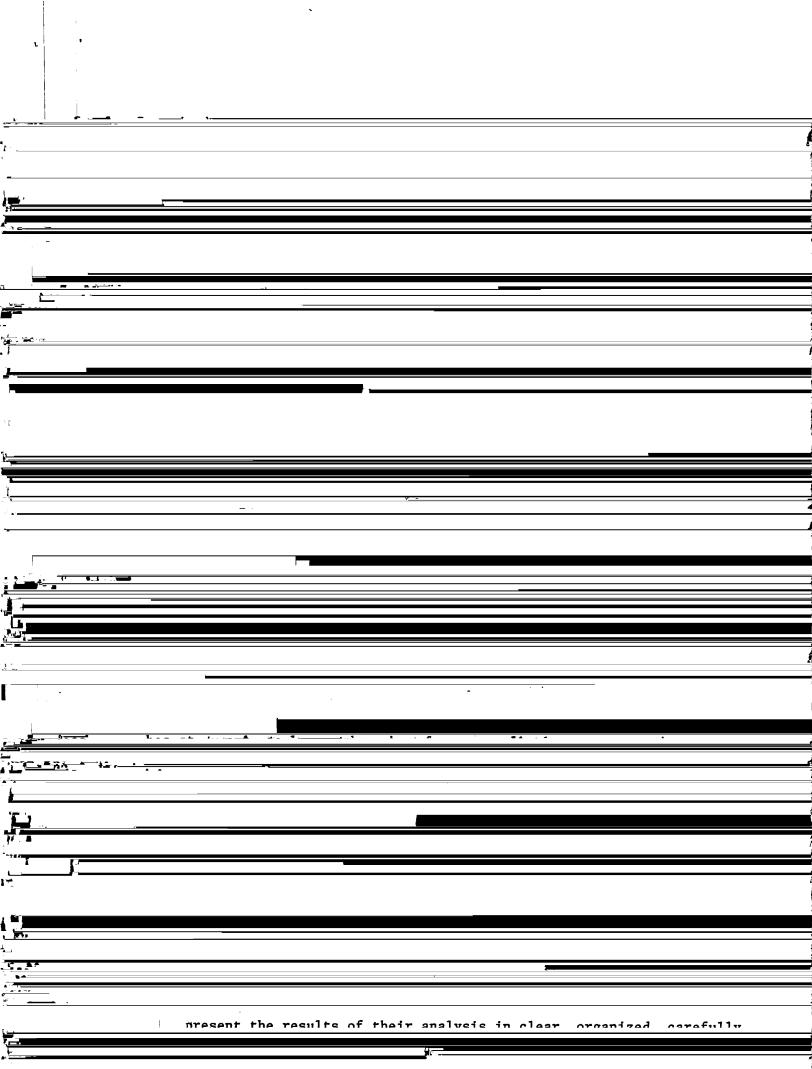
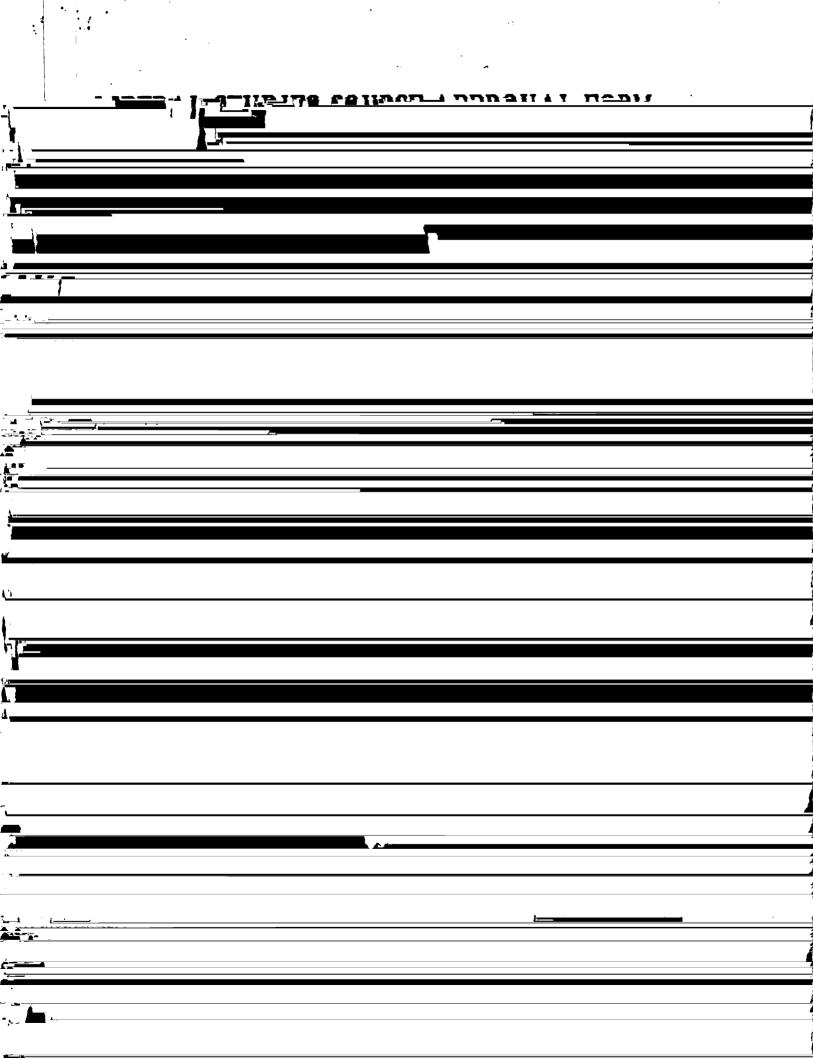
CURRICULUM PROPOSAL COVER SHEET University-Wide Undergraduate Curriculum Committee

