

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS-72
Action _____
Date _____

UWUCC Use Only
Number 398
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE
COURSE/PROGRAM TITLE Research Writing (Second English Composition Course)
DEPARTMENT English Department
CONTACT PERSON Ronald Emerick

II. THIS COURSE IS BEING PROPOSED FOR:
_____ Course Approval Only
_____ Course Approval and Liberal Studies Approval
xxx Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Ronald Emerick
Department Curriculum Committee

College Curriculum Committee

Director of Liberal Studies
(where applicable)

James L. Gray
Department Chairperson
[Signature]
College Dean

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____
to UWUCC _____
Semester/Year to be implemented _____
Date to be published in Catalog _____

Revised 5/88

[Attach remaining parts of proposal to this form.]

Catalog Description

English 202 Research Writing

3 credits

Prerequisite: English 101

Teaches students to read, analyze and evaluate non-fiction sources and to present the results of their analysis in clear, organized, carefully documented research papers. The focus of reading and research in each section will be determined by the instructor.

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? EN 102

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u> ✓ </u>	<u> </u>
2. Literacy--writing, reading, speaking, listening	<u> ✓ </u>	<u> </u>
3. Understanding numerical data	<u> </u>	<u> </u>
4. Historical consciousness	<u> </u>	<u> ✓ </u>
5. Scientific inquiry	<u> </u>	<u> </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u> </u>	<u> ✓ </u>
7. Aesthetic mode of thinking	<u> </u>	<u> </u>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<u> ✓ </u>	<u> </u>
C. Understanding the Physical Nature of Human Beings	<u> </u>	<u> </u>
D. Certain Collateral Skills:		
1. Use of the library	<u> ✓ </u>	<u> </u>
2. Use of computing technology	<u> </u>	<u> </u>

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A.** If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B.** Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

- C.** Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. **If you are exercising this exception, please justify here.**]

- D.** If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

CHECK LIST -- ENGLISH COMPOSITION
(Learning Skills Area)

Criteria which the First English Composition Course must meet:

- _____ Seek to teach students to write effective, organized prose which communicates clearly and demonstrates awareness of audience, adequate development, unity, and coherence.
- _____ Seek to teach students to select discourse structures appropriate for subject, audience, and the students' own level of knowledge and competence.
- _____ Provide students with ample opportunities to develop their writing skills; in addition, students must have a minimum of 3500 words of their prose reviewed and evaluated by their instructor.
- _____ Require students to read a substantial work of fiction or non-fiction (including collections) as a source for ideas, discussion, and writing activity.
- _____ Schedule one hour of private out-of-class conferences to be held with each student.

Criteria which the Second English Composition Course must meet:

- _____ Be primarily a writing course which teaches composition skills.
- _____ Teach report and research writing skills, especially the ability to read and evaluate resource material and synthesize it into an appropriate form.
- _____ Emphasize general rather than discipline-specific research skills, although some instructors may choose to address topics generated by the students' major.
- _____ Teach students to use library sources to the extent required to accomplish the other goals of the course.
- _____ Provide students with ample opportunities to develop their writing skills; in addition, students must have a minimum of 3500 words of their prose reviewed and evaluated by their instructor.
- _____ Assign mainly non-fictional reading as a source for ideas, discussion, and writing activity.

CHECK LIST -- HUMANITIES: LITERATURE

Knowledge Area Criteria which the course must meet:

- _____ Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- _____ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- _____ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- _____ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Literature Criteria which the course must meet:

- _____ Focus on important works of Western literature through an examination of its major genres (fiction, drama, and poetry), avoiding excessive emphasis on one author, genre, or nation's literature.
- _____ Include works from at least three different centuries (e.g. the 16th, 18th, and 20th) although treatment need not be chronological or sequential.
- _____ Include works by women and by minority writers.
- _____ Include an Anglo-American work.
- _____ Include a work in translation.
- _____ Include a contemporary work (i.e., 1945 to the present).

Additional Literature Criteria which the course should meet:

- _____ Develop the student's ability to read independently and with careful attention to the text.
- _____ Enhance students' abilities to form and articulate their reactions to imaginative literature.
- _____ Foster the students' appreciation of literature.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EN 202 Research Writing

3 credits

Prerequisite: EN 101

Teaches students to read, analyze, and evaluate non-fiction sources and to present the results of their analysis in clear, organized, carefully documented research papers. The focus of reading and research in each section will be determined by the instructor.

