

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS-71
Action _____
Date _____

UWUCC Use Only
Number 39a
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE EN 101 College Writing
COURSE/PROGRAM TITLE Composition I (First 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 H. 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.]

I. Catalog Description

EN 101 Composition I 4 credits

Normally to be taken the first semester at IUP. Courses use readings in the nature and history of language, semantic and linguistic analysis, problems in rhetoric and other approaches to composition. Seven theme-length expository papers (or the equivalent) are written, in addition to shorter exercises and a written final examination.

Prerequisite: English 100, where required.

II. Objectives

1. The central objective of the course is the improvement of the student's communication skills. In short, the student is being taught how to read, how to write, how to speak, and how to listen accurately.
2. Ancillary benefits of the course may be realized in the student's enlarged understanding of the many functions of language.

III. Course Outline

The course may be organized out of an emphasis on (1) rhetoric, (2) composing processes, (3) semantics, or (4) language structure; other organizational plans are permitted. In any case the course is developed out of the well-established fact that one learns to write by writing.

Each instructor will develop his or her own syllabus and sequence appropriate to these objectives, and will provide the syllabus to students. (See three sample syllabi attached.) Minimally, the syllabus will list the course's objectives, an outline of the course's sequence of activities, readings, and assignments (subject to revision depending on specific class needs); grading criteria; and other important class policies such as attendance, conferences, and final exam.

The objectives of the course may be met in a variety of ways by different instructors. Instructors must, however, meet the five criteria for EN 101 specified by Liberal Studies (see below). Instructors may develop specific objectives and lessons based on any of the following:

1. Developing effective, organized prose which communicates clearly and demonstrates awareness of audience, adequate levels of detail, and overall

coherence. (Liberal Studies criterion #1)

2. Selecting discourse structures and language appropriate for subject, audience, and the students' own level of knowledge and competence. (Liberal Studies criterion #2)

3. Encouraging students to write multiple drafts, obtain oral and written feedback from classmates, and revise toward final drafts. (Liberal Studies criterion #3 specifies that students be given ample opportunities to develop their writing skills, and that a minimum of 3500 words (7 theme-length papers, for example) of student writing is to be reviewed and evaluated by the instructor.)

4. Using writing as a means for discovering and reflecting upon ideas (e.g., journals)-- with minimal attention by the instructor to the kind of grading and evaluation imposed on more formally graded papers.

5. Requiring students to read a substantial work of fiction or nonfiction (including collections) as a source for ideas, discussion, and writing. (Liberal Studies criterion #4)

6. Scheduling each student for one hour of private, out-of-class conference with the instructor in his or her office. (Liberal Studies criterion #5)

7. Familiarizing students with available resources for writing, such as the library (library skills are emphasized in EN 202), the Writing Center, and other campus word-processing labs.

IV. Evaluation Methods

The student's final grade depends chiefly on his or her performance in composition (e.g., an average of theme scores). A final exam may constitute as much as 15% of the final grade. Scores on other assignments may figure in as well. The instructor's syllabus will state the assignments and other work or activities on which grades are to be based, as well as the instructor's criteria for evaluation.

V. Required Textbook(s)

Each instructor will select texts and/or readings consistent with the course's objectives. Each instructor will also require one of the books from the "list of common readings for EN 101". Instructors may require students to have a standard dictionary. Instructors may select one of the following texts, or one similar:

Axelrod, R. B., and Cooper, C. R. Reading Critically, Writing Well. New York: St. Martin's, 1987.

Hammond, E. Informative Writing, NY: McGraw-Hill, 1985.

Hayakawa, S. I. Language in Thought and Action, 4th ed. New York: Harcourt Brace, 1978.

Kennedy, M.L., Kennedy, W.J., and Smith, H.M. Writing in the Disciplines. Englewood Cliffs, NJ: Prentice Hall, 1987.

Lester, J. Interactions. Belmont, CA: Wadsworth, 1988.

Levin, G. Prose Models, 7th ed. Orlando: Harcourt Brace Jovanovich, 1987.

Murray, D. M. Writing to Learn, 2nd ed. New York: Holt, Rinehart, 1987.

VI. Special Resources

No special resources are required, but the Writing Center provides tutoring services and training in the use of word processing. The instructor may ask students to obtain help at The Writing Center.

