

MINUTES OF THE DEPARTMENT OF ENGLISH

May 1, 1981

The meeting was called to order at 3:00 p.m., Joseph Moldenhauer presiding.

Dr. Moldenhauer introduced the subject of the meeting which was the discussion of course outlines for E316K and E346K. These new courses are part of the English Requirements Plan recently approved by the University Council. E316K ("Masterworks of Literature") will be the required sophomore English course; it will have three variants: American Masterworks, British Masterworks, and World Masterworks. E346K ("Writing in Different Disciplines") will be the required upper-division writing course created to replace the second semester of freshman composition; it will have three variants: Writing in the Natural Sciences and Technologies, Writing in the Social and Behavioral Sciences, and Writing in the Arts and Humanities. A fourth variant, "Writing for Business," is still under discussion by the committee.

After the department approved these courses in May 1980, the Chairman created special course committees to develop course outlines. Members of the E316K committee are Lance Bertelsen, James Duban, Don Graham, James Kaufmann, Ernest Kaulbach, Ramon Saldivar, William Todd, and David Wevill; ex-officio members are Anthony Hilfer, Joseph Kruppa, and Joseph Moldenhauer. Members of the E346K committee are Carlota Dwyer, Lester Faigley, Betty Sue Flowers, Alan Gribben, Maxine Hairston, Elizabeth Harris, Michael King, James Kinneavy, Horace Newcomb, James Pavone, Joseph Slate, and John Walter; ex-officio members are Joseph Kruppa and Joseph Moldenhauer. Both of these committees divided very early into subcommittees for the different variants. All of the course outlines have been approved by the respective course committees.

E316K: Masterworks of Literature

Dr. Moldenhauer read the E316K course description approved by the department in May 1980:

Prerequisites: minimum of 27 hours (sophomore standing), including E306 by course, transfer credit, or placement exemption.

Content: readings in one of three alternative subject areas -- World Masterworks, English Masterworks, American Masterworks. Probably anthology courses, details of curriculum to be developed by individual instructor after basic courses are outlined by curriculum committee and approved by English Department. Introduction to major works in the literary tradition, with emphasis on historical, generic, and thematic connections, and attention to the cultural conventions forming individual works. Syllabus for AIs teaching course first time.

Exemptions: AP 4 (credit with B) or 5 (credit with A).

Class size and format: normal sections of 40 students (as presently with most E314K); alternative formats, especially large-section, invited, under supervision of Sophomore Literature Policy Committee.

Nature and amount of writing - evaluation: tests (essay, short-answer, and multiple choice) and papers, in variable proportions and numbers, as presently in E314K and E312L/M; guidelines to be developed by Sophomore Literature Policy Committee, as presently for E314K.

Foreign students: Q sections or alternative courses to be investigated.

Sections offered: Fall-Spring balance to be determined by distribution of staff capability in other courses, especially E306.

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E316K: American Masterworks

Don Graham, Chair of the American Masterworks subcommittee, presented his subcommittee's course outline. Larry Carver moved that the course outline be approved as amended as a guideline for further development by the Sophomore Literature Policy Committee:

Course Outline

Objectives: A study of American literature in its historical and cultural contexts, with an emphasis upon the reading and interpretation of significant nonfiction, fiction, poetry, and drama from 1620 to the present.

Suggested text: The Norton Anthology of American Literature. Shorter Edition, Gottesman et al (New York, 1980). One to three additional titles (novels, plays) may be ordered by individual instructors; these should be of unarguable literary distinction.

Suggested structure: Course divided into four major periods of study as follows:

1620-1820:	3 weeks
1820-1865:	4 weeks
1865-1914:	3 weeks
1914-present:	4 weeks

Writing requirement: The Department will advise the Sophomore Literature Policy Committee to seriously consider requiring at least four written exercises, at least two of which should be out-of-class assignments.

The motion was seconded and approved.