II. COURSE OBJECTIVES

1. To reinforce good habits for writing, such as careful planning, drafting, revising, and editing.
2. To teach report and research writing skills, especially the ability to read and evaluate resource material and synthesize it into an appropriate form.
3. To emphasize general rather than discipline-specific research skills.
4. To teach students to use library resources.
5. To provide students with ample opportunities to develop their writing skills (minimum of 3500 words).
6. To assign mainly non-fictional reading as a stimulus for critical thinking, discussion, and writing.
7. To develop students' speaking skills in both class discussion and short oral reports.

III. COURSE OUTLINE

The course outline will vary from section to section. Approximately one third of the course will be devoted to readings in non-fiction. The remainder of the class will focus upon research skills and the process of research writing. In most sections, the following areas will be covered: library orientation (by a professional librarian), choosing a narrow topic, compiling a preliminary bibliography, summarizing information, analyzing and evaluating sources, comparing sources, critiquing sources, note-taking, paraphrasing, quoting, combining sources, documenting, avoiding plagiarism, conducting surveys and interviews, designing questionnaires, and reporting data. In some sections instructors will hold conferences with students to discuss major research paper topics, and near the end of the semester some instructors will devote two or more weeks of class time to oral reports concerning term projects (either group reports or individual reports or both).

See the enclosed sample syllabi for more specific information.

IV. EVALUATION METHODS

The final grade for the course will be determined primarily by the students' writing of research papers and the students' improvement in such writing. For example, if the instructor requires three research papers of approximately 1200 words each, each paper could count 25-30% of the final grade, or the last paper might be weighted more heavily to reflect students' improvement. Many instructors will also require one or more of the following: journal entries, in-class writing, quizzes on assigned readings, oral reports, class participation, and a final exam (either essay or short answer or both).

See the enclosed syllabi for more specific information.

V. REQUIRED TEXTBOOKS

Each instructor will choose a guide to research writing as well as non-fiction readings focused on a particular theme or issue. Some instructors may choose to focus on more than one issue and choose an appropriate anthology of non-fiction readings.

Typical research handbooks:

Gaston, Thomas E., and Bret H. Smith. The Research Paper: A Common-Sense Approach. New York: Prentice-Hall, 1987.

Gibaldi, Joseph, and Walter S. Achtert. MLA Handbook for Writers of Research Papers. 3rd ed. New York: MLA, 1988.

Hubbuch, Susan. Writing Research Papers across the Curriculum. 2nd ed. New York and others: Holt, Rinehart and Winston, 1989.

Hult, Christine A. Research and Writing: An Interdisciplinary Approach. Belmont, CA: Wadsworth, 1986.

Lester, James D. Writing Research Papers. 5th ed. New York: Scott Foresman, 1987.

Rivers, William, and Susan L. Harrington. Finding Facts: Research Writing across the Curriculum. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1988.

Winkler, Anthony C., and Jo Ray McCueh. Writing the Research Paper. 2nd ed. New York: Harcourt Brace Jovanovich, 1985.

Instructors are encouraged to select readings for their course which either include women and minorities or reflect the views of women and minorities.

VI. No special resources are required.

VII. BIBLIOGRAPHY

One helpful guide to teaching research writing is William L. Rivers and Susan L. Harrington, Finding Facts: Research Writing Across the Curriculum. New York: Prentice-Hall, 1988.

COURSE ANALYSIS QUESTIONNAIRE

A. DETAILS OF THE COURSE

A1 This course is a Liberal Studies requirement for all students.

A2 This course does not require changes in any other courses or programs in the department. This course replaces EN 102.

A3 This course is a traditional research writing course.

A4 This course is similar to the current EN 102, a longstanding departmental offering.

A5 This course is not dual level.

A6 This course is not to be taken for variable credit.

A7 Similar courses are offered in most college and university English Departments throughout the country.

A8 The skills and content of this course are not required by any professional society or external agency.

B. INTERDISCIPLINARY IMPLICATIONS

B1 This course will be taught by one instructor, not by a team.

B2 No additional or corollary courses will be needed now or later.