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PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE

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CHECK LIST -- ENGLISH COMPOSITION (Learning Skills Area)

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	Seek to teach students to write effective, organized prose which communicates
	clearly and demonstrates awareness of audience, adequate development, units
	and coherence.
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	Seek to teach students to select discourse structures appropriate for subject,
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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-
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COURSE SYLLABUS

I. CATALOG DESCRIPTION

EN 202 Research Writing

3 credits

	Prerequisite:	EN 101		
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See the enclosed sample syllabi for more specific information.

VI. No special resources are required. VII. BIBLIOGRAPHY Ope beloful aude, to treation recover writing to William !

- 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.

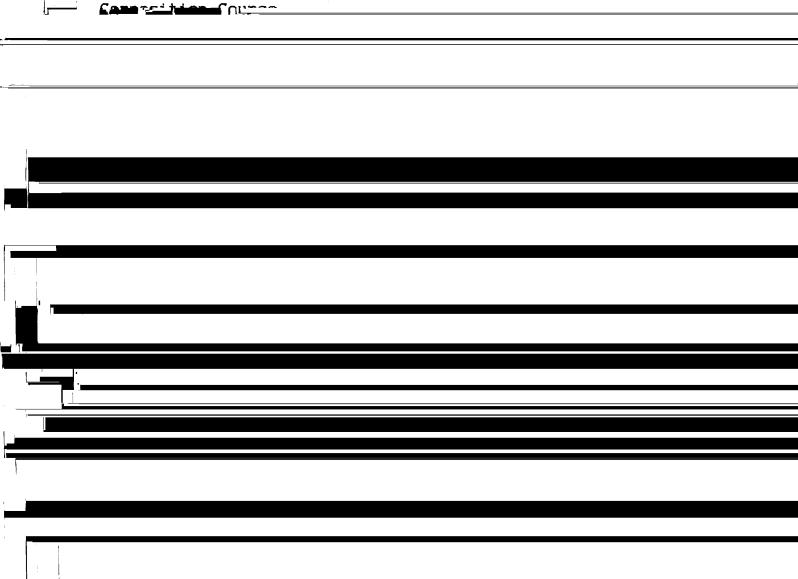
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		СЗ	This course will be offered during all three semesters.
			be directed during all three bemesters.
	1	C4	At least twenty-five sections of this course will be offered
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A2 Primary. EN 202 is both reading-intensive and writing-intensive. In most sections students also report to the class orally

- D. EN 202 is designed to introduce <u>all</u> students to the research process. No course exists within the department to teach the research process to English majors.
- El 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



