

Name: [REDACTED] (optional)

Department: Philosophy

Title of Substantial Writing Course (if known): Philosophy in Literature:
Recent American Fiction

Upper Division Lower Division

Anticipated Enrollment: no more than 30

(If you prefer, call John Ruskiewicz at 471-6109, Freshman English Office.)

1. What will the "writing component" entail in one of your courses?
(Papers only? Papers and revisions? Lectures or other instruction
in writing? Conferences outside of class? etc.)

Three papers plus revisions as necessary. Three weeks of the course
(one week after each paper is submitted) will be devoted entirely to
discussion of problems of writing, suggesting revisions for papers,
etc.

2. In your opinion, how "useful" (practical? purposeful?) is the writing
component requirement in your particular discipline?

Writing itself is of central importance in philosophy. How useful
the writing requirement is remains to be seen.

3. What kinds of writing will students in your department be doing? What
kinds of writing must they be most skilled in?

Interpretive, critical, and speculative essays focussed on literary
texts of a more or less experimental sort. Students should be skilled
in literary-critical and in philosophical forms of writing.

4. What proportion (if any) of your course can you afford to give to
composition instruction?

Three weeks will be given to nothing else. But since we shall be
discussing literary works, a lot of time throughout the course
will be spent on questions about "how it's done."

5. How much will writing ability affect a student's grade in your course?

Grades will be based primarily on the three papers, with some consideration for participation in class discussion.

6. Do you expect to have the time to comment on the papers and reports your students write for the course?

Yes.

7. Will you allow students to revise any of their written work?

They will have to revise all of it, unless they do it perfectly the first time.

8. Have you taught or emphasized writing in your courses here at UT prior to the implementation of the substantial writing component requirements?

Yes.

9. What two areas do you feel most confident about when evaluating the quality of student writing?

10. What two areas do you feel least confident about when evaluating the quality of student writing?

11. What skills and abilities should students have before they enter the "substantial writing component courses?" (list two or three)

Spelling,
Basic English grammar...though I doubt they'll be able to spell or produce a reasonably clear sentence.

12. In your opinion, what are the chief problems or difficulties in the student writing you encounter?

Lack of basic knowledge concerning grammar, spelling, vocabulary, diction, and the like.

13. Do you expect to require a writing textbook or handbook to supplement other materials in your substantial writing course?

No.

14. Do you expect to send weaker students in your course to the Learning Skills Center (formerly RASSL) and/or the English Department Writing Lab?

I hope to have no students that need this kind of remedial work.
But if I do, I will.

15. What advice, materials, assistance, or services would you consider most helpful in teaching your writing emphasis course?

I won't know that until I've tried teaching the course.

Please feel free to make any additional comments. Return this form to the Freshman English Office, Parlin 110, by March 15 if possible. Thanks.

Name: [REDACTED] (optional)

Department: Anthropology; 471-4206

Title of Substantial Writing Course (if known): Prehistoric Archaeology
ANT 304 = Archaeology 301
(Fall, 1984)

Upper Division

Lower Division

Anticipated Enrollment: 75, unless the Writing Component lowers it
(If you prefer, call John Ruskiewicz at 471-6109, Freshman English Office.)

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1. What will the "writing component" entail in one of your courses?
(Papers only? Papers and revisions? Lectures or other instruction
in writing? Conferences outside of class? etc.)

Papers, possibly revisions; it partly depends on how
much assistance I have.

(NOTE: for this course, Assoc. Dean Weinstock has granted an exception
to the rule that the professor must do all the work with the writing com-
ponent; this is because of the size of the course and presumably applies
only to Fall 1984. I anticipate having two assistants.)

2. In your opinion, how "useful" (practical? purposeful?) is the writing
component requirement in your particular discipline?

It is essential if one hopes for a career.

3. What kinds of writing will students in your department be doing? What
kinds of writing must they be most skilled in?

Expository writing; brief essays, reviews

4. What proportion (if any) of your course can you afford to give to
composition instruction?

It all depends on whether I get additional T.A.'s.
There will be no additional class time; it will be a matter
of conferences outside class time.

5. How much will writing ability affect a student's grade in your course?

I haven't decided. At a guess, 20%.

6. Do you expect to have the time to comment on the papers and reports your students write for the course?

Definitely, I and/or my T.A.'s. There's no point having the writing component otherwise.

