrose Library. Its Director, Doug Hesse, holds tenure as a professor of English. Working with Hesse is the Director of the Writing and Research Center, Eliana Schonberg, PhD. Administrative assistant to the program is Amy Kho, MA. The program has 19 lecturers, 14 with terminal degrees (and 5 ABD), all with professional expertise and experience in the teaching of writing.

## Program Components

**First-Year Writing Sequence.** After new students complete a small seminar taught each fall by tenure-line faculty from across the university, on a subject of their passion, they complete a two-course sequence, winter and spring, in sections of 15. The Program also provides support for writing in the first-year seminar.

**Writing and Research Center.** Located in Penrose library, the Center promotes and supports effective student writing by providing consultations to undergraduates, graduate students. The Center is staffed by trained students (grad and undergrad) and offers scheduled and drop-in consultations, workshops, and more.

**Core Curriculum Writing.** Students complete at least one of three required core courses in a 15-student writing-intensive section. The Core Curriculum Committee reviews proposals and approves writing intensive courses. The Writing Program provides faculty development and support for these classes.

**Writing in the Disciplines.** The Program offers development opportunities and support for faculty in every department, from informal consultations to extended workshops. The goal is to teach students the ways of writing vital to specific disciplines and professions by helping faculty develop efficient and effective strategies for assigning writing.

**Assessment and Research.** Through both focused and longitudinal studies of student writing, the Program regularly assesses its effectiveness and contributes to the professional literature in rhetoric and composition studies. A four-year longitudinal study of 10% of the class of 2010 is beginning in spring 2007.

## Contact

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