EN 202 SAMPLE SYLLABUS #1

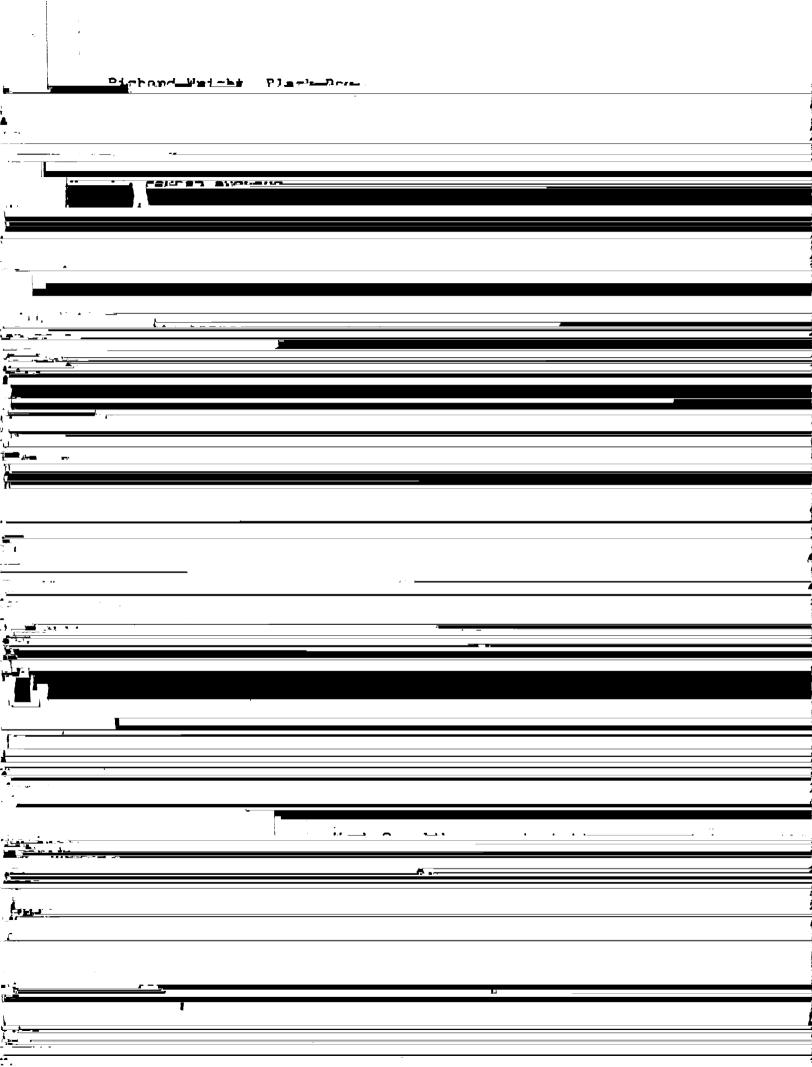
COURSE SYLLABUS

I. CATALOG DESCRIPTION

EN 202 Second English Composition Course

Prerequisite: EN 101

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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. ka ·

CALENDAR

NOTE: You should have all assignments completed <u>prior</u> 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	<u>.</u>			
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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
- R (No class Go to Writing Conton on 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.

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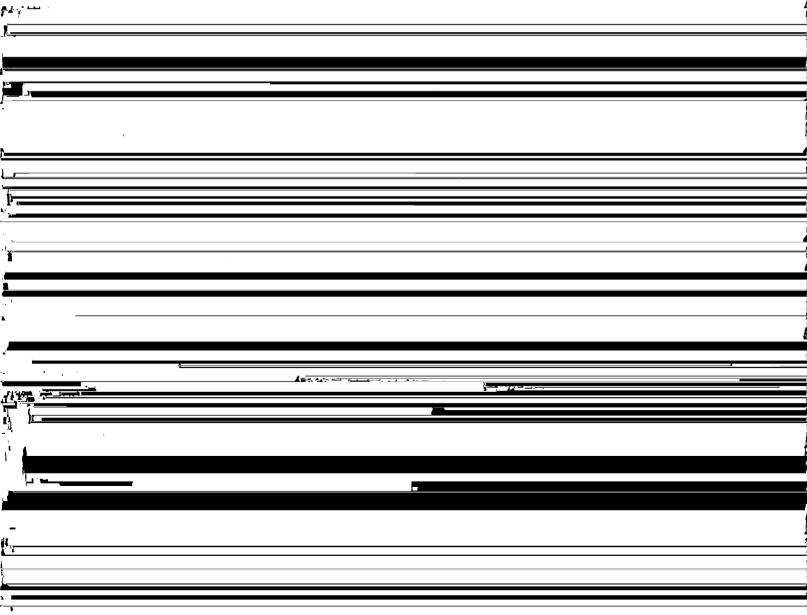
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APPENDIX A:

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



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 mamban's land de 2011

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.