7. Will you allow students to revise any of their written work?

Haven't decided yet. Not a bad idea.

8. Have you taught or emphasized writing in your courses here at UT prior to the implementation of the substantial writing component requirements?

In one small advanced undergrad course on Archaeological Techniques, Anthropology 362M, clear descriptive writing is the focus of the course. The enrollment is small (ten to 20 each year), and there is time to criticize writing in detail.

9. What two areas do you feel most confident about when evaluating the quality of student writing?

Don't really know what you mean. Grammar, sentence structure, clarity of presentation. . .

10. What two areas do you feel least confident about when evaluating the quality of student writing?

Overall organization, appropriate paragraphing

11. What skills and abilities should students have before they enter the "substantial writing component courses?" (list two or three)

At least two semesters of writing, in English courses.
This should include spelling.

12. In your opinion, what are the chief problems or difficulties in the student writing you encounter?

Clarity of expression,
Sentence structure,

13. Do you expect to require a writing textbook or handbook to supplement other materials in your substantial writing course?

Hadn't planned to. Any suggestions? Strunk & White?

14. Do you expect to send weaker students in your course to the Learning Skills Center (formerly RASSL) and/or the English Department Writing Lab?

We'll certainly recommend it.

15. What advice, materials, assistance, or services would you consider most helpful in teaching your writing emphasis course?

I'd think regular sessions in the English Dept. where persons involved could discuss, & get advice on, the problems of handling the Substantial Writing Component, would be a help.—Group therapy for persons teaching writing who haven't had to before.

Please feel free to make any additional comments. Return this form to the Freshman English Office, Parlin 110, by March 15 if possible. Thanks.

It's a little early to be very definite about many of these matters..

Name: [REDACTED] (optional)

Department: ANTHROPOLOGY

Title of Substantial Writing Course (if known): ANT 324L

ETHNO/GRAPHIC: WRITING PEOPLE

Upper Division Lower Division

Anticipated Enrollment: 20

(If you prefer, call John Ruszkiewicz at 471-6109, Freshman English Office.)

1. What will the "writing component" entail in one of your courses? (Papers only? Papers and revisions? Lectures or other instruction in writing? Conferences outside of class? etc.)

The students will write two short analytical essays (10 pp. ea.) and one ethnographic essay (20 pp). Each of these is written and submitted in first and final drafts and discussed in conference with the instructor.

2. In your opinion, how "useful" (practical? purposeful?) is the writing component requirement in your particular discipline?

It is both "useful" and of central intellectual importance to the discipline.

3. What kinds of writing will students in your department be doing? What kinds of writing must they be most skilled in?

The kind of writing that Clifford Geertz calls "thick description" - ethnographically grounded theory and analysis.

4. What proportion (if any) of your course can you afford to give to composition instruction?

a great deal. 50%?

5. How much will writing ability affect a student's grade in your course?

a great deal. 75%?

6. Do you expect to have the time to comment on the papers and reports your students write for the course?

Yes; I've made time and built it into the course requirements

7. Will you allow students to revise any of their written work?

Yes

8. Have you taught or emphasized writing in your courses here at UT prior to the implementation of the substantial writing component requirements?

I once taught freshman English, and I require a paper in all of my advanced courses.

9. What two areas do you feel most confident about when evaluating the quality of student writing?

① Composition and style

② adequate use of ethnographic evidence

10. What two areas do you feel least confident about when evaluating the quality of student writing?

Questions of grammar

11. What skills and abilities should students have before they enter the "substantial writing component courses?" (list two or three)

Freshman English

12. In your opinion, what are the chief problems or difficulties in the student writing you encounter?

Incomplete sentences, Colloquialisms.

13. Do you expect to require a writing textbook or handbook to supplement other materials in your substantial writing course?

Yes

14. Do you expect to send weaker students in your course to the Learning Skills Center (formerly RASSL) and/or the English Department Writing Lab?

No; but now I will.

15. What advice, materials, assistance, or services would you consider most helpful in teaching your writing emphasis course?

*A reference to a good textbook
on writing in the social sciences.*

Please feel free to make any additional comments. Return this form to the Freshman English Office, Parlin 110, by March 15 if possible. Thanks.

COURSE SYLLABUS

ANT 324L Ethno/Graphic: Writing People
MWF 10-11
Spring 1984

[REDACTED]
Burdine 382 (471-4206)
Office Hours: M 3:30 - 5:00
TTH 9:00-11:00

Course Description

What does the ethnographer do? - he writes.

