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Rhodes Summer Writing Institute 2007 brochure

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SUMMER WRITING INSTITUTE AT RHODES COLLEGE

An academic program for motivated high school students.

The Summer Writing Institute at Rhodes College takes place annually in June and is an intensive residential academic program committed to developing the critical thinking and writing skills of ambitious high school students. Within the college's liberal arts environment, students sharpen their reading and analytical skills and learn strategies for writing creatively and critically through coursework in the humanities and social sciences. At the end of the session, students receive a grade for their work and class participation, earn two college credits, transferable to any college or university, and will have completed a portfolio of college-level writing.

APPROACH

The goal of the Institute is to offer a structured, diverse, and inspiring writing community where students share their strengths, explore their potential, and develop their work. Sponsored by the Rhodes English Department, the Institute emphasizes writing but also engages faculty from many college disciplines to expose students to a variety of

subjects. Students choose traditional coursework in either creative or expository writing, and faculty teaching both types of courses emphasize the entire writing process from the seed of an idea to the completion of a story, poem, or essay. Through class discussions and peer workshops, each professor guides students in understanding others' writing and in creating their own writing—expressing ideas, finding a voice, discovering a style, building a structure, and developing a theme or position.

ACADEMIC WORK

Each weekday of the Institute, students attend a two-hour morning and two-hour afternoon class with the same professor and same small group (8-15 students). The long lunch break provides ample time for resting, completing assignments, and socializing. Students may request coursework in one of two programs:

I. Creative Writing

In creative writing courses, students read and study collections of fiction or poetry written by established

and well-known authors, and they explore what makes literature a skilled craft. Critical analysis of the texts leads to discussions of writing strategies—point of view, literary device, structure—that students then employ and examine in their own writing through a series of exercises and peer workshops. By the end of the session, students will have completed a writing portfolio of their work.

II. Expository Writing

In expository writing courses, students read and analyze texts and subjects from literature, history, political science, or psychology and learn how to construct arguments about them. Professors spend class time discussing the issues raised in the reading and identifying why certain rhetorical strategies work and how students can achieve them in their own writing. This critical inquiry gives students the tools they need to develop their own positions and write their own expository essays, which then become part of the class's collection of texts to discuss. By the end of the two weeks, students will have written their own anthology of essays.



INTELLECTUAL ENGAGEMENT

In addition to traditional coursework, the Institute offers a variety of intellectual activities. In the evenings, students, Rhodes faculty, and guest lecturers participate in the *Evening Seminar Series* with topics such as "Personality Psychology," "Terrorism and National Security," "The Rhetoric of *Bowling for Columbine*," and "Political Candidates."

Students also join together in the Institute's *Reading Series*, where both published writers and student writers read from their work.

As a "college prep" program, the Institute also offers several optional gatherings for students to learn about the college admissions process, completing applications, and choosing a school. Rhodes admissions directors, staff, and faculty lead sessions with topics such as "Evaluating your Options," "What Matters Most?" and "Writing the College Application Essay."

Outside of class time and seminars, students engage in study and writing groups with their peers and Rhodes undergraduates, meet independently with their professors, share meals with Institute faculty, explore the library for reading materials, use the computer facilities for writing assignments, and visit the Writing Center, where they can receive individual help from Rhodes undergraduates.

SOCIAL & RESIDENTIAL LIFE

Institute students experience life on campus as if they were Rhodes undergraduates, taking advantage of both the beautiful gothic architecture and state of the art academic and recreational facilities, including tennis and racquetball courts, basketball courts, a weight and exercise room, and a swimming pool. Students take their classes in Palmer Hall, the central building on

campus, eat meals in the refectory, and live with roommates in dormitories separated by gender. Select Rhodes undergraduates serve as Resident Assistants who supervise, live and dine with the students. On the weekends and after daily activities, students come together in social settings for relaxation and friendship. Favorite annual events include trips to Memphis landmarks, Open Mike Night, and the Fisher-Gardens Cookout.

APPLICANTS

The college atmosphere and level of academic work require that students be rising high school juniors or seniors. In other words, high school student applicants, typically 16-18 years old, must have completed their sophomore year and must not have begun college by the time the annual Institute session begins in mid-June.

Applicants must submit (by mail, email, or fax) four documents to be considered for admission to the Institute:

1. An application*
2. Most recent high school transcript
3. A teacher letter or teacher recommendation form*
4. A 3-5 page, double-spaced writing sample: Applicants should submit a paper written for a recent English class.

*The application and teacher recommendation forms can be downloaded from the website: www.rhodes.edu/writinginstitute

ADMISSIONS

Competitive admissions are determined on a rolling basis between February and May, with all applications due by May 1. **In the interest of time, all decisions and acceptance material will be communicated to applicants via e-mail. Please ensure that you clearly enter a valid e-mail address on your appli-**

cation. For those applicants without an email address, letters will arrive by post. There is no application fee.

Rhodes College welcomes applications from all persons and does not discriminate on the basis of gender, race, color, age, religion, disability or national and ethnic origin in its admissions policies, loan programs, or other college educational programs, policies and activities.