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E316K: British Masterworks

Lance Bertelsen, Chair of the British Masterworks subcommittee, presented his subcommittee's course outline. Kurt Heinzelman moved that the course outline be approved as amended as a guideline for further development by the Sophomore Literature Policy Committee:

Course Outline

Objectives: Introduction to major works in the literary tradition, with emphasis on historical, generic, and thematic connections, and attention to the cultural conventions informing individual works. More specifically, the British Masterworks variant will offer the student an historical overview of British literature from the Middle Ages to the present, as well as experience in the close reading of specific texts.

Suggested text: Norton Anthology of English Literature, Major Authors Edition. Individual instructors may choose up to three additional texts (two novels and one play, two plays and one novel, etc.).

Suggested structure: Course will follow Norton Anthology which is divided into seven sections: Middle Ages, 16th, 17th, and 18th centuries, Romantic, Victorian, 20th century. Instructor required to spend at least one week on each section and no less than half the total semester on the first four sections.

Writing requirement: The Department will advise the Sophomore Literature Policy Committee to seriously consider requiring at least four written exercises, at least two of which should be out-of-class assignments.

The motion was seconded and approved.

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E316K: World Masterworks

Ramón Saldivar, Chair of the World Masterworks subcommittee, presented his subcommittee's course outline. Larry Carver moved that the course outline be approved as amended as a guideline for further development by the Sophomore Literature Policy Committee:

Course Outline

Objectives: Introduction to major works of World Literature with emphasis on historical, generic, and thematic connections, and attention to the cultural conventions informing individual works. Although the course will focus on the Western tradition in "World" literature, segments of the course might include readings from the Oriental and contemporary Third World traditions as well.

Suggested text: The Norton Continental Edition of World Masterpieces, third or fourth edition. Instructors may choose up to two additional texts; some combination of the following is recommended: (a) a critical edition of an individual novel; (b) a dramatic work not included in the Norton anthology; (c) The Norton Anthology of Masterpieces of the Orient; (d) a poetry anthology.

Suggested structure: The Norton anthology can provide the broad course structure. The third edition is divided into seven sections (Ancient World, Middle Ages, Renaissance, Neoclassicism, Romanticism, Nineteenth Century Realism and Naturalism, and Modern). Instructors may follow the historical pattern, spending at least one week on each section and no less than half the semester on the first four. Alternatively, the instructor may teach the course thematically ("The Development of the Heroic Ideal," for example) or generically ("Epic to Novel"). In any case, instructors should offer a reasonably wide and comprehensive historical coverage.

Writing requirement: The Department will advise the Sophomore Literature Policy Committee to seriously consider requiring at least four written exercises, at least two of which should be out-of-class assignments.

The motion was seconded and approved.

E346K: Writing in Different Disciplines

Dr. Moldenhauer read the E346K course description approved by the department in May 1980:

Prerequisites: 54 hours (junior standing), including E306 and E316K by course, transfer credit, or placement exemption.

Content: to be offered in three versions, Writing in the Arts and Humanities, Writing in the Social and Behavioral Sciences, Writing in the Natural Sciences and Technology. Readings to include classic and contemporary expository essays and books in these disciplines, and some selections which concern the social, ethical, and philosophical aspects of the disciplines. Sample course outlines to be developed by committee; syllabus for AI sections.

Exemptions: SAT Verbal 600 (credit with B), 625 (credit with A) cutting scores; will exempt top ca. 10% by 1979-80 figures. Transfer credit for a composition course beyond E306 satisfies this requirement.

Nature and amount of writing: ca. 6 major themes, chiefly analytical; experimentation encouraged. Panel grading to be investigated.

Class size and format: normal sections with maximum of 25 students; alternative formats possible, under supervision of course committee.

Foreign students: Q sections of one or more of the three versions to be devised by committee.

E346K: Writing in the Natural Sciences and Technologies

Elizabeth Harris, Chair of the Natural Sciences and Technologies subcommittee, presented her subcommittee's report. The course outline, as modified by the presenter's adoption of certain suggestions from the floor, is as follows:

Course Outline

This is an upper-division course in the kinds of writing used in pure and applied sciences. The basic purpose of E346K, Writing in Natural Sciences and Technologies, is to enable students to do the kinds of writing those fields require. In addition, the course aims to increase students' critical awareness of the intellectual models and value-dimension of those fields.