Clifford Geertz, The Interpretation of Cultures

Professor Geertz does not mean to be obvious and literal. Of course the ethnographer writes, as does the sociologist, political scientist, historian, etc. We are being treated to a touch of irony here, for as Geertz's own discourse amply illustrates, the ethnographer and cultural theorist writes but often in ways not too stylistically, epistemologically or politically distant from the creative/critical activity of "literature." That anthropology often does so, with varying degrees of self-consciousness, is to its good credit and along with other features perhaps lends it distinction from other writing activities in the human sciences. Such shall be the premises of this course where we shall both closely attend to ethnography and cultural theory as writing with rhetorical/literary intent and critically encourage each other's writing with parallel attention.

Exams: No exams. Much writing and clear, critical, coherent class discussion. As Socrates said: "Shall we discuss the rules of writing and speech as we were proposing?"
The Phaedrus

Textbooks: James Frazer, The New Golden Bough
Claude Levi-Strauss, Tristes Tropiques
Bronislaw Malinowski, Argonauts of the Western Pacific
Roy Rappaport, Pigs for the Ancestors: Ritual in the Ecology of a New Guinea People
Napoleon Chagnon, Yanomamo: The Fierce People

Prerequisites: (1) Advanced standing
(2) ANT 302 and preferably more course work in anthropology, or
(3) Some background in literature, philosophy, or history

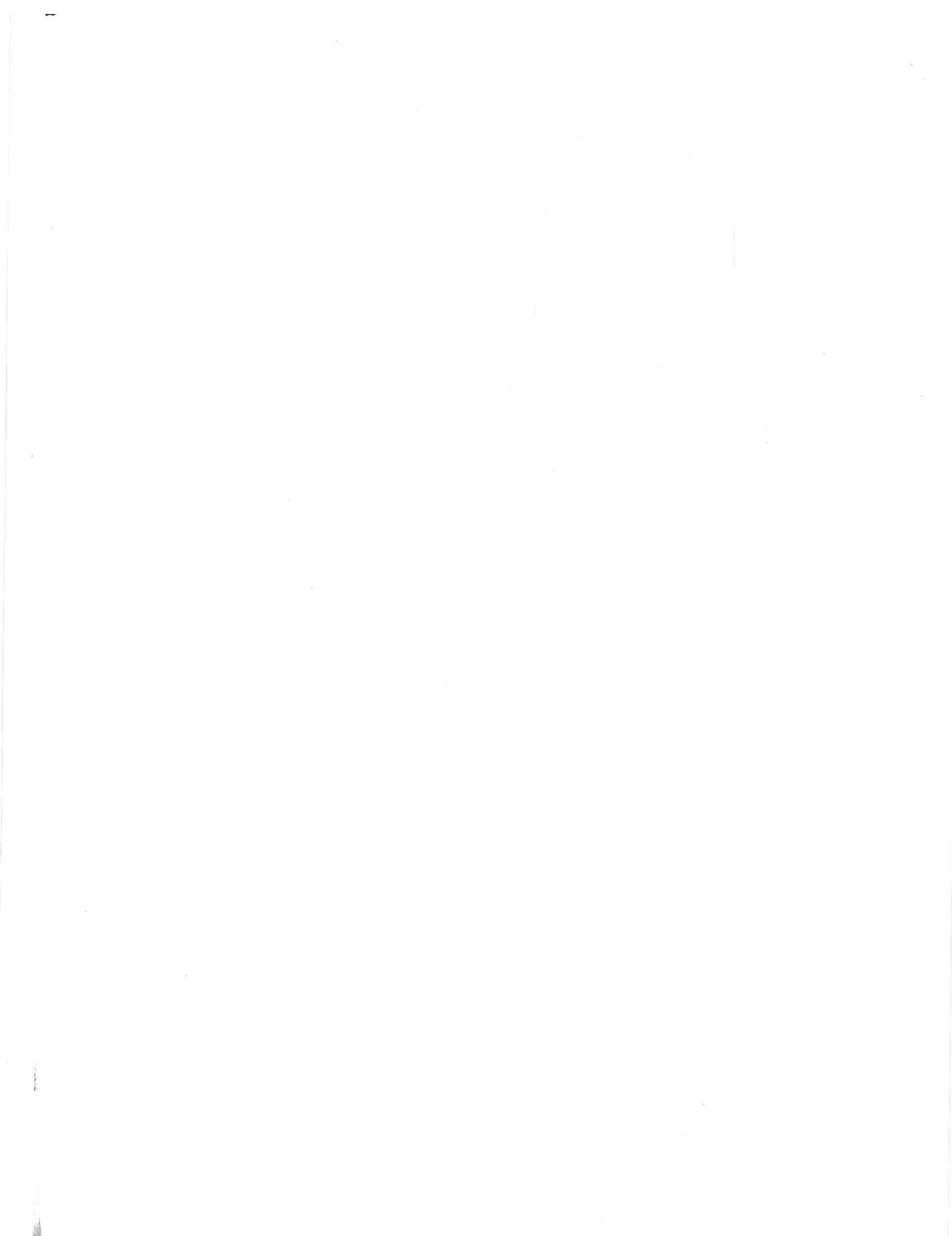
Course Requirements: Each student will be required to write two ten page analytical essays and one twenty page "mini ethnography." All final drafts are to be typewritten, double-spaced in accepted form.