B3 This course does not overlap with courses taught by other departments.

B4 Ten seats in at least two sections of this course will be reserved for students in the School of General Education.

C. IMPLEMENTATION

C1 Resources

a. No new faculty are needed to teach this course.

b. Current space allocations are adequate to offer this course.

c. No new equipment is needed to teach this course.

d. No laboratory supplies are needed for this course.

e. Library holdings are adequate for this course.

f. No travel funds are needed for this course.

C2 No grant funds are associated with this course.

C3 This course will be offered during all three semesters.

C4 At least twenty-five sections of this course will be offered during the Fall semester, and at least sixty sections will be offered during Spring semester. The course will also be offered during Summer sessions.

C5 No more than twenty-five students will be placed in each section of this course because of class discussion and the number of writing requirements.

C6 The National Council of Teachers of English recommends that "no more than 20 students should be permitted in any writing class." NCTE guidelines are attached as Appendix A.

C7 This course will be a Liberal Studies requirement. It does not affect the number of free electives available to majors, nor does it necessitate an increase in the 124-credit program of students.

D. MISCELLANEOUS

No additional information is necessary.

LIBERAL STUDIES COURSE APPROVAL FORM

PART I

A. Second English Composition Course

B. Regular

C. yes--EN 102

PART II

A1 Primary. EN 202 emphasizes both critical thinking and synthesis of ideas and sources as primary objectives of the course. Class discussion of non-fiction readings is aimed at stimulating critical thinking and analysis among students. The research process requires students to constantly analyze and evaluate sources in order to choose which are most reliable for a particular paper. The writing of research papers requires students to synthesize sources, often within a single paragraph.

A2 Primary. EN 202 is both reading-intensive and writing-intensive. In most sections students also report to the class orally the results of their research.

A4 Secondary. In some sections (those which focus on a historical period or a social issue like discrimination or male/female roles) students gain historical perspective as a secondary outcome in the class. This historical consciousness would result from both class discussion of required readings and individual research projects.

A6 Secondary. In some sections (those which focus on values, ethical issues, modes of thinking) students will discuss ethics and values in class and read intensively about such values for their research projects.

B1 Primary. An educated person should know how to perform the research process efficiently. EN 202 requires the student to master the research process and to exhibit mastery by writing three research papers.

D1 Primary. Students are required to use the library extensively in their research projects. All sections of EN 202 will include one or more sessions of library orientation, usually conducted by professional librarians. Individual faculty often follow up the librarian's orientation with activities designed to reinforce the knowledge students have acquired.

PART III

A. The English Department thrashed out guidelines and objectives for EN 202 last year. In order to insure that all instructors conform to those guidelines faculty will be required to submit syllabi to the Freshman English Committee. Each semester the committee will review new course syllabi and caution faculty who are deviating from the stated objectives. In addition, the department plans to hold a retreat to discuss the need to establish greater uniformity in grading in each section of the course.

B. In some sections of EN 202 (those that focus on such topics as discrimination, male/female roles, or sociological phenomena during a particular historical period) the concerns of racial minorities and women will be a secondary focus of the course. In all sections, however, instructors are urged to select readings by women, blacks, and other minorities in order to increase students' awareness of the significant contributions to both literature and culture made by women and minorities. Whenever possible, class discussion should focus on issues related to women and minorities.

C. EN 202 emphasizes the reading and critical analysis of non-fiction. Each instructor is required to use one or more readings in non-fiction. Again, the Freshman English Committee will ensure that each faculty member is complying with this requirement.

D. EN 202 is designed to introduce all students to the research process. No course exists within the department to teach the research process to English majors.

E1 In researching any particular topic, students are required to evaluate sources and the ideas contained therein. When deciding which sources to use in order to construct an argument in a research paper, the student must make judgments and ethical choices.

E2 Same as E1.

E3 EN 202 is writing-intensive. Students write three research papers as well as numerous shorter writing exercises. Most sections also require the students to report orally the results of their research.

PART IV

The enclosed syllabus clearly indicates how the course and its objectives meet the Liberal Studies criteria for the Second English Composition Course.

