The C2 paper committee completed its second year of work in 2011-12. Our objectives and a report on the work we accomplished during the year follow below.

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Goals:

- **Generate ideas and versions of what constitutes an “essay.”**
  
  Published C2 objectives indicate that C2 courses assign five essays. While there are a series of expectations about what our students must be taught (e.g., about persuasion, argument, use of sources, etc.), with the exception of the proviso that at least one of those essays must reach a minimum of 1500 words, there are no stated requirements about the form or length of the essays: individual instructors may make their own decisions about how to meet these goals. Discuss guidelines for accomplishing our C2 objectives while retaining the individualized and autonomous character that is the strength of our program. Questions we discussed in meetings over the past two years: what is an essay? What do we currently assign, and why? What sorts of options do we have for essay assignments?

- **Create a means to share our C2 pedagogy.**
  1. **Establish a Pedagogy discussion series** (“brown bag lunches”) for faculty to present assignments and pedagogical strategies (1-2 per term). A separate committee has been established to coordinate the series in 2012-13.
  2. **Collaborate with creators of the Writing Program electronic archive** to (a) create a sharable repository of C2 assignments to broaden our pedagogical repertoire; and (b) archive transcripts and sound links from talks given at our pedagogy colloquia (2011-2012).
  3. **Create and distribute a C2 workload survey.** Following the model of the Writing Program’s committee on grading, solicit anonymous comments on workload concerns. The focus should be proactive rather than reactive: factors such as class size, student preparedness, ELL status, and required numbers of essays are either fixed or otherwise beyond our control. The survey should focus on sharing/inventing strategies we all use to address these and other challenges including the strains that the rising cost of education and pay cuts puts on students and teachers alike. Summarize and analyze results in a document we post on the Archive. Lead discussion about results in a program-wide meeting (2014).

Accomplishments:

- **Creation of a "survey of writing assignments” (see addendum 1)** based on a brief questionnaire we sent to our Writing Program colleagues: “please list all formal essay assignments and describe each in no more than 1-2 sentences.” (Roxi sent the survey and gathered responses; Derede summarized results in a list that reflects the responses.) The list includes a number of distinct essay genres and some assignments that trail lingering questions. The latter include critical reading
journals (several colleagues would like these to count as one essay, but this brings us back to the question of “what is an essay?” and whether quality--more formal considerations--prevail over quantities of informal writing, no matter how impressively written?); and assignments with multiple drafts (when is a draft a separate essay?). We concluded that an essay, to be one of the minimum required five, must be a discrete intellectual exercise: i.e. two versions of the same essay must involve revisions sufficient to meet that criterion. We agree that assignments such as a detailed annotated bibliography count as an essay. (See for example the sort that Jim Wilson assigns in which students are required to critically analyze the legitimacy of each of their sources in convincing prose.)

What we do with this list is the subject of future discussions. For example, how do we accomplish our twin objectives of teaching “rhetoric” and “inquiry” in each assignment? For now, we will post on the WP electronic archive.

**Establishment of a pedagogy colloquium series.** In the spring of 2011, we held the first “brown bag lunch” in which faculty presented some aspect of their C2 pedagogy. In the 2011-12 academic year we assisted presenters in organizing and advertising their colloquia. Last year’s colloquia include:

1. “Using student writing groups effectively,” Lindsay Knisely, Ingrid Moody
2. “What is an essay? Effective assignments for C2”
   a. Carol Freeman: “What is an essay? A history of the C2 objectives”
   b. James Wilson: “Assigning the annotated bibliography”
   c. Elizabeth Abrams: “Annotating our assignments for the archive”
4. “Resource Archive tea and discussion,” Joy Hagen
5. “Research in Writing 2: An overview,” Brij Lunine, Terry Terhaar

See addendum 2 for more detailed descriptions of each of the pedagogy colloquia hosted during 2012-13.

**Looking forward:**

- **Future pedagogy colloquia:** in 2012-13, we plan to present winter term colloquia on “Allotropes of the Academic Essay” (Stephen Sweat, Robin Somers, Amy Weaver, and Roxi Power Hamilton) as well as a round-table discussion, “Effective pedagogy/Efficient workload.”

- Many topics for future colloquia were generated during the 2012 fall retreat. These could be spread over this year and next. They include the following: Strategies for teaching ELL students (most popular topic); Student collaboration; Reading challenging texts; Grammar pedagogy; Writing that instructors don’t respond to; Guiding students in academic success; Presenting Rothman award essays and assignments; Creative writing in composition; Library instruction; Assigning shorter papers; Student-centered classes. They also include reprisals of popular colloquia that many had to miss: Digital feedback; Using group conferences for feedback; Teaching research. Note the request that presenters model how we do things in class rather than just summarize or describe.