COURSE SCHEDULE

- Jan. 16-20 Introduction: The Writing of "Ethno/Graphic"
- Jan. 23 - "Thick Description": Geertz as a Model of and Model for Writing
Feb. 1 Read: Geertz, "Thick Description: Toward an Interpretive Theory of Culture"
- Feb. 6-15 Anthropology and Romance: The Writing of Sir James Frazer
Read: Frazer, The New Golden Bough, (pp. xv-xxx and Part I, pp. 31-186).
(first essay due)



- Feb. 20 - The Rise of Ethnographic Realism
Mar. 7 Read: Malinowski, Argonauts of the Western Pacific. Preface,
Foreword, pp. 1-104.
- Mar. 19 - Meta-Realism in Ethnography
April 4 Read: Claude Levi-Strauss, Tristes Tropiques
(second essay due)
Begin reading: Chagnon, Yanomamo: The Fierce People
- April 9-18 Systemic Writing in Ethnography
Read: Roy Rappaport, Pigs for the Ancestors
- April 23-25 The Written Interpretation of Discourse: The Balinese Cockfight
Read: Clifford Geertz, "Deep Play: Notes on the Balinese Cockfight"
- April 30 The Limits of Writing and the Ethnographic Film
Films: The Feast, and The Ax Fight
- May 2 The Limits of Writing and the Ethnographic Film
- May 4 Final remarks



Name: [REDACTED] (optional)

Department: History

Title of Substantial Writing Course (if known): History 350L

Modern First Ladies

Upper Division Lower Division

Anticipated Enrollment: 15-20

(If you prefer, call John Ruszkiewicz at 471-6109, Freshman English Office.)

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1. What will the "writing component" entail in one of your courses? (Papers only? Papers and revisions? Lectures or other instruction in writing? Conferences outside of class? etc.)

Students will prepare both a 4-6 page book review and a 20-25 page term research paper. At all stages of both papers, students will be asked to submit drafts for my consideration and comment. There will be periodic conferences outside of class to develop the topic of the term paper and to supervise the writing process.

2. In your opinion, how "useful" (practical? purposeful?) is the writing component requirement in your particular discipline?

The writing component requirement is extremely relevant and practical in History. It has existed in seminar courses that I have given for undergraduates since I began teaching here in 1967.

3. What kinds of writing will students in your department be doing? What kinds of writing must they be most skilled in?

Students will be doing expository writing that involves the preparation of a critical book review and the preparation of an analytical narrative about a defined historical problem. They will have the opportunity to develop skills in narrative presentation, biographical sketches, and sustained examination of historical problems.

4. What proportion (if any) of your course can you afford to give to composition instruction?

About 75% of the course will be devoted to preparing papers. Composition instruction will be interwoven throughout these assignments.

5. How much will writing ability affect a student's grade in your course?

As is always the case in my seminars, writing ability will play a crucial role in the student's performance and ultimate grade.

6. Do you expect to have the time to comment on the papers and reports your students write for the course?

Such time is built into the entire process, and the seminar is deliberately restricted in size so that there will be ample time to give each of the student such individualized attention.

7. Will you allow students to revise any of their written work?

I will insist that they do so.

8. Have you taught or emphasized writing in your courses here at UT prior to the implementation of the substantial writing component requirements?

