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REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

Professor Janet Goebel

Department English

Email JGoebel@iup.edu

Please provide answers to these questions on the next page:

1. List up to three of the W courses that you have taught since your appointment as a Type I professor.
2. Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Approvals:	Signature	Date
Professor (s)	<i>Janet E. Goebel</i>	Feb 3, 2014
Department Chair	<i>Lin Ky...</i>	2/10/14
College Dean	<i>Ann</i>	2/13/14
Director of Liberal Studies	<i>Dr. H. P...</i>	2/20/14
UWUCC Co-chair(s)	<i>Gail Sedquist</i>	3/4/14

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TYPE I PROFESSOR COMMITMENT

PROFESSOR Janet Goebel DEPARTMENT English

List up to three of the W courses that you have taught since your appointment as a Type I professor.

It has been at least 20 years since I applied for this appointment, and I can't remember the status of classes prior to 1996. Since then I believe my "place as text" courses, HNRC 481 (subsequently 499) on Vienna and a second HNRC 481 on Turkey, were available to students as writing intensive options. Though the "w" may not always have been appended at the time they registered, I recall that some students successfully petitioned for the "w" credit. Apart from these two classes, each of which I taught at least three times, I have taught exclusively honors core classes since Fall 1996. While the honors core courses (HNRC101-201) are writing intensive, they do not carry a "w" designation because their completion meets the English 101 requirement.

Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Since 1996 I have used guided journals on assigned readings in all my teaching to make sure students do the reading and think about it before class discussion. These journals must include "What does this work say?" with specific categories: Issue? Conclusion? Reasons? Evidence? Assumptions? plus students' personal responses to the readings including connections to previous class readings, things they want to remember, and what the reading contributes to the foci of the class. These assignments ask students to analyze and practice their critical thinking skills. They provide something students can refer to in class discussions as we attempt to bring together their various responses and find something akin to meanings we can agree upon. This process allows for more class time to be spent on considering the implications of the readings. I encourage or require some partner journals with multiple partners toward the goals of creating a community and providing practice in collaboration before we move to larger group processes later in the course. Co-authoring journals usually helps both writers. Evaluating through a portfolio system encourages students to revise their writing.

My most recent "w" class was an HNRC 481, which met weekly throughout the spring semester of 2013, culminating in a five-week trip to Turkey in May-June. Apart from the guided journals in response to class readings described above, students also wrote during the trip. Each day they put pen to paper while on busses, boats, and mountaintops to describe and reflect upon what they did and learned, sometimes making connections to readings or previous experiences. Occasionally the writing was very personal. Some students incorporated poems or drawings, while others considered how writing on paper rather than keyboard affected the writing process. Several theater majors included snippets of scripts that could be acted out at the next ancient theater we visited. Many considered the effect of being without the Internet as an ongoing topic. They were asked to be especially attentive to connections with their various majors, and most of them were thinking about these links anyway. During the trip there was so much coming at them so fast; it might all have become a blur without these written records of distinct days, places, individual experiences and their own photos. I have heard from some students that looking back on their journals helped them see and understand the remarkable personal growth they experienced on the trip.

This HNRC 481 was designed to eventually become a synthesis course, thus the writing assignments were conceived to move students toward synthesis. A final paper after the trip was required to let students focus in on one question of their choosing, presumably a question related to their majors. We did some pre-writing work on this in the spring so that everyone left for the trip with an issue. In the midst of the trip when I saw students shopping for new notebooks because they had filled one already, I realized I had already required enough writing for a 2-credit class and made the paper optional. Still, a few students wanted that final opportunity to analyze a question synthesizing post-trip research with those in-country experiences featured in their journals.