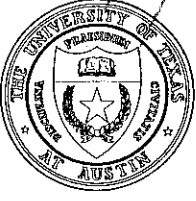


Ruszkiewicz



DEPARTMENT OF ENGLISH
THE UNIVERSITY OF TEXAS AT AUSTIN

PAR 108 • Austin, Texas 78712-1164 • (512) 471-4991

MEMORANDUM

To: Lower Division English Policy Committee, Elisabeth
Piedmont-Marton, Mary Trachsel

From: Don Weeda

Date: February 15, 1989

There will be a meeting of the Lower Division English Policy Committee on Wednesday, February 22 at 4:00 p.m. in CAL 300 (Atwood Library).

Tentative agenda items include:

- I. Call to order, attendance

- II. Old business
 - A. AI/TA supervision
 - B. Suggestions for E 298T Practicum

- III. New business
 - A. E 309 variant course requests
 - B. E 306, E 316K text review process for 1989-90 adoptions
 - C. On policy of instructor notes after 4th class day

- IV. Adjournment

Attached: Proposal for E 309L by C. Ciciulla (post-hoc)
Proposal for E 309K by S. Dauer

Spring 1989

E309L The Writing Process
Colleen Ciciulla
Spring 1989

I. Required Texts:

Kenneth Bruffee, A Short Course in Writing
Hairston and Ruskiewicz, The Scott, Foresman Handbook for Writers
Photocopies of student-written papers

II. Rationale:

The goal of this course is to help students learn to see themselves as writers capable of producing meaningful text, and of responding actively and constructively to others' texts. Writing does not take place in a vacuum; it is always situational, and the writer must consider the needs and expectations of the audience which shape her text. This course will develop the consciousness of writing in response to an audience and situation, and this consciousness will underscore the collaborative nature of writing. Peer groups will serve not only as audience for the writer's text, but also as sources of constructive insight and experience at the stages of invention and revision. Student responses to essays are not just a form of criticism, but they are also a contribution to the writer's process.

III. Description:

The course will be conducted as a writing workshop, and particular emphasis will be placed on students' responses to other students' texts. Drafts will be copied for the teacher and peer group members, and each writer will receive written responses to aid in revising the paper.

We will write many different types of texts, each in response to a specific situation (e.g., a review, a report, a description, an assessment), and each governed by certain conventions. The writer will have to determine the demands of each situation and match the written product to those demands. The first assignment (reporting the history, aims, functions, etc., of a group to which the writer belongs) will lead into the final paper which will research and assess an issue facing that group or institution. There will be 4 essays (700-1000 words) as well as critiques of 3 essays (700-1000 words). Short writing assignments will be collected periodically.

SYLLABUS

Week:

- 1 Writing as a process
Introduction to writing as a process; reflection on student's current strategies for writing;
The Myths of Writing
- 2 Invention and generation
Chapters 2 and 3 of the handbook; exploration of such invention tools as free writing, cubing, brainstorming, etc.
- 3-4 Informative and investigative writing
The member's handbook v. the personal interview
Reporting history, aims, functions of an institution/group
Exploring a controversy in that institution/group
- 5-6 Collaborative Learning: the Peer Review
Bruffee's descriptive outline
Revising process
- 7-8 Subjectivity and objectivity in writing
Responsive writing: responding to a work of art
Descriptive writing: describing a work of art
- 9-10 Evaluative writing
Writing the review (film, restaurant, any cultural event)
Developing criteria appropriate to assess the subject
- 11 Review of the research topic literature
Writing paraphrase, summary, abstracts of research for final paper; comparing different sources
- 12-14 Assessing the discipline or the institution/group
Researching an issue relevant to the student's chosen career or institution/group to which student belongs; possibilities include an ethical dilemma or new directions facing the discipline or group, a problem in need of solution, etc.
- 15 Other types of writing
Essay exam, literary analysis, and other occasions for writing

Colleen Ciciulla
Department of English

Assistant Instructor

Qualifications:

Relevant courses taught at the University of Texas--

E306 Fall 1988

Relevant courses taken at the University of Texas--

Contemporary Theory and Practice in the Teaching of Writing
Modern Rhetorical Theory
Practicum for New Instructors