As previously stated, I have been emphasizing writing skills since I came to the University. No significant change in my practices will be involved in dealing with the writing requirement.

9. What two areas do you feel most confident about when evaluating the quality of student writing?

Writing style and organization of the paper.

10. What two areas do you feel least confident about when evaluating the quality of student writing?

n/a

11. What skills and abilities should students have before they enter the "substantial writing component courses?" (list two or three)

I would hope that they would have had some exposure to the preparation of expository prose. Previous experience with critical thinking would be welcome, but that is rare.

12. In your opinion, what are the chief problems or difficulties in the student writing you encounter?

Poor grammar, inadequate spelling, little sense of organization, unwillingness to state their views forcefully and directly, wordy and vague style, and no perception of the need to revise and rewrite.

13. Do you expect to require a writing textbook or handbook to supplement other materials in your substantial writing course?

No

14. Do you expect to send weaker students in your course to the Learning Skills Center (formerly RASSL) and/or the English Department Writing Lab?

Yes

15. What advice, materials, assistance, or services would you consider most helpful in teaching your writing emphasis course?

Student willingness to consult a reliable style manual and heed its lessons.

Please feel free to make any additional comments. Return this form to the Freshman English Office, Parlin 110, by March 15 if possible. Thanks.

Name: [REDACTED] (optional)

Department: ASTRONOMY

Title of Substantial Writing Course (if known): THE HISTORY AND PHILOSOPHY OF ASTRONOMY

Upper Division Lower Division

Anticipated Enrollment: usually 30-40

(If you prefer, call John Ruskiewicz at 471-6109, Freshman English Office.)

1. What will the "writing component" entail in one of your courses?
(Papers only? Papers and revisions? Lectures or other instruction in writing? Conferences outside of class? etc.)

Students are required to write four or five essays of modest length on designated topics and to produce a project in lieu of a final examination. Topic of project is chosen by student in consultation with instructor.

2. In your opinion, how "useful" (practical? purposeful?) is the writing component requirement in your particular discipline?

I wouldn't insist on it unless it was

3. What kinds of writing will students in your department be doing? What kinds of writing must they be most skilled in?

Good simple expository unpretentious English free from jargon and cliché

4. What proportion (if any) of your course can you afford to give to composition instruction?

I read everything carefully and write detailed comments on formulation & style

5. How much will writing ability affect a student's grade in your course?

Poor writing of otherwise good factual material
will not get an A.

6. Do you expect to have the time to comment on the papers and reports your students write for the course?

Of course

7. Will you allow students to revise any of their written work?

Not appropriate

8. Have you taught or emphasized writing in your courses here at UT prior to the implementation of the substantial writing component requirements?

Not particularly

9. What two areas do you feel most confident about when evaluating the quality of student writing?

I have written books and papers and articles
and acted as an editor and a publisher's
referee

I am sure I can recognize pretentious
nonsense in any discipline

10. What two areas do you feel least confident about when evaluating the quality of student writing?

None

11. What skills and abilities should students have before they enter the "substantial writing component courses?" (list two or three)

Common
sense
&
enterprise

Decent
Knowledge
of
English

Ability
to
study a
new topic
from
suggested library sources

12. In your opinion, what are the chief problems or difficulties in the student writing you encounter?

Don't know difference between 'it's' and 'it's', between 'lay' and 'lie' or between 'precipitous' and 'precipitate' and will talk Watergate such as "at this point in time".

13. Do you expect to require a writing textbook or handbook to supplement other materials in your substantial writing course?

No

14. Do you expect to send weaker students in your course to the Learning Skills Center (formerly RASSL) and/or the English Department Writing Lab?

They can go if they want to.

15. What advice, materials, assistance, or services would you consider most helpful in teaching your writing emphasis course?

Learn to use libraries
Independent thought

Please feel free to make any additional comments. Return this form to the Freshman English Office, Parlin 110, by March 15 if possible. Thanks.

There are usually a considerable number of drops from this course (say 25%) by students who find that they cannot take something so far removed from the typical regurgitative high school course. Those who do manage to stay the course usually become enthusiastic and perform some remarkable feats. Ask my chairman Frank Barr who has seen some of the projects produced. I try to touch a chord of interest with each individual, often related to ~~their~~^{his/her} major subject. In spite of my remarks about English I have rarely had difficulty with foreign speakers — who mostly write better than many Americans. I have accepted projects written in French, translations from the Latin and German and a description of Islamic science from an Arabic speaker.

