

Roszkiwicz

To: Freshman English Policy Committee

From: Susan Jarratt

Date: February 22, 1984

There will be a meeting of the FEPC on Eriday, February 24 at 2 p.m. to consider a proposal by Steve Witte requesting the use of a video package called "The Write Course" in some E306 classes. We will meet in Parlin 214.

FRESHMAN ENGLISH POLICY COMMITTEE

Minutes

February 10, 1984

Attending: Ruszkiewicz, LeClercq, McMurrey, Myers, Simon,  
Westbrook, Daniell, Jarratt, Jolliffe, Trachsel

Absent: Underwood

- I. Corrections to previous minutes (December 5, 1983):  
"chairman" was changed to "director" in item III;  
"week" was changed to "semester" in item V.
- II. Westbrook withdrew his motion to require more in-class writing in freshman courses. Ruszkiewicz mentioned that his new summer 306 syllabus includes two required in-class essays.
- III. Myers presented a report from the Textbook Sub-committee. He found the results of the survey of opinions about currently used texts inconclusive because of the low numbers of responses. We plan to add a rhetoric to the two currently available, to add a new reader and drop one from the current offerings. There will be no change in the handbook adoption. We may wish to add a reader which includes literary selections to compensate in part for the up-coming loss of 307. The sub-committee will review the new texts they have received (listed in the sub-committee report) and report back to the committee in three weeks or so with recommendations for adoptions.
- IV. Ruszkiewicz reported on a conversation with the chairman concerning the offering of E106/206. The decision not to offer the courses was confirmed by the dean and a vice-president. Ruszkiewicz speculated that the decision may be reversed when the new sequence is fully in place. The new courses may first be offered in the summer, if details can be worked out.

Jolliffe thought that the administration had abjured its responsibility to students by putting the course in the catalog, then refusing to offer it, but Ruszkiewicz explained that the department chairman has final authority concerning

whether to offer a course. Also, the logistics of offering the course in the summer are impossible given the limited lab space and personnel.

Apparently the administration isn't interested in the additional tuition dollars the course would generate; it is opposed to offering a "remedial" course. Although the course is not described as "remedial" in the catalog, the fact that everyone is not required to take it gives it a different status from that of a chemistry lab, for example. James Sledd in the Faculty Senate is investigating the link between 106/206 and minority enrollment.

McMurrey asked for a definition of "remedial," and Ruszkiewicz responded with the criterion that no college credit is given for the course, thus it is below the level of courses offered for entering freshmen. McMurrey said that it was too bad the lab is thought of as "remedial" since so much of the work that goes on there is "mainstream," i.e., at a fairly sophisticated conceptual level.

Though Jolliffe suggested inviting the dean to a FEPC meeting to defend his position concerning 106/206, Myers noted that we wouldn't have a way to offer the course if the dean reversed his decision.

Westbrook suggested that Betty Sue Flowers might know of a better person to talk to in the dean's office about the issue. Ruszkiewicz decided that we would set a meeting at a later date to deal strictly with 106/206.

- V. Ruszkiewicz told us about the new 306 summer syllabus he wrote to help instructors deal with the shortened semester.
- VI. Ruszkiewicz announced the planned grading seminars (two pairs of one-hour meetings: a panel format on Mondays, February 20 and 27, 2-3 pm, and group discussion on Tuesdays, February 21 and 28, 3-4 pm in Calhoun 103). He has had an adequate but not strong response to his request for volunteers and is looking for essays from 306, 307, and 308 to use in the sessions. He also needs help with the panels and record-keeping. He will work on getting information about the sessions to lab workers and FEPC members. The Grading Standards Sub-committee is in the process of rewriting the Grading Criteria now supposedly in use throughout the freshman department.
- VII. Adjournment.

## VARIANT COURSE PROPOSAL FOR ENGLISH 306

Submitted To: Freshman English Policy Committee

Submitted By: Stephen Witte

Date: 13 February 1984

### OVERVIEW

For the past two and one-half years I have served as a Member of a National Advisory Board charged with overseeing the development of a new approach to teaching writing at the college level. This new approach translates the best of current theory and research into forms accessible to freshman composition students, primarily through a series of 30 half-hour video tapes produced by the Center for Telecommunications in cooperation with the Corporation for Public Broadcasting and the Annenberg Foundation. These video tapes include extensive interviews with such well-known experts as James Kinneavy, Lee Odell, Linda Flower, Maxine Hairston, Elaine Maimon, and Lester Faigley. These experts present their views on composing processes, purposes for writing, and rhetorical strategies. Supplementing these 30 video tapes are fairly standard textbook materials--including a detailed syllabus and course guide for students, a teachers' manual, and William Imscher's *Holt Guide to English*, a version of which has been specially adapted to accompany the video tape sequence.