Previous experience:

Teaching Assistant, University of Texas 1986-88
3 semesters as a grader in the large literature sections
1 semester as a tutor in the Writing Lab

Education:

M.A. English, University of Texas
English, concentration in rhetoric and composition

B.A. St. Louis University, St. Louis, Missouri
English

E309K Proposal: Writing About Science Fiction

I. Required Texts:

Hairston, Maxine and John Ruskiewicz, The Scott, Foresman Handbook For Writers

del Ray, Lester The Science Fiction Hall of Fame (v. 1) (example)
another anthology or photocopied stories
photocopied essays

II. Rationale

A course which focuses on science fiction offers several advantages. Close critical readings of these short stories will help students to develop an understanding of language which will be helpful to them in their own future reading and writing. Many, if not most, of my students have expressed real interest in science fiction and read it on their own. Before a student can learn to write well, he must learn to read and to understand how language has been used to convey ideas by other writers. Utilizing a genre that interests students, one can help them to see how complex ideas can be conveyed to an audience in terms that are often deceptively simple. The stories we read should provoke comments by the students because many of the ideas are somewhat controversial (example: Joanna Russ's "When It Changed"--a story about the return of men to an all female civilization). The students will have to learn to think critically to discuss the stories both in class and in papers.

III. Class

I plan to break this course into units wherein the students will read several stories relating to a specific topic. I will try to find at least one essay relating to the same topic which the students will read and we will discuss in class along with the stories. If the students find one unit to be of particular interest, I will not be adverse to prolonging it and perhaps shortening or removing another.

IV. Sketch Syllabus

Week 1. Introductory Materials

John Taylor's "Scientific Thought in Fiction and in Fact"

Tom Godwin's "Cold Equations"--sf as human drama

Weeks 2-4 Women/Gender

Joanna Russ's "When It Changed"

Ursula K. LeGuin's "Winter's King"

Vonda N. McIntyre "Of Mist, And Grass, and Sand"

James Tiptree, Jr (Alice Sheldon) "Houston, Houston, Do
You Read"


- Weeks 4-6 Religion
 Arthur C. Clark's "The Nine Billion Names of God"
 "The Star"
 Roger Zelazny's "The Keys to December"
 "For a Breath I Tarry"
- Weeks 7-9 Prejudice
 Murray Leinster's "First Contact"
 Carlos María Federici's "Oh Lenore! Came the Echo"
 Richard Matheson's "Born of Man and Woman"
 Theodore Sturgeon's "Affair With a Green Monkey"
- Weeks 10-12 Artificial Intelligence
 Lester del Rey's "Helen O'Loy"
 Isaac Asimov "The Bicentennial Man"
 Alfred Bester's "Fondly Farenheit"
 Philip K. Dick's "Impostor"
- Weeks 13-15 Medicine/Medical Ethics
 Daniel Keyes's "Flowers For Algernon"
 C.M. Kornbluth's "The Little Black Bag"
 Ursula K. Le Guin's "Nine Lives"
 Jack Sharkey "No Harm Done"
- Alternate Set: Man and Animals
 Carol Emshwiller "Hunting Machine"
 Stephen Donaldson "Animal Lover"
 Jack Vance "Gift of Gab"
 Sharon Webb "Threshold"
 Bertram Chandler "The Cage"

V. Assignments

There will be four major essays, a final exam and several shorter in-class assignments. Some possible essays might include:

- a) Discuss Isaac Asimov's "Bicentennial Man" or Lester del Rey's "Helen O'Loy" in terms of Philip K. Dick's essay, "Man, Android and Machine."
- b) What does Murray Leinster's "First Contact" have to say about prejudice? What does his story say about human nature?
- c) What do Daniel Keyes and C.M. Kornbluth have to say about medical knowledge that is allowing men to "play God?" Can medicine and medical techniques be pushed too far? On whom should experimental procedures be performed?
- d) Read Ursula K. Le Guin's "Those Who Walk Away From Omelas." Do we currently live in a society like the one in Omelas? Think carefully about the difference between lifestyles and subsistence levels in our society.

Submitted on 5 January 1989,


 Susan J. Dauer