I usually end up with a high proportion of A grades.

Name: _____ (optional)

Department: Psychology

Title of Substantial Writing Course (if known): Psy, 341K

Upper Division Lower Division

Anticipated Enrollment: 20

(If you prefer, call John Ruszkiewicz at 471-6109, Freshman English Office.)

1. What will the "writing component" entail in one of your courses?
(Papers only? Papers and revisions? Lectures or other instruction in writing? Conferences outside of class? etc.)

3 papers totaling at least 18 pages, with a detailed critique of each.

2. In your opinion, how "useful" (practical? purposeful?) is the writing component requirement in your particular discipline?

Very.

3. What kinds of writing will students in your department be doing? What kinds of writing must they be most skilled in?

Reviews of research findings, theoretical analysis of psychological issues, and grant proposals.

4. What proportion (if any) of your course can you afford to give to composition instruction?

None, other than the written critique of each paper.

5. How much will writing ability affect a student's grade in your course?

About 40% of grade.

6. Do you expect to have the time to comment on the papers and reports your students write for the course?

Yes.

7. Will you allow students to revise any of their written work?

Yes.

8. Have you taught or emphasized writing in your courses here at UT prior to the implementation of the substantial writing component requirements?

Yes, but with much less emphasis.

9. What two areas do you feel most confident about when evaluating the quality of student writing?

Organization & clarity of expression.

10. What two areas do you feel least confident about when evaluating the quality of student writing?

No.

11. What skills and abilities should students have before they enter the "substantial writing component courses?" (list two or three)

One year (two semesters) of basic English composition.

12. In your opinion, what are the chief problems or difficulties in the student writing you encounter?

Poor organization, lack of clear focus, and occasionally faulty grammar.

13. Do you expect to require a writing textbook or handbook to supplement other materials in your substantial writing course?

No.

14. Do you expect to send weaker students in your course to the Learning Skills Center (formerly RASSL) and/or the English Department Writing Lab?

No, unless they are exceptionally weak.

15. What advice, materials, assistance, or services would you consider most helpful in teaching your writing emphasis course?

None that I am aware of as yet.

Please feel free to make any additional comments. Return this form to the Freshman English Office, Parlin 110, by March 15 if possible. Thanks.

Name: [REDACTED] (optional)

Department: Accounting

Title of Substantial Writing Course (if known): ACC 362

Intro to Auditing

Upper Division Lower Division

Anticipated Enrollment: 200+ / semester

(If you prefer, call John Ruskiewicz at 471-6109, Freshman English Office.)

1. What will the "writing component" entail in one of your courses?
(Papers only? Papers and revisions? Lectures or other instruction in writing? Conferences outside of class? etc.)

Undecided; probably papers; possibly one substantial revision

2. In your opinion, how "useful" (practical? purposeful?) is the writing component requirement in your particular discipline?

Quite useful. Ours is a "practical/professional" discipline. A primary complaint of graduates and their employers is lack of written communication skills among our graduates.

3. What kinds of writing will students in your department be doing? What kinds of writing must they be most skilled in?

They will do and must be skilled at technical report writing and persuasive writing designed to motivate readers to accept their ideas and recommendations.

4. What proportion (if any) of your course can you afford to give to composition instruction?

Relatively little. However, we expect to require substantial interaction outside of class hours between students with "problems" and trained

5. How much will writing ability affect a student's grade in your course?

Significantly.

6. Do you expect to have the time to comment on the papers and reports your students write for the course?

We will have trained personnel to do this

7. Will you allow students to revise any of their written work?

Probably yes.

8. Have you taught or emphasized writing in your courses here at UT prior to the implementation of the substantial writing component requirements?

Only occasionally

9. What two areas do you feel most confident about when evaluating the quality of student writing?

*sentence structure and word choice;
also organization in longer works*

10. What two areas do you feel least confident about when evaluating the quality of student writing?

style

11. What skills and abilities should students have before they enter the "substantial writing component courses?" (list two or three)

*good sentence structure
good paragraph structure
ability to comprehend and outline a complex report.*

12. In your opinion, what are the chief problems or difficulties in the student writing you encounter?

See 11.

13. Do you expect to require a writing textbook or handbook to supplement other materials in your substantial writing course?

Uncertain .