Because I think the course is extremely well done and has the potential to be a very effective and efficient course in writing, I am asking the Freshman English Policy Committee to allow me to arrange for offering this course (described below) in four E306 classes during the Fall Semester of 1984.

### DESCRIPTION OF E306 VARIANT

The proposed course consists of 30 lessons, which can be grouped into five clusters:

#### 1. The Writing Process (Lessons 1-5)

These lessons introduce current ideas about the composing process, including the stages of pre-writing, writing, and revision. The importance of audience and purpose is also stressed in this group of lessons.

#### 2. The Written Product (Lessons 6-15)

These lessons teach the student how to generate and organize ideas appropriately. Specific pre-writing and planning strategies are included as are the traditional rhetorical patterns, which are treated as aids to organization rather than as ends.

3. Revising (Lessons 16-22)

Although the concept of revision is introduced early in the series, this group of lessons gives the student help in specific revision techniques for paragraphs, sentences, and diction, and finally, editing and proofreading.

4. Academic Writing Tasks (Lessons 23-26)

These lessons deal with common college writing assignments, with special attention to the skills involved in using the library and writing the research paper.

5. Non-academic Writing Tasks (Lessons 27-30)

These lessons focus on practical applications of the writing skills learned earlier to writing situations beyond college.

For a complete list of the lessons and their content, see Appendix A. As can be seen from Appendix A, the general structure of the proposed variant course is quite similar to the one currently in place for E306. The amount of writing to be required in the variant classes will be similar to that in E306, and the grading criteria will be the same.

#### EVALUATION OF E306 VARIANT

The proposed E306 variant classes will be evaluated in comparison to regular E306 classes. Specifically, classes will be compared to evaluate writing performance pre and post, overall course effectiveness as judged by student ratings of the course and teacher, changes in students' attitudes toward writing, and changes in students' knowledge of composing strategies and processes. The results of the evaluation of the proposed E306 variant classes will be presented in written form to the FEPC.

## LESSON SYNOPSIS

- Lesson 1 - Introduction: Why Write?  
(Writing in relation to thinking, talking, reading.)
- Lesson 2 - The Writer  
(How people write - overview of writing process with emphasis on realistic description of successful writers.)
- Lesson 3 - The Audience  
(Relationship of writer to various types of audiences)
- Lesson 4 - The Audience and Style  
(Effect of the audience on the style of a piece of writing, possibly using business writing as an example.)
- Lesson 5 - Language and Audience  
(Appropriateness of diction, use of standard English.)
- Lesson 6 - Finding a Voice  
(Relationship between feeling, voice, and tone)
- Lesson 7 - Focus on the Subject: Finding a Topic
- Lesson 8 - Focus on the Subject: Generating Ideas
- Lesson 9 - Structuring a Topic  
(Planning strategies such as outlining and writing a thesis sentence)
- Lesson 10 - Structuring the Paper  
(Including introductions and conclusions)
- Lesson 11 - Patterns of Development  
(Use of elements such as restatement, illustration, analysis, consequences.)
- Lesson 12 - Patterns of Development  
(Expository narration and description)
- Lesson 13 - Patterns of Development  
(Process and analysis)
- Lesson 14 - Patterns of Development  
(Argumentation and Refutation)
- Lesson 15 - The Writers' Tools
- Lesson 16 - Paragraph Patterns
- Lesson 17 - Paragraph Strategies
- Lesson 18 - Rhetoric of the Sentence  
(Basic sentence patterns and their uses)

Lesson 19 - Sentence Structure and Style

Lesson 20 - Words and Meanings

Lesson 21 - Word Strategy

Lesson 22 - Revision Strategies

Lesson 23 - Revising for Readability

Lesson 24 - Introduction to the Library

Lesson 25 - Special Writing Assignment: Book Review

Lesson 26 - Special Writing Assignment: The Essay Test

Lesson 27 - Writing at Work

Lesson 28 - Special Writing Assignment: Report and Proposal

Lesson 29 - Style  
(Specific strategies for achieving a style appropriate to  
the writing situation.)

Lesson 30 - New Directions in Writing  
(Concluding program wrapping up the series)