

Writing at DU

News for Faculty
Across Campus

Summer 2021 Newsletter
of the Writing Program



[The University Writing Program](#), Doug Hesse, Executive Director | dhesse@du.edu | writing@du.edu

[The Writing Center](#), Juli Parrish, Director | Juli.Parrish@du.edu

In this issue

- Writing Retreat Engages 47 Faculty from across DU
- Re-Visioning Teaching: 20 Essays by Writing Professors
- Zooming in: Lessons from the Pandemic Writing Center
- Student Katey Foley Interviews Professor Scott Phillips
- News & Notes

Retreat Engages 47 Faculty Writers from Across DU



In June, the Writing Program hosted intensive writing retreats for 47 DU faculty, from all 6 faculty series, from 10 DU colleges and schools. Collectively, these professors spent 123 hours in cross-disciplinary conversations about writing. Individually, each produced 12 hours of writing. Even as they re-energized key projects, professors valued connecting to colleagues across campus. In the case of many who began at DU during the pandemic, this was the first time they had extended interactions with colleagues from other departments.

[Please Read More](#)



Re-Visioning Teaching: Essays by Writing Faculty

Shortly after the school year ended, twenty DU Writing Professors wrote short articles that analyzed and reflected on aspects of their teaching, for a volume to be published this fall. To sample that work, which was facilitated through small writing groups that met a week in June, consider the table of contents, with links to selected articles.

- **Brad Benz**, “Face to Face during a Plague Year”
 - **Libby Catchings**, “Cheerleading in Solitary Confinement: A Teaching Reflection”
 - **April Chapman-Ludwig**, “Frustrations and Innovations in Hi-Flex ”
 - **Richard Colby**, “Just in Time Teaching”
 - **Rob Gilmor**, “Multimodal Archival and In-Person Research in hybrid WRIT”
 - **Sarah Hart Micke**, “Situating Joy: Reflections on Teaching Writing during COVID”
 - **Matt Hill**, “The Different Teacher I was Already Becoming: Revision Plans & Learning by Not Succeeding”
 - **Kamila Kinyon**, “Vehicles of Discovery: Creating Communities of Practice in Autoethnography, Ethnography and Journalism”
 - **Heather Martin**, “Work Responsibilities”
 - **LP Picard**, “A Classroom that Embraces Practice ”
 - **Keith Rhodes**, “How the Pandemic Taught Me to Stop Worrying and Love ‘Flow’”
 - **David Riche**, “I Found Myself Writing Anyway: Innovation, Play & Flexibility during Lockdown”
 - **Blake Sanz**, “A New Sequence of Assignments for WRIT 1133”
 - **Aubrey Schiavone**, “In these Unprecedented Times...”
 - **Dan Singer**, “Iterations, Particularly One”
 - **Angie Sowa**, “Building Community and Promoting Underlife in Asynchronous Online Classes”
 - **Geoff Stacks**, “The Question of Presence: Practical and Philosophical Reflections about Attendance”
 - **Kara Taczak**, “Finding Authenticity & Vulnerability through Social Media Practice”
 - **John Tiedemann**, “Higher Ed Is Dead / Long Live Higher Ed”
-



Zooming in: Writing Center Lessons from the Pandemic

"Most of the current DU Writing Center staff have never been to or even seen the Writing Center in Anderson Academic Commons. They've never shared a table, used a pencil to write comments on a paper, leaned over to ask another consultant a quick question about literature reviews or reverse

outlining. They've never met their fellow staff members in person or eaten their lunch in the break room. Their entire experience this year as students and peer consultants has been online, and that's what they know."

So begins **Juli Parrish** and **Megan Kelly's** thorough and thoughtful exploration of how the DU Writing center adapted to online environments. It was a year in which student-centered contacts took new forms. However, larger efforts work hardly stood still, as can be seen in anti-racist programming and a continuing ambitious research agenda.

[To read the entire report, "Zooming In: Lessons from the Pandemic Writing Center" click here.](#)

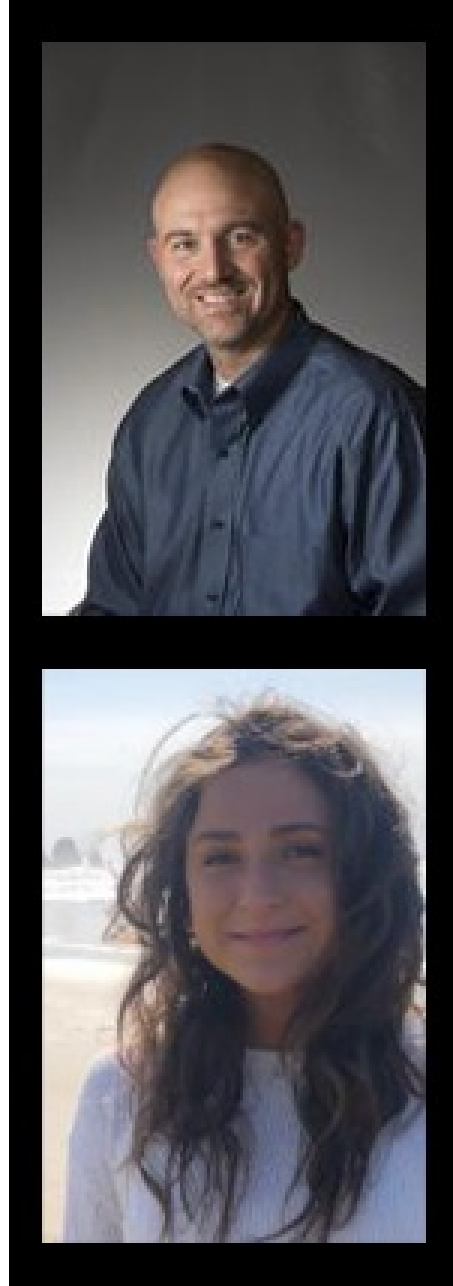
What Is and What Should Be: An Interview about Writing with Dr. Scott Phillips by Katey Foley

