

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS-72</u>
Action _____
Date _____

UWUCC Use Only
Number <u>398</u>
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

Research Unit (Second Edition)

[The following section contains multiple lines of text that are heavily obscured by horizontal black bars, rendering the content illegible.]

present the results of their analysis in clear organized carefully

SECRET

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE

All Liberal Studies courses must contribute to at least one of these goals; most will
get more than one. As you check them off, please indicate whether you consider

Liberal Studies Form -- 3

Liberal Studies Form -- 4

... of the course should

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 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 practi-

COURSE SYLLABUS

I. CATALOG DESCRIPTION

EN 202 Research Writing

3 credits

Prerequisite: EN 101

See the enclosed sample syllabi for more specific information.

VI. No special resources are required.

VII. BIBLIOGRAPHY

~~One helpful guide to teaching research writing is William J. Blinn~~

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

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

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

Richard Wright Black Boy

CHAPTER I

THEY SAID I WAS A NIGGER

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.

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

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

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.

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
200 500 -

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 ensure that they are able to meet the needs of their students.

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 shall*

Lindemann, Erika, ed. *Longman Bibliography of Composition and Rhetoric*. New York: Longman, 1987.

McClelland, Ben W., and Timothy R. Donovan, eds. *Perspectives on Research and Scholarship in Composition*. New York: MLA, 1985.