EN 101
Sample Syllabus #1

COURSE SYLLABUS

EN 101 English 1

Brief description: Applies current concepts of the composing process to frequent practice in writing. Offers individual and collaborative work for drafting, feedback, and revision. Introduces students to periodical and reference resources in the library and to word processing and tutoring in the Writing Center.

Required texts:

Hammond, E. (1985). Informative writing. New York: McGraw-Hill.

[Pirsig, R. (197). Zen and the art of motorcycle maintenance.]

or

[Axelrod, R. B., & Cooper, C. R. (1987). Reading critically, Writing well: A reader and guide. New York: St. Martin's.]

A paperback dictionary.

Required materials: 1 DS/DD, 5 1/4-inch diskette.

Graded assignments will include the following. The weighted value "()" of each assignment is given in parentheses. The criteria for grading each assignment are given on the assignment; these criteria are meant to emphasize the goals of the particular assignment, and are not exclusive.

- I. Writing papers of the student's own choosing ().
- II. Essays (each of these is described in the text)--
 - #1 Description of a Curious Place (3 pp.) ().
 - #2 Audience Analysis of a Magazine (3 pp.) ().
 - #3 Investigation of an Historical Issue (3 pp.) ().
 - #4 Character Sketch (of someone who writes often) (3 pp.) ().
 - #5 Persuading a Classmate to Consider an Issue Further (4 pp.) ().
- III. Speech (based on Essay #5) ().
- IV. Various in-class and homework assignments ().
- V. Final exam ().

In addition to the above assignments, grades will also be based upon:

1. Class participation ().

EN 101 cont'd.

II. COURSE OBJECTIVES. The following objectives are meant to reflect the belief that students' learning in this writing course comes from doing-- having students work on their own writing in a workshop environment. Thus the strategy objectives are an integral part of the knowledge objectives.

1. KNOWLEDGE: Students will know that effective writing grows out of drafting, feedback, reflection, and revision.

STRATEGIES: Instructor will promote--

- a. writing multiple drafts in and out of class (e.g., each essay requires at least one rough draft.)
- b. feedback from peers and the instructor (e.g., collaboration on Essays #1, #2, and in Week 9; one-to-one conferences with instructor).
- c. reflection (e.g., "How I Write" assignment; journals/expressive writing; Essay #4.)
- d. revision (all assignments require revision of rough drafts; assignment to revise Essay #3.)

2. KNOWLEDGE: Students will know that writing is a means for both reflecting upon one's own ideas as well as communicating ideas to others.

STRATEGIES: Instructor will encourage and provide opportunities for brainstorming and peer feedback on writing. Students will investigate the writing that adults do in the "real world" (e.g., "Character Sketch" essay). Students will learn to invent/create writing bottom-up (as opposed to the factored thesis) from facts to inferences, and from inferences to theses and to organization (e.g., Essay #1, #2, #4).

3. KNOWLEDGE: Students will know some of the more important differences between oral and written language and their appropriateness for different situations.

STRATEGIES: Instructor will lecture on these similarities and differences with the aim of helping students recognize rules and conventions as they pertain to oral-written expectations; students will create oral- and written-sounding messages. Instructor will help students become sensitive to the demands of different audiences (e.g., Chs. 5 & 6; Speech assignment for Essay #5).

4. KNOWLEDGE: Students will know the resources that are available in the Writing Center.

STRATEGIES: Instructor and students will visit the Writing Center at least once for a tutorial on word processing, and

students will be encouraged to compose on computers.
Instructor will design assignment requirements to accommodate those who prefer to compose on computers.

5. KNOWLEDGE: Students will know where periodicals and reference materials are located in the library and how to find them.

STRATEGIES: Instructor and students will visit the library twice for instruction on periodicals, indexes, and the reference section.

III. COURSE OUTLINE

WEEK 1: Reflecting

Reading: Ch. 1, "Getting Started"

Reflecting on one's own composing habits: "How I Write."

WEEK 2: Collaboration I

Guidelines for working in small groups.
Interview classmate, write up, and read aloud.

Assign Essay #1: Description of a Curious Place
(Students will work in pairs for this assignment.)

WEEK 3: Using Details

Reading: Ch. 2, "Telling Details"

Exercises, as assigned.

WEEK 4: Facts, Inferences, Theses

Reading: Ch. 3, "Facts, Inferences, Theses"

Visit library periodicals room.