TUITION

Tuition for the Institute is \$1500 and covers all program costs:

- Creative or expository writing course
- Books
- Room accommodations**
- Meals
- Facilities use
- Seminar and Reading Series
- Field trips
- Social events

**Local students with extenuating circumstances who wish to forego the residency component should contact the Director.

The Institute and Rhodes College make every effort to offer tuition support to applicants with a demonstrated need for financial assistance. To request aid, applicants should submit a copy of the family's most recent tax return and a financial aid application, which may be downloaded from the website www.rhodes.edu/writinginstitute or requested from the Director of the program (see below).

CONTACT

Dr. Rebecca Finlayson, Director
Summer Writing Institute
Rhodes College
2000 North Parkway
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(901) 843-3794; fax: (901) 843-3728

SUMMER WRITING INSTITUTE AT RHODES COLLEGE

2000 North Parkway, Memphis, Tennessee 38112
(901) 843-3794; fax (901) 843-3728

Student Application (please return by May 1)

PERSONAL INFORMATION

Student's Name:		Sex: Male Female	
First	Last		
Address:		City/State/Zip	
Street	E-mail:		
Telephone: ()			
Date of Birth:	Current Grade Level: 10 11 12		
MM/DD/YY			
Emergency contact:		Telephone	
Name	Relationship		
Emergency contact:			
Address (if different from above)			
School:		Telephone	
Name	Address/City/State/Zip		
Name of teacher for recommendation:			
How did you hear about the Summer Writing Institute?			

COURSE PREFERENCE (all courses are writing intensive). Please indicate your first three choices with 1, 2, 3.

Creative Writing: _____ Fiction _____ Poetry

Expository Writing: _____ Literature _____ History _____ Political Science _____ Psychology

PARENT'S CONSENT

As the (parent, guardian), I certify that my (son, daughter, ward) has my permission to participate in this program. I understand that (he, she) will be subject to the regulations of the program. I understand that, should a health emergency arise, I will be notified, but that if I cannot be reached by telephone such treatment as deemed necessary by competent medical personnel is authorized. By submitting this application, I give my consent for photographs of my (child, ward) taken during his/her participation in the program to be used by Rhodes College in conjunction with promotional materials for future sessions of the program.

Signature of Parent or Guardian _____ Date of Application _____

Signature of Applicant _____ Date of Application _____

Please send this application and your 3-5 page writing sample to the address or fax at the top of the page. Teacher recommendation (personal letter or downloaded form) and most recent transcript may arrive separately. Submission of form by fax is considered binding without original, handwritten signature.

For more information about the program or to download application and recommendation forms, visit the Summer Writing Institute website at www.rhodes.edu/writinginstitute. You may also contact the program director at (901) 843-3794 or writinginstitute@rhodes.edu.

TESTIMONIALS

Being at the Writing Institute gave me a preview of what the English classes at Rhodes might be like as well as the opportunity to meet many new friends. Almost 20% of the people at the Institute went on to become freshman at Rhodes, so it was a little less intimidating having a group of people you already knew pretty well (versus most freshman who don't know anyone). The Institute went a long way to further my skills as a writer, and it allowed me to develop in a different genre than I had in the past.

—Patrick Hoover, *Institute student and Rhodes Class of 2007*

The summer program at Rhodes gave me a unique opportunity to learn more about creative writing and gave me the confidence to continue writing in college. My fellow students were great, the professors were stimulating, and the setting was unbeatable—an amazing experience.

—Cleve Wiese, *Institute student and Rhodes Class of 2005*

I had a wonderful time at Rhodes this summer—my professor was challenging, but very eager to help, and the friendships and memories I made with people all over the country will last a lifetime.

—Caitlin Sullivan, *Institute student and Rhodes Class of 2005*

I had the time of my life that summer—really! It's so wonderful to be around other kids who share that kind of desire for learning. The teachers make it fun, not work, and the RAs were always willing to help us.

—Ashley Bowen, *Institute student*

I wish I was back at Rhodes every time I walk in my English class. Nothing compares to that summer writing experience. I was in a class I enjoyed with a professor who was really knowledgeable and who taught what he did because he loved it. I met some fascinating, smart people I won't soon forget, people I'd never expect to meet in my own school or neighborhood.

—Hale Shepherd, *Institute student*

This program was awesome. I learned many things about writing and met really cool people. The professors helped us improve our writing, and the RAs showed us a true college experience. What else could you ask for?

—Sarah Gaputis, *Institute student*



Rhodes College

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Memphis, TN 38112-1690

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Typical Daily Schedule

8:00-9:00 AM Students eat breakfast in the refectory and work on their papers in the computer labs.

9:00-11:00 AM Morning Class Session: mornings are usually devoted to discussion of the reading.

11:00-1:00 PM Midday Break. Students have lunch with their professors and Institute staff with time left over for a swim or game of tennis at the gym, a nap back at the dorm, or a rough draft in the computer lab.

1:00-3:00 PM Afternoon Class Session: afternoons often involve workshops and writing exercises.

3:00-5:00 PM Free time. Students usually spend this time discussing their day's work and relaxing in the student lounge, the coffee shop, or their dorm social rooms.

5:00-7:00 PM Dinner Break. Along with the rest of the campus community, students eat dinner in the refectory and spend time discussing the day's activities.

7:00-9:00 PM Evening Activity. Both the *Evening Seminar Series* and *Reading Series* take place after dinner. Some nights, especially on weekends, this time is devoted to social events.