This is one in a series of interviews of University of Denver professors conducted by a undergraduates in the Minor in Applied Writing. The interviews explored professors' early memories of writing; influences on and thoughts about their own development as writers and some of their current writing practices. In this edition, undergraduate writing minor Katey Foley interviewed Criminology Professor Scott Phillips. For more information, please contact Professor Doug Hesse, dhesse@du.edu.

"It's interesting because I don't feel like there's been a superstar person that I've looked to as a writing model; instead, I've looked to my major Professor from graduate school, who was always a terrific writer. I can't write the way he does because his writing is really sort of arresting and has a punch to it that my writing doesn't have, but I've always thought that I was a good enough writer, a decent writer. I honestly don't think my writing is anything special, but I do think it's clear and organized and structured and I tried to try to keep it simple, because I think too many people who work in academia want complicated and confusing for the sake of complicated and confusing. I appreciate shorter sentences that get straight to the point

—you know, if you can say it in 10 words, why use 12. Actually, Ruth Bader Ginsburg made that point in something she said about writing, and I agree."

[Read the entire interview.](#)



News and Notes from the Writing Program

15th Biennial International Writing Across the Curriculum Conference

Eleven members of the DU community presented at the 15th International Writing Across the Curriculum Conference, including seven writing professors, an anthropologist, two doctoral students, and one undergraduate. **Megan Kelly** was a member of the program committee. **Doug Hesse** is incoming chair of the Association of Writing Across the Curriculum, the parent organization for the conference.

Meet the Editors

- Jill Dahlman, California Northstate University



- Heather Falconer, University of Maine
- Megan J. Kelly, University of Denver
- Caleb González, Ohio State University

Assessing Collaborative WAC Workshops: Faculty and Student Perspectives

- Brad Benz, University of Denver
- Heather Martin, University of Denver
- Juli Parrish, University of Denver
- Olivia Tracy, University of Denver

What Do Undergrads Write and What Do They Value? Findings and Implications of Two Current Studies

- Richard Colby, University of Denver, "Meaningful/least meaningful writing: A small-scale replication study"
- Katy McDonald, University of Denver, "Meaningful/least meaningful writing: A small-scale replication study"
- Rebekah Shultz Colby, University of Denver, "Meaningful/least meaningful writing: A small-scale replication study"
- Doug Hesse, University of Denver, "'A Vertical Longitudinal Study of 100 Undergraduate Writers'"

Fostering Ethnographic Interactions and Collaborations: Implications for WAC and WID

- Alejandro Cerón, University of Denver, "An Interdisciplinary Ethnography Lab as a Catalyst for Student, Faculty, and Community Collaborations"
- Kamila Kinyon, University of Denver, "Teaching Ethnography in First-Year Composition Courses: Pedagogical Approaches and Co-Curricular Opportunities through the DU Ethnography Lab"
- Dinko Hanaan Dinko, University of Denver, "Exploring the Emancipatory Potential of Ethnographic Writing for Addressing Climate Change Challenges"

Issue of Composition Studies Published

Co-Editor **Kara Taczak**, Professor of Writing, has published Volume 49, Issue 1 of *Composition Studies*, the oldest independent journal in the field of writing studies. The cover artwork for this issue (pictured above) was created by DU first year student **Cat Sepulveda**.

Spring 2021: Writing by/as Design for Nonprofits

First year honors students in Professor **Libby Catchings'** spring WRIT 1733 course on Writing for the Public Good developed digital content for Elevation Web, a global nonprofit digital media group. [See here for more information.](#)

Writing Accountability Groups

In a partnership with the Assistant Provost for Faculty Affairs, the Writing Program lead Writing Accountability Groups throughout 2020-21. Led by Professor **Libby Catchings**, other Writing faculty group leaders during the year included **Rebekah Shultz Colby**, **Matt Hill**, and **Aubrey Schiavone**. Participants included 39 faculty from across campus. For more, please [read the report](#).

Transitions

The Writing Program bids farewell to Professors **Zoe Tobier**, who moved to Seattle, and **Dan Singer**, who moved to Vermont. The Program welcomes **Veronica House** (from UC Boulder) and **Russell Brakefield** (who has taught as an adjunct via the University of Michigan).