Assign Essay #2: Audience Analysis of a Magazine
(Students will work in pairs, choosing two magazines similar to each other-- e.g., two computer magazines.)

WEEK 5: Collaboration II

Students will work in small groups on Essay #2.

Students will visit Writing Center for tutorial on word processing.

WEEK 6: Audience

Reading: Ch. 4, "Writing for a Reader"

Assign Essay #3: Historical Issue

WEEK 7: Organization I

Reading: Ch. 5, "Organization I"

Students will visit library reference section.

WEEK 8: Organization II

Reading: Ch. 6, "Organization II"

Ch. 14, "Interviewing"

Assign Essay #4: Character Sketch

WEEK 9: More Refelctions on the Writing Process

Reading: Ch. 10, "The Writing Process"

Students will review their previous 3 essay assignments and reflect on the processes they followed for each and their relative effectiveness.

WEEK 10: Revising

Reading: Ch. 11, "Revising"

Ch. 8, "Sentence Sense"

Students will revise Essay #3 for specific problems dealt with in Chs. 11 and/or 8.

WEEK 11: Persuasion

Reading: Ch. 9, "Persuasion"

Assign Essay #5: Persuading a Classmate to Consider an Issue Further.

WEEK 12: Oral and Written Language

Instructor will discuss comparisons and contrasts between oral and written language, and prepare students for speeches to begin next week.

WEEK 13: Speeches

WEEK 14: Speeches

WEEK 15: Conclusion

Discussion of a major work, such as Pirsig's Zen and the Art of Motorcycle Maintenance

EVALUATION:

All assignments that constitute a part of the student's course grade will be assigned specific weights by the instructor and each will be graded according to criteria designed for that assignment. Weights and criteria will be provided to students prior to each assignment.

NOTE:

This sample EN 101 syllabus meets the "Criteria for the First English Composition Course" of the Criteria for Liberal Studies Courses at IUP:

- (1) Organized prose: Chs. 5, 6; Assignments #2, #3, #5.
Audience awareness: Ch. 4; Assignments #1, #2, #5.
Development: Ch. 2; Assignments #1, #3, #5.
Unity and coherence: Ch. 6; Assignments #3, #5.
- (2) Teaches oral-written relationships and their appropriateness for different subjects, audiences, and levels of knowledge and competence; Essay #5 and the accompanying speech; Assignments include papers of the student's own choosing.
- (3) 5 essays totaling 4000 words, not including drafts, papers of the student's own choosing, and other homework and in-class writing.
- (4) Students will read Pirsig or a collection of model essays (e.g., Cooper & Axelrod-- see "Required texts").
- (5) Instructors will schedule.

EN 101
SAMPLE SYLLABUS #2

FIRST ENGLISH COMPOSITION COURSE

Prerequisite: English 100 where required.

Required Text: Hayakawa, S.I. Language in Thought and Action (4th ed.)

Additional reading material: One full-length work, fiction or non-fiction, to be assigned.

Material: Theme paper, manila folder, standard desk size dictionary

Course Objectives: In addition to meeting the five criteria mandated for this course there will be an emphasis on semantics, i.e. an attempt to make the student aware of the ways in which human interaction is affected by communication.

Requirements: A minimum of seven themes comprising at least 3500 words. Five of the seven themes will be written outside of class. These five themes must be clean copy, typed, or handwritten in ink, and must be submitted on the due dates.

There will be frequent quizzes on the assigned reading material. Quizzes may not be made up.

Class participation contributes to the final grade.

There will be a three hour final consisting of an examination on the Hayakawa text and a final theme.

Writing Assignments: Themes are assignments in expository writing emphasizing literacy, structure, coherence, and clarity. Students will be required to respond to the instructor's written comments by making appropriate corrections or by re-writing for clarity, coherence, and literacy. The required conferences will be concerned with the student's understanding of the comments and with the corrections. Writing assignments will include but not be limited to the following themes:

Theme #1 First day, in class. Topic: "Something About Me"

Theme #2 Description of an object--an exercise in report writing in conjunction with Chap. 3 of the Text: "Reports, Inferences and Judgements."

This assignment will be for a theme of one fully developed paragraph describing a common, inanimate object. It will be an exercise in organization, observation, the composition of an inclusive topic sentence, and the development of that sentence with verifiable specifics. The paragraph is to be free of inferences and judgements and is

to utilize as many of the senses as are appropriate. Minimum length: 300 words.