To write effectively in the sciences and technologies, students must master general writing skills and some special ones, must learn to research the professional literature in those fields, and must become familiar with the formats in which scientific and technological writing commonly appears.

This course is organized primarily to review and strengthen general writing skills, to introduce appropriate special skills and formats, and to give students practice in library research in their professional fields. Individual units of the course focus on developing skills such as writing with particular scientific and technological aims, writing for particular scientific and technological audiences, using specialized vocabularies, organizing various kinds of scientific and technological writing, avoiding stylistic problems characteristic of scientific and technological writing, and researching professional literature.

The writing assignment in each unit is an exercise of the particular skills the unit focuses on, as well as an exercise of basic writing skills. During the course, students will produce about six pieces of writing in various formats, including a library research report. While instructors may sometimes assign writing topics, they will also encourage students to choose topics from their own fields -- to write as professionals in their fields.

Readings in classical and contemporary scientific and technological literature provide, among other things, models of some particular skills and/or occasions for their use by the student. Readings to include classic and contemporary essays and books in these disciplines, and some selections which concern the social, ethical, and philosophical aspects of the disciplines.

Our current thinking is that required texts for the course will include Mills, Gordon H. and John A. Walter, Technical Writing, fourth edition, plus one book of readings, plus the further option of The Structure of Scientific Revolutions by Thomas Kuhn. Current candidates for the readings include Writing About Science (an anthology by Mary Elizabeth Bowen and Joseph A. Mazzeo), and single longer works such as James Watson's The Double Helix, The Norton Critical Edition of Darwin, Theory of Relativity by Bertrand Russell, The Tacit Dimension by Karl Polyani, and The Way Things Are by Percy Bridgeman. The choice of a book of readings and the option of The Structure of Scientific Revolutions will depend somewhat on the individual instructor's approach to developing students' critical awareness of value-dimensions of their fields.

There was general discussion of the aims and objectives of the course and of the balance between reading and writing required of students. Dr. Harris said that the subcommittee envisaged the course as an upgrading of E317, "Technical Writing."* The course would concentrate on teaching students to write scientifically rather than to write about science. Students would learn to write about technical subjects so that both peers and educated non-specialists would be able to understand what the writer was talking about. John Walter believed this was very important; students don't get this kind of writing instruction in their technical subjects.

Other faculty members believed that the course should be designed from a humanist perspective. Wayne Lesser urged that the thrust of the course be to encourage students to evaluate and critically analyze works in their own fields; the English Department should provide the student with broad, general education rather than with

*E346K replaces the sophomore writing courses as well as E307 and E308. Except for phase-out sections satisfying some students' catalogue requirements, the department would no longer offer E310 or E317. "Technical Writing" could be offered at the advanced level, e.g. E333K.

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technical education. Robert Twombly wanted more emphasis on reading; this was perhaps easier to do in the Arts and Humanities and Social and Behavioral Sciences variants, but reading should be just as important for the Natural Sciences and Technologies variant.

Dr. Moldenhauer reminded the department that E346K was created to replace E307/308; E346K is a writing course designed to appeal to and draw upon the experience of students who have chosen majors in various disciplines. The course outline provided by the E346K committee is not a description of E317; the course is designed to be much more than a course in technical writing. However, he said, technical writing is a part of that course.

Larry Carver said that he would not object to the course as outlined if the instructor were allowed to choose his emphasis more widely than the outline suggests. Dr. Harris replied that the outline merely suggested certain texts; certainly the instructor would have much to say about the structure and emphasis of his own section of the upper-division course.

Dr. Moldenhauer suggested that further discussion of the course outlines for E346K be postponed until a later date. He suggested that interested faculty members meet with members of the E346K committee to communicate their ideas and concerns about the variants. All of the texts suggested in the course outlines are available for inspection in Roxann Sutter's office; Dr. Moldenhauer encouraged faculty members to acquaint themselves with these titles and make suggestions of their own. There was general consensus for these suggestions.

The meeting was adjourned at 4:53 p.m.