Writing Program Administration At Small Liberal Arts Colleges

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Document Type
Book

Published Date
2012

Published In
Writing Program Administration At Small Liberal Arts Colleges

Abstract
Writing Program Administration At Small Liberal Arts Colleges presents an empirical study of the writing programs at one hundred small, private liberal arts colleges. Jill M. Gladstein and Dara Rossman Regaignon provide detailed information about a type of writing program not often highlighted in the scholarly record and offer a model for such national, multi-institutional research. Utilizing the mixed methods approach of grounded theory, Gladstein and Regaignon weave together survey, interview, and focus group data, site document analysis, and institutional history. They describe the writing programs at small colleges today as being dominated by writing across the curriculum-based approaches to writing instruction and the writing centers as emphasizing peer tutoring, and hence the development of undergraduate students as leaders and scholars. For small colleges, the movement toward vertical writing curricula, professionalized leadership positions, and innovative writing assessments occurs when institutions deepen or reaffirm their commitment to writing across the curriculum. In addition, Writing Program Administration At Small Liberal Arts Colleges offers a heuristic for understanding and comparing writing programs within and across institutions.

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Parlor

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Foreword: Writing Programs at Liberal Arts Colleges: Treasures in Small Packages by Carol Rutz
Acknowledgments

Introduction: Studying Writing Program Administration at Small Liberal Arts Colleges I A Grounded Theory of Writing Program Administration 1 The Small Liberal Arts College Structure of Feeling 2 Grounded Theory and Mixed Methods Research 3 Mapping Small College Sites of Writing 4 Configurations of Writing Program Leadership 5 Positioning of Writing Program Administrators II Curriculum-Centered Writing Instruction 6 Writing Requirements 7 Staffing First-Year I) The Liberal Arts Curriculum: A liberal arts curriculum aims at imparting general knowledge and developing universal intellectual capacities in contrast to professional, vocational, or technical training. Students are expected to become conversant with a broad range of disciplines without sacrificing the rigor of their major field. No single discipline has a monopoly on answering these questions." Dr. Amyaz A. Moledina, Associate Professor and Director of Social Entrepreneurship, Department of Economics, The College of Wooster (Ohio. II) The choice to remain small: Baccalaureate Liberal Arts Colleges have made an informed and intentional choice to remain small. Many have total enrollments of fewer than 2,000 students. Embed the video. Read Writing Program Administration at Small Liberal Arts Colleges (Writing