Introduction to * Writes of Passage*

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What does it mean to write well? Is it the content, the grammar? Does it change from class to class? As a student at Wheelock College, writing is a large contributing factor to my success in the courses I take. As a Humanities Major with a focus in Literature and a Juvenile Justice Professional Major, what it means to write well changes very frequently for me.

Since there are not very many similarities between Humanities and Juvenile Justice, the process I take in order to get my ideas onto the page differs as well. While writing for and about literature is more interpretive and analytical, Juvenile Justice is more matter-of-fact and case-based. For example, if I were to sit down now and begin a literature paper, I would have the book open in front of me, at the ready. There would be a constant change in focus between the book and computer screen. Close reading is imperative for writing in a literature course, and much of my close reading is done during my writing process. However, if I was instead writing a reflection for a Juvenile Justice course, much of the paper would be done from instinct and what I have learned in class: I only bring out the book in order to refresh my memory or strengthen an argument with a quote.

While the content varies, the grammar and its contribution to the flow of the paper are equally significant. My grammar use has improved since coming to Wheelock. Not only because of the WLCE requirement but because I have come to understand that it allows the readers a more enjoyable experience. I know how to string together interesting and creative sentences, but without proper grammar, the sentences mean nothing. Think about it: if you were to read a
paper in which there were major and repeated grammar problems, it would make it difficult to read and understand.

The beauty of being able to write well is not only that the reader will enjoy what you have to say, but there the topics you can write about are endless; you will never get bored.