

CURRICULUM PROPOSAL COVER SHEET

Intermediate Curriculum Committee

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

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

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. Englewood Cliffs, NJ: Prentice Hall, 1987.

EN 101
Sample Syllabus #1

COURSE SYLLABUS

EN 101 English 1

Brief description: Applies current concepts of the composing

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

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

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

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"

WEEK 15: Conclusion

Discussion of a major work such as Boccaccio's *Decameron* and the Art of

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 analytical relationships and their consequences

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:

to utilize as many of the senses as are appropriate Minimum

EN 101
SAMPLE SYLLABUS #3

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EN 101 English 1

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

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.

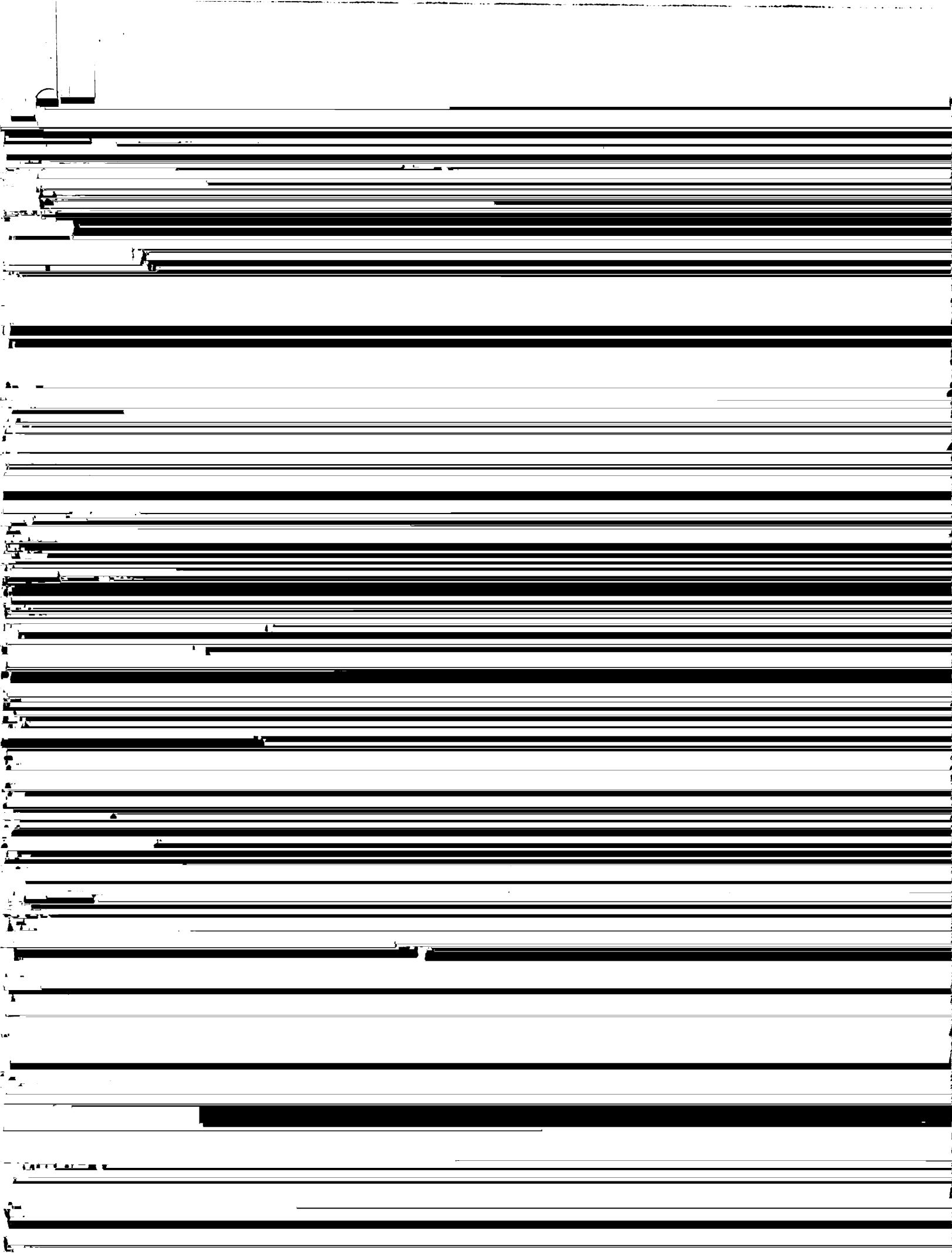
Day				
1	Course structure.	Fast writing.	Introduction to	
	course	Read In Short Order through	Narrative	

- 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--pp. 91-97

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.

C
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.



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
-------	-------------	-----------------	------------	----------------	------------------------------------

JOURNAL ENTRIES

Week Short Short Short Short Long Week Short Short Short Short Short

This image shows a table with multiple rows and columns. The first row contains headers: 'Week', 'Short', 'Short', 'Short', 'Short', 'Long', 'Week', 'Short', 'Short', 'Short', 'Short', 'Short'. The remaining rows are almost entirely obscured by thick, solid black horizontal bars, which appear to be redactions of sensitive information. Only the text of the headers is clearly legible.

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

Liberal Studies Form -- 2

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

Liberal Studies Form -- 3

LIBERAL STUDIES? Please attach answers to these questions.

Liberal Studies Form -- 4

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

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 student's own purpose.

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, excite,

LIBERAL STUDIES COURSE APPROVAL FORM

PART I

A. First English Composition Course

B. Regular

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 assignments in books to this course