EN 202
SAMPLE SYLLABUS #1

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EN 202 Second English Composition Course

Prerequisite: EN 101

EN 202 is designed to teach students to read, analyze, and evaluate nonfiction sources and to present the results of their analysis in clear, organized, carefully documented research papers. The focus of reading and research in this section will be the phenomenon of discrimination in 20th Century America. We will study various minorities that have been targets of discrimination in an attempt to define "discrimination," to understand the factors which produce it, and to examine its consequences, positive as well as negative. We will approach discrimination from a number of perspectives: political, economic, social, moral, psychological, and cultural. Although blacks, women, and gays will be our primary focus in the reading in class, students may also investigate Jews, the elderly, the handicapped, children, American Indians, Vietnam veterans, ex-convicts, or any other appropriate minorities.

II. COURSE OBJECTIVES

Objectives for this section meet the general criteria for the second English composition course.

1. To teach report and research writing skills, especially the ability to read and evaluate resource material and synthesize it into an appropriate form.
2. To emphasize general rather than discipline-specific research skills.
3. To teach students to use library resources.
4. To provide students with ample opportunities to develop their writing skills (minimum of 3500 words).
5. To assign mainly non-fictional reading as a source for ideas, discussion, and writing.
6. To develop students' speaking skills in both class discussion and short oral reports.

III. REQUIRED TEXTS

James D. Lester, Writing Research Papers, 5th ed.
Howard Brown, Familiar Faces, Hidden Lives
Colette Dowling, The Cinderella Complex

Richard Wright, Black Boy

IV. COURSE OUTLINE

Week 1: introduction to the course, choosing a narrow topic, compiling a preliminary bibliography

Week 2: library orientation, summarizing, writing the abstract

Week 3: Black Boy (including short in-class essay)
* bibliography due (25 items, 1/2 grade)

Week 4: analyzing and evaluating sources, comparing and contrasting sources
* abstract due (250 words, 1/2 grade)

Week 5: Cinderella Complex (including short in-class essay)

Week 6: process of research writing: note-taking, paraphrasing, quoting, outlining, combining sources, documenting
* comparison of sources due (500-600 words, 1 grade)

Week 7: continuation of process of research writing

Week 8: Familiar Faces (including short in-class essay)

Week 9: group oral reports (1/2 grade)

Week 10: group oral reports, discussion of differences between short and long research papers
* short research paper due (800-1000 words, 1 grade)

Week 11: student conferences on long research paper topics, guest speakers knowledgeable about discrimination

Week 12: conducting surveys and interviews, designing questionnaires, reporting information

Week 13: continuation of surveys and interviews
* long research paper due (1200-1500 words, 2 grades)

Week 14: final oral reports (1/2 grade)

Week 15: final oral reports
* survey/interview due (500-600 words, 1 grade)

Week 16: * final exam (essay, 1 grade)

V. EVALUATION

The final grade will be an average of the eight grades listed in the course outline. Borderline grades will be determined by class attendance and participation in class discussion.

Note: Some teachers prefer not to use a thematic approach in EN 202. I prefer a thematic approach for two reasons. First, a common body of knowledge allows considerably more depth in class discussion. We can also talk about more than just research skills during class. Secondly, students can work together on group projects as well as individual papers, sharing sources and testing ideas on each other. The topic of discrimination is particularly useful because it is applicable, in one way or another, to every major. There are women, blacks, gays, etc. in all fields. Thus, every student can find an angle of personal interest or involvement.

EN 202
SAMPLE SYLLABUS #2

EN 202

A COURSE IN SECOND ENGLISH COMPOSITION

Prerequisite: A course in First English Composition

GOALS OF THE COURSE

We will work together so that the course will:

1. Reinforce good habits for writing, like drafting, revising, observing carefully, and reading critically.
2. Give you practice using three common discourse forms and functions:
 - (1) Distinguishing fact, value, and policy statements (Essay #1).
 - (2) Presenting multiple perspectives on an issue (Essay #2, Group project).
 - (3) Thinking critically about your own writing and that of others (Essay #3, Peer editing).
3. Help you learn to learn from others (Peer editing, Group presentation).
4. Show you ways for documenting sources and incorporating source material into your writing.
5. Familiarize you with some of the key resources in the library.

Required text: Elements of Argument (2nd edition) by Annette T. Rottenberg.

Grades will be based upon:

1. Three essays
 - (1) Fact-Value-Policy (100 pts.)
 - (2) Controversy in an Occupational Field (200 pts.)
 - (3) Analysis (200 pts.)
 2. Group Oral Presentation (150 pts.)
 3. Quizzes on readings (May be unannounced; Various homework and in-class writing may also be factored in here) (100 pts.)
 4. Class participation (100 pts.)
 5. Final exam (150 pts.)
- (See pages 4-5 of this syllabus for more on grading.)

CALENDAR

NOTE: You should have all assignments completed prior to the date for which they are listed.

WEEK 1

- W First Day of Class; Introduction to course;
Review of some important principles of writing.
- F Read Ch. 1, pp. 1-22; Do exer. 1 on pp. 22-3.

WEEK 2

- M Assign Essay #1-- Fact-Value-Policy;
Read Ch. 2 ("Claims"), pp. 24-44.
- W (To be announced).
- F MEET IN LIBRARY ROOM 210 FOR VIDEO.

WEEK 3

- M Lecture on criteria.
- W Read "Readings for Analysis" from Ch. 2, pp. 44-56.
- F Clean draft for Essay #1 due.

WEEK 4

- M ESSAY #1 DUE; Read in class.
- W Read Ch. 3 ("Definition"), pp. 57-70; Do any one of the seven exercises on p. 82.
- F Read "Readings for Analysis" from Ch. 3, pp. 71-82; Small group work.

WEEK 5

- M Read Ch. 4 ("Support"), pp. 83-108; Do any one of the exercises on pp. 114-5
- W Read "Readings for Analysis" from Ch. 4, pp. 109-114;
Small group work.
- F IN-CLASS WRITING ASSIGNMENT.

WEEK 6

- M Assign Essay #2-- Controversy in an Occupational Field.
- W MEET IN LIBRARY (gather in area to the right as you enter.)
- F Documentation; Read pp. 498-517.

WEEK 7

M Read Ch. 5 ("Warrants"), pp. 116-135.

W Read "Readings for Analysis" from Ch. 5, pp. 135-140.

F Do Exer. #3 on p. 141; Other exercises to be done in class.

WEEK 8

M (Look ahead to week 9-- lots of work)

Notes & rough outline due for essay #2

W Assign Group Project

F (No class; Go to Writing Center or Library)

WEEK 9

M Clean draft due for Essay #2--Tutor will visit.

W Read all of the readings in you "Opposing Viewpoints" thematic unit, and read pp. 221-2; Assign Essay #3.

F (No Class--Meet with your group in library.)

WEEK 10

M ESSAY #2 DUE; Read in class.

W How to work in small groups.

F In-class public speaking

WEEK 11

M To be announced.

T Public speaking cont'd.

W Group Project Workshop

F Group #1

WEEK 12

M Group #2

W Essay #3 Workshop--in class.

F Essay #3 Workshop: Meet in WC

WEEK 13

M Group 3

W Group 4

F Group 5

WEEK 14

M Group 6

W TBA

F TBA

WEEK 15

M LAST DAY OF CLASS

T Last day for all classes

W Reading Day

Th Final exams begin

Help, Goals, Absence, Grading

HELP

It is important to know that I am willing to discuss any problems you may be having with assignments or the course. Please don't hesitate to stop by my office or to make an appointment. Additional help with writing assignments may be found at--

- The Writing Center, Eicher and Leonard Halls, 357-3029.
- The Learning Center, 203 Pratt Hall, 357-2729.

ABSENCE

Good attendance is strongly related to earning high grades. Frequent absence from class is the single greatest contributor to low grades: You lose the sense of continuity on which the course depends; you usually get wrong or insufficient information from classmates when you ask them "What did I miss?"; you lower your class participation grade because you are not here to participate; you risk missing a quiz and receiving a 0 for that quiz; and you demonstrate to your instructor and your classmates that you're not very committed.

If you are sick and must miss class, let me know by telephone right away. Don't wait until you return to let me know why you were absent.

Unexcused late assignments are usually penalized one letter grade per day.

EVALUATION

1. All assignments are weighted, as specified on p. 1 of the syllabus.
2. It is important to understand that in general A and B grades are assigned to work that is above average, while C grades are given to average work, and D grades to below-average work. To earn A and B grades, it is not enough to simply meet the minimal requirements of the assignment-- you must also demonstrate a degree of distinction in thought, clarity, development, and style.
3. In computing your course grade, I will take the letter grade on each assignment and convert it to a number, as follows: A = 100, A- = 95, B+ = 87.5, B = 85, B- = 82.5, C+ = 77.5, C = 75, C- = 72.5, D+ = 67.5, D = 65, D- = 62.5, F = 50. (Any assignment not turned in = 0; Any missed quizzes = 0; Unexcused late assignments are usually penalized one letter grade per day). These numeric values will then be weight-averaged to compute your final course grade, as indicated below.

E-2 DO-IT-YOURSELF GRADE PROJECTION

Follow these steps:

1. Numeric grade equiv. for Essay 1 () x 1.00 = _____
2. Numeric grade equiv. for Essay 2 () x 2.00 = _____
3. Numeric grade equiv. for Essay 3 () x 2.00 = _____
4. Numeric grade equiv. for Group Pres. () x 1.50 = _____
5. Numeric grade equiv. for all Quizzes () x 1.00 = _____
6. Numeric grade equiv. for Class Part. () x 1.00 = _____
7. Numeric grade equiv. for Final Exam () x 1.50 = _____

8. Now add up the last column above and find your grade:

900 - 1000	A
800 - 899	B
700 - 799	C
600 - 699	D
Below 600	F

APPENDIX A:

Guidelines for the Workload of the College English Teacher

In an era of increasing public concern over the writing and reading ability of college students, it is especially important that the workload of English faculty members be reasonable enough to guarantee that every student receive the time and attention needed for genuine improvement. Faculty members must be given adequate time to fulfill their responsibility to their students, their departments, their institutions, their profession, the larger community, and to themselves. Without that time, they cannot teach effectively. Unless English teachers are given reasonable loads, students cannot make the progress the public demands.

Economic pressures and budgetary restrictions may tempt administrations to increase teaching loads. With this conflict in mind, the College Section of the National Council of Teachers of English endorses the following standards:

1. *English faculty members should never be assigned more than 12 hours a week of classroom teaching.* In fact, the teaching load should be less, to provide adequate time for reading and responding to students' writing; for holding individual conferences; for preparing to teach classes; and for research and professional growth.
2. *No more than 20 students should be permitted in any writing class.* Ideally, classes should be limited to 15. Students cannot learn to write without writing. In sections larger than 20, teachers cannot possibly give student writing the immediate and individual response necessary for growth and improvement.
3. *Remedial or developmental sections should be limited to a maximum of 15 students.* It is essential to provide these students extra teaching if they are to acquire the reading and writing skills they need in college.
4. *No English faculty member should teach more than 60 writing students a term: if the students are developmental, the maximum should be 45.*
5. *No more than 25 students should be permitted in discussion courses in literature or language.* Classes larger than 25 do not give students and teachers the opportunity to engage literary texts through questions, discussion, and writing. If lecture classes must be offered, teachers should be given adjusted time or assistance to hold conferences and respond to students' writing.

6. *Any faculty members assigned to reading or writing laboratories or to skills centers should have that assignment counted as part of the teaching load.* Identifying and addressing the individual needs of students is a demanding form of teaching.
7. *No full-time faculty member's load should be composed exclusively of sections of a single course.* (An exception might occur when a specific teacher, for professional reasons such as research or intensive experimentation, specifically requests such an assignment.) Even in colleges where the English program consists mainly of composition, course assignments should be varied. Repeating identical material for the third or fourth time the same day or semester after semester is unlikely to be either creative or responsive.
8. *No English faculty member should be required to prepare more than three different courses during a single term.* Even if the faculty member has taught the same course in previous years, the material must be reexamined in the context of current scholarship and the presentation adapted to the needs of each class.
9. *The time and responsibility required for administrative, professional, scholarly, and institutional activities should be considered in determining teaching loads and schedules for English faculty members.* These responsibilities cover a broad range, such as directing independent study, theses, and dissertations; advising students on academic programs; supervising student publications; developing new courses and materials; serving on college or departmental committees; publishing scholarly and creative work; refereeing and editing professional manuscripts and journals; or holding office in professional organizations.

The following list is an introduction to the richness and complexity of issues in the teaching of English.

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