Theme #3 Description of a walk. Similar in form to Theme #1. In this theme the writer may make inferences based on observation and will attempt to develop a tone that grows out of observed details or that is prior to and influences observation. Minimum length: 300 words.

Theme #4 Theme of Definition: Chap. 4 of text: "Contexts." Standard theme of extended definition. Minimum length: 350 words.

Theme #5 Connotation: an exercise in affective language. The definition of a word in terms of its affect, --its subjective meanings and overtones. In conjunction with Chap. 5 of text. Minimum length: 350 words.

Theme #6 Narration. Relation of a specific, personal incident that is an example of how the uncritical acceptance of directive language can lead to disillusionment. Chap. 7 The Language of Social Control. Minimum length: 500 words.

Theme #7 "Maps and Territories." Method: Comparison and Contrast. A theme using the technique of comparison and contrast to show how the interpersonal world does not always correspond to the extensional world. Minimum length: 500 words.

Theme #8 In class theme, Topic to be assigned. Rough draft one class. Final draft next class. Rough draft is handed in, then returned on the day the final draft is written.

Text: Language In Thought and Action is divided into two books, each with a foreword, and for the first book, an introduction. Reading assignments will be on a chapter by chapter basis. Students are responsible, with each chapter assignment, for the content, the vocabulary, and the applications at the end of each chapter. Quizzes on the reading assignments will be more a practice than an exception.

EN 101
SAMPLE SYLLABUS #3

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EN 101 English 1

Prerequisites:

Corequisite:

Offers frequent practice in writing based upon rhetorical types. Stresses the interconnectedness of critical thinking skills and writing skills. Emphasizes the role of audience in the writing process. Encourages students to form positive images of themselves as writers.

Required texts:

Levin, G. (1987). Prose Models, 7th ed. Orlando, FL: Harcourt Brace Jovanovich, 1987.

An English I exam text, selected by the English Department.

Grading and Assignments

There are two types of non-graded writing assignments: journal entries and writing exercises.

1. The journal entries are to be done for five days each week; they consist of 4 short entries (100 word minimum) and 1 long entry (300 word minimum) per week. The purpose of the journals is to give students practice in areas that they might need practice in.
2. The writing exercises are designed to give students experience developing different types of organization and to serve as the basis for the graded papers.

Graded papers. The graded papers will be revisions of exercises students have already done. A point grade is given for the paper based on how well it communicates the students' developed ideas about a topic while at the same time meeting a set of stated requirements. Before each paper students are told which elements will be emphasized in the grade. Seven papers and a final will be graded. The first three papers are worth 20 points each, the next two 30 points each, and the last two and the final 40 points each. Thus the later papers, which are worth more, will help the students' grades more as students improve. The total number of points is 240. The final grade will be based on this scale:

A	216-240 points	(90%)
B	192-215 points	(80%)
C	168-191 points	(70%)

D	144-167 points (60%)
F	143 points or below

Late papers. A graded paper turned in late loses 10% of its value for each class day that it is late.

Late exercises and missing classes. Since the course depends on skills students will be introduced to and practice during class, I expect students to attend all the classes. Each class period will involve a writing assignment; rarely can these be done as effectively at home. If students' work is consistently late, I will, after two warnings, deduct points from the final grade.

Conferences are an integral aspect of the English I course. These will be scheduled at three different times during the semester to allow students and faculty the opportunity to discuss individual elements of the student's successful growth as a writer.

II. COURSE OBJECTIVES. This course is designed for success in writing. Students who do the work do not need to worry either about failing or doing poorly. The primary component in learning write well is having the motivation to improve communication skills. That most people taking the course have done well indicates that students who develop a positive sense about themselves as writers in a variety of communication situations will become stronger writers, while retaining a sense of individualism. The grading system will help students to keep working at a steady pace. The total amount that students will write is approximately 35 exercises, 10,000 words of journals, 7 revised papers, and a final, or about 30,000 words in all.

The goals for the course. The general goal for the course is for students to learn to write well. There are many facets of good writing and many ways to achieve this goal. This course represents one of several possible approaches to the goal. At the end of the course, students should be able to:

1. Organize a paper according to certain rhetorical types.
2. Use paragraphs well to develop ideas.
3. Use an effective prose style, emphasizing simplicity and clarity in conveying the purpose.
4. Create papers which make effective use of details and examples to convince the reader.
5. Exhibit a mastery of many of the individual elements of a writer's repertoire: introductions, theses, transitions, awareness of audience, tone, point of view, conclusions, and so on, crafting these to address specific audiences.
6. Revise skillfully an initial draft, adding, deleting, and rethinking sections as necessary.
7. Have confidence in an ability to handle all elements of a writing assignment--from developing an idea to creating a draft to completing the final revisions and editing and proofreading the final product.
8. Find a certain amount of joy in the pleasure of creating

a well-crafted piece of writing.

III. COURSE OUTLINE

The reading assignments are from Gerald Levin, Prose Models, 7th ed. (Orlando, FL: Harcourt Brace Jovanovich, 1987). The readings should be done for the day assigned--that is, before coming to class on that day.

Day	1	Course structure. Fast writing. Introduction to course. Read <u>In Short Order</u> through Narration.
	2	Purpose, thesis. Narration 1 in class.
	3	Read 398-408. Introductions, conclusions. Narration 2 at home.
	4	Narration 3 in class.
	5	Read 462-471. Adding specific details. Narration 4 at home.
	6	Revise Narration.
	7	Narration due. Introduce Concrete Structural Analysis. Read <u>In Short Order</u> on Structural Analysis.
	8	Collect 2 weeks of journals. Concrete Structural Analysis 1 in class. Concrete Structural Analysis 2 at home.
	10	Concrete Structural Analysis 3 in class. Concrete Structural Analysis 4 at home.
	12	Read 121-123, 151-152, and 522-523. Art exhibit. Simplifying.
	13	Revise Concrete Structural Analysis.
	14	Concrete Structural Analysis due. Introduce Abstract Structural Analysis.
	15	Abstract Structural Analysis 1 in class.
	16	Collect 2 weeks of journals. Abstract Structural Analysis 2 in class.
	17	Read pp. 3-5, 8. Paragraph exercise. Abstract Structural Analysis 3 at home.
	18	Abstract Structural Analysis 4 in class.
	19	Revise Abstract Structural Analysis.

- 20 Abstract Structural Analysis due. Introduce Process. Read In Short Order on Process.
- 21 Read the sections on Process--pp. 86-90 and 285-291. Process 1 in class.
- 22 Read 120-121, 124-127, 150. Collect 2 weeks of journals. Fog Index. Process 2 at home.
- 23 Process 3 in class.
- 24 Process 4 in class.
- 25 Revise Process.
- 26 Process due. Introduce Causal Analysis. Read In Short Order on Causal Analysis.
- 27 Causal Analysis 1 in class.
- 28 Collect 2 weeks of journals. Logic and argument. Read the sections on Cause and Effect--p. 91-97, 323-339. Causal Analysis 2 at home.
- 29 Evidence and argument. Read the section on Deduction--pp. 340-360. Causal Analysis 3 at home.
- 30 Methods of persuasion. Read the section on Persuasion--pp. 361-390. Causal Analysis 4 at home.
- 31 Revise Causal Analysis.
- 32 Causal Analysis due. Introduce Classification. Read In Short Order on Classification.
- 33 Classification 1 in class.
- 34 Collect 2 weeks of journals. Use of examples. Read pp. 45-50 and 225-241. Classification 2 at home.
- 35 Classification 3 in class.
- 36 Classification 4 in class.
- 37 Revise Classification.
- 38 Classification due. Introduce Comparison/Contrast. Read In Short Order on Comparison Contrast.
- 39 Comparison/Contrast 1 in class. Read the sections

on Comparison and Contrast--pp. 51-58 and 242-255.
Comparison/Contrast 2 at home.

- 40 Collect 2 weeks of journals. Comparison/Contrast 3 in class. Comparison/Contrast 4 at home.
- 41 Revise Comparison/Contrast.
- 42 Comparison/Contrast due. Discuss exam book.

Writing Exercises

All exercises listed below should be from 300 to 500 words long. If they are too short, I will ask you to add to them. The exercises are not expected to be perfect by any means, but you should put enough thought into them so that they might be useful when you write your graded papers.

NARRATION/DESCRIPTION

1. Write a complete description of yourself and your surroundings as you are right now--a kind of come as you are party. Be as specific and as detailed as possible, to help the reader really see you. Is it possible that your description helps to reveal something about your inner self? What might that be? End the paper with a paragraph that begins with the words, "Despite what I have told you, you would be surprised to learn that I . . ."
2. Aristotle (384-322 B.C.) says in his Poetics that "happiness and unhappiness are bound up with actions. The purpose of living is an end which is a kind of activity, not a quality. It is their characters, indeed, that make people what they are, but it is by reason of their actions that they are happy or the reverse." Tell a story about yourself which reveals something of your character through action. Set up the story with a statement of purpose. Help the reader really see the events and the way that your character shaped the way that you acted.
3. Narrate a story of a time that you met or saw a famous person. Along the way carefully describe the person and the scene so that we can picture the event. Did this experience teach you something about yourself? About the famous person? About how people behave around the famous?
4. Read "The Blast Furnace" (11-13), "Nonnie," (24-27), "My Grandmother" (129-130), and "Boyhood in a Sacramento Barrio" (135-138). Tell me a story about your childhood that involves one or more of your family members.

CONCRETE STRUCTURAL ANALYSIS

1. Choose something here in class that you can look at--something or someone in the room, an article of clothing or object you have

with you, something that someone else has or has on. Analyze it, telling its parts and purpose and the way the parts and purpose interact.

2. Read "Loma Vista Drive" (6-7), "The Shore at Night" (9-10), "Calcutta" (38-40), and "Hudson Street" (103-108). Describe your home town in such a way that an outsider, someone from another country, would be able to visualize the town and know something of its character. Convince the reader of the benefits of visiting your town.

3. Analyze the object you see here in class. Show how the parts interact when the object is used.

4. Create a visual object of art. You can make a drawing or painting or sculpture or craft object. Make it new for this assignment (rather than bringing in something you made before). Analyze the object to show not only its structure and meaning but its artistic value or beauty, or the kind of statement it is trying to make. Bring both the analysis and the object with you to class.

ABSTRACT STRUCTURAL ANALYSIS

1. Choose a person (real or fictional) that you admire--or despise. Analyze that person's character. Are there qualities in that person that are very much like qualities in you?

2. Interview a student to determine his or her attitudes on the topic of what makes for a healthy relationship between a man and a woman. Report your findings, using both direct quotes and summary. Imagine that the paper is being written for someone from outside of America to read.

3. Read the sections on Definition--pp. 74-85 and 276-285. Create an entertaining or thought-provoking definition paper.

4. Choose an interesting vocation. Decide what qualities would be needed to be successful in that vocation. Write a long job description outlining those qualities.

PROCESS ANALYSIS

1. A young blind child has come to your home for a visit. Create a tape recorded message giving directions for him or her to make breakfast in your kitchen.

2. Write about an interesting process that you are familiar with. Perhaps it will be to tell me how to do the process or perhaps it will be for my information.

3. Here you will see a process being performed. Give directions on how to perform that process. Assume that your audience will need to have all warnings and special terms fully defined.

4. What are the steps you or your family go through in celebrating a typically American holiday, such as Halloween or Thanksgiving or Christmas?

CAUSAL ANALYSIS

1. Some actions have both good and bad effects. Choose an action that you did that had both kinds of effects. Show how both were related to the one initial cause.
2. Analyze a causal relationship--especially one in which one effect can lead to further effects, in a kind of chain reaction.
3. Write an argument about something that you believe in and would like to convince me is true. I would be interested especially, but not exclusively, in your thoughts on education and the rights of students to choose their own learning.
4. Try to persuade me of something using as evidence material from one of your other classes. You can use evidence from your textbooks, class notes, or other readings for the class.

CLASSIFICATION

1. Choose one quality that will divide your fellow students into two groups by the presence or absence of that quality. Discuss each group and try to clarify the nature of the defining quality.
2. Read "Kinds of Discipline" (69-73). Write an essay on "Kinds of Punishment" modeled more or less on Holt's essay.
3. Classify something using a scale. Be sure to remember the need for examples.
4. Imagine you are working for the Consumers' Union. Classify the types of some product; plan to help a consumer choose wisely.

COMPARISON/CONTRAST

1. Compare and contrast the two objects here in class to help us understand their purpose.
2. All sorts of monsters exist in this world, I'm sure you will agree--both real and imaginary. Compare two monsters (English teachers not included).
3. Create a comparison/contrast that will show how something is better than something else. Use persuasive techniques.
4. Compare and contrast yourself at the beginning and the end of the semester. Are you happy with the changes? Are you happy with what has remained the same?

Record of Work Completed: Use this Sheet to Mark off Work Completed and Handed in

GRADED PAPERS

Paper	Your Points	Points Possible	Your Total	Total Possible	Grade Cut-Off Points For the Total
Narration		20		20	A 18, B 16, C 14, D 12
Con St An		20		40	A 36, B 32, C 28, D 24
Abs St An		20		60	A 54, B 48, C 42, D 36
Process		30		90	A 81, B 72, C 63, D 54
Cause		30		120	A 108, B 96, C 84, D 72
Class		40		160	A 144, B 128, C 112, D 96
Comp/Con		40		200	A 180, B 160, C 140, D 120
Final		40		240	A 216, B 192, C 168, D 144

For 20 point papers: A 18, B 16, C 14, D 12

For 30 point papers: A 27, B 24, C 21, D 18

For 40 point papers: A 36, B 32, C 28, D 24

EXERCISES COMPLETED AND TURNED IN--CHECK THESE OFF

Paper Type	Class	1	2	3	4
Narration					
Con St An					
Abs St An					
Process					
Cause					
Class Comp/Con					

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 101

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.	_____	_____
2. Literacy--writing, reading, speaking, listening	_____ ✓	_____
3. Understanding numerical data	_____	_____
4. Historical consciousness	_____	_____ ✓
5. Scientific inquiry	_____	_____
6. Values (ethical mode of thinking or application of ethical perception)	_____	_____ ✓
7. Aesthetic mode of thinking	_____	_____
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	_____ ✓	_____
C. Understanding the Physical Nature of Human Beings	_____	_____
D. Certain Collateral Skills:		
1. Use of the library	_____	_____ ✓
2. Use of computing technology	_____	_____

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.

LIBERAL STUDIES COURSE APPROVAL FORM

PART I

- A. First English Composition Course
- B. Regular
- C. No. This course remains EN 101.

PART II

- A1 Primary. EN 101 emphasizes communications, particularly written expression. In this course students learn how to communicate information and feeling, how to explain, how to persuade, how to narrate, how to report, and how to describe. Class discussion of non-fiction essays and instruction in semantics stimulate critical thinking. Grammar study improves the student's capacity to express himself accurately. In the writing of seven formal compositions are these skills exhibited.
- A2 Primary. EN 101 is both reading-intensive and writing-intensive.
- A4 Secondary. In some sections of English I students acquire a semantic understanding, an appreciation of how language affects human behavior, and in some sections students are given an understanding of the structure of the language.
- A6 Secondary. Students will enter into discussions of ethical values and standards for human behavior out of the reading of assigned essays.
- B1 Primary. An educated person is one who can read and write and speak and listen. These basic communication skills are learned in En 101 and sharpened in the courses which follow.
- D1 Secondary. Students of En 101 are encouraged to learn their way around in the library, and are of course strongly encouraged to read, and to read in the classics. For some of the assigned compositions (expository essays, for example) some formal research may be desirable.

PART III

- A. The English Department regularly reviews the EN 101 course, the department standards for the course and the teaching practices. In order to insure that all faculty conform to department-approved standards, faculty will be required to submit syllabi to the Freshman English Committee. Each semester the Committee will review the syllabi and alert faculty to deviations from the standards approved by the

Department. The Department plans a retreat for the discussion of the course. There is felt a concern for uniformity, especially in the area of grading.

- B. In some sections of En 101, depending largely upon the instructor's choice of reader, the concerns of racial minorities and women will receive a secondary attention. Student writing, of course, is often inspired by such concerns.
- C. EN 101 includes the reading of expository and descriptive essays. The reading experience is basic to this course.
- D. EN 101 provides training in communication skills for all students. No equivalent or substitute exists for English majors. Advanced courses in writing are available to all students.
- E1 Instructors in EN 101 expect to find in compositions evidence of mature thinking and judgment. Students are required to explore ideas, sometimes controversial opinions, and are trained in the art of persuasion and in logic.
- E2 See E1.
- E3 EN 101 is a writing course. Students produce seven formal compositions and also compose paragraphs and do work in sentence combining.

PART IV

The attached syllabus for the course EN 101 explains clearly how this first English Composition Course is designed to meet the objectives established by the Liberal Studies program.