14. Do you expect to send weaker students in your course to the Learning Skills Center (formerly RASSL) and/or the English Department Writing Lab?

Uncertain

15. What advice, materials, assistance, or services would you consider most helpful in teaching your writing emphasis course?

Qualified TAs / AI,

Please feel free to make any additional comments. Return this form to the Freshman English Office, Parlin 110, by March 15 if possible. Thanks.

Name: _____ (optional)

Department: Home Economics

Title of Substantial Writing Course (if known): Experimental Food Science

Upper Division

Lower Division

Anticipated Enrollment: 24

(If you prefer, call John Ruskiewicz at 471-6109, Freshman English Office.)

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1. What will the "writing component" entail in one of your courses?
(Papers only? Papers and revisions? Lectures or other instruction
in writing? Conferences outside of class? etc.)

A research paper which includes a title page, table of contents, review of literature, methods, results and discussion, conclusion, references, appendices will be required. Additionally, the students have an abstract and a proposal that are written papers. They will abstract some 40-60 journal articles on cards. Lab reports will consist of documentation in a lab notebook in written form. Revision of the review of literature will be required.

2. In your opinion, how "useful" (practical? purposeful?) is the writing component requirement in your particular discipline?

The writing of an extensive research paper as required in this course is extremely useful to our students. The student experiences the entire research process from proposal to abstract. Our graduates are often required to write proposals and papers concerning their work in their jobs.

3. What kinds of writing will students in your department be doing? What kinds of writing must they be most skilled in?

See answer in question number 1.

4. What proportion (if any) of your course can you afford to give to composition instruction?

Handouts will be provided to assist with composition. Revision will include composition comments.

5. How much will writing ability affect a student's grade in your course?

The research paper counts 50% of the course grade in lecture. The review of literature will be 20% and the remainder of the paper will account for the other 30% making 50% total. Grammar, clarity, completeness, organization and logic of flow will account for approximately 40-50% of the grade for the research paper (or a total of about 25 points out of 100 for course grade).

6. Do you expect to have the time to comment on the papers and reports your students write for the course?

It will be extremely difficult without the assistance of teaching assistants. At this place we were told there would be no teaching assistants to help us grade the papers. There is considerable amount of other teaching that occurs in this course, plus individual counseling, since each student will be doing a separate individualized research project. This is the student's first experience in doing a course of application in this manner. Each student will carry out the experiments in the laboratory. Teaching this course is like having 24 small thesis to direct.

7. Will you allow students to revise any of their written work?

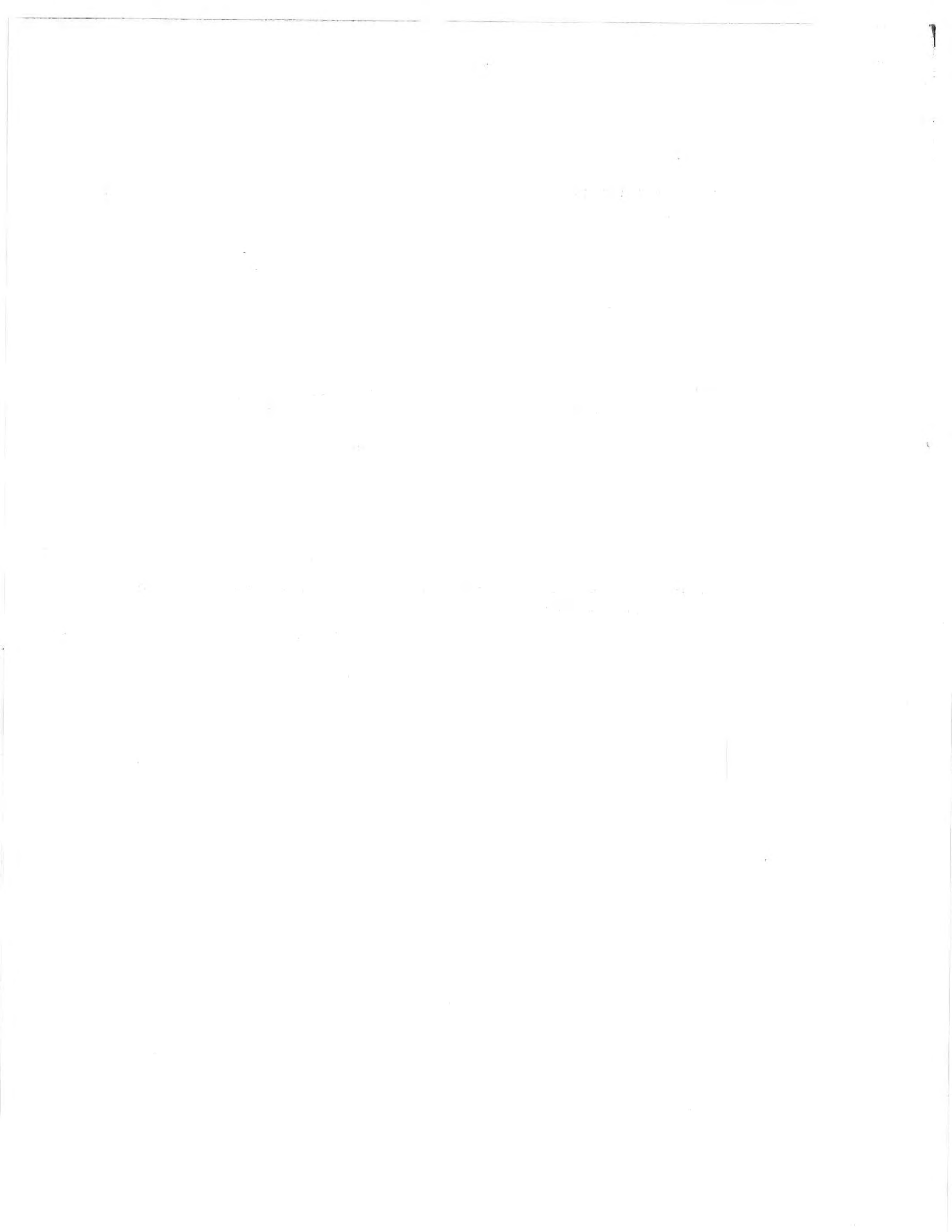
Yes. The revision of the review of literature will be required. The student will then be expected to write the remainder of the paper with these revisions being considered. Therefore, I expect them to learn from the revision and apply it in the remaining portion of the research paper.

8. Have you taught or emphasized writing in your courses here at UT prior to the implementation of the substantial writing component requirements?

Yes

9. What two areas do you feel most confident about when evaluating the quality of student writing?

Content, grammar, organization, composition



10. What two areas do you feel least confident about when evaluating the quality of student writing?

I do not have any references to send students to for ready and quick assistance. I have two handouts, but would like to have help developing handouts the student can use as reminders, and as a check on their papers prior to handing them in to me. I would appreciate information on composition particularly.

11. What skills and abilities should students have before they enter the "substantial writing component courses?" (list two or three)

Ability to organize thoughts, make an outline that is detailed enough to give direction to the writing of the paper, vocabulary, knowledge of correct grammar and sentence structure.

12. In your opinion, what are the chief problems or difficulties in the student writing you encounter?

They are not able to express their thoughts in a coherent organized manner. They often use very poor grammar, and are prone to write and write and not say anything. Science is a factual area. We stress straight forward, concrete statements, and do not allow the students to elaborate. The only place in the paper the student can include any of their opinions will be in the conclusion. All of the rest of the paper is based on actual fact. Students often believe that the method of including their ideas and rambling is a way of getting a grade that will be much better. This is not so in our courses.

13. Do you expect to require a writing textbook or handbook to supplement other materials in your substantial writing course?

No plans at this time.

14. Do you expect to send weaker students in your course to the Learning Skills Center (formerly RASSL) and/or the English Department Writing Lab?

I send students to Learning Skills Center when they have problems. I would be extremely interested in knowing about the English Department Writing Lab. Are my students eligible to attend? When are sessions held and where? What can they expect to gain from going?

15. What advice, materials, assistance, or services would you consider most helpful in teaching your writing emphasis course?

Titles and authors of reference books students can use or buy. I would like to request copies of the objectives for the English writing courses so that I could know what is being taught and where the the student should be by the time they take Experimental Food Science. What are they expected to know about grammar, composition, spelling.

I would greatly appreciate copies of any handouts that are used to assist the student in writing that the faculty have developed. This would be helpful to me to know what they have been expected to know, and also to use to give to those students that transfer into our Department from other schools.

Please feel free to make any additional comments. Return this form to the Freshman English Office, Parlin 110, by March 15 if possible. Thanks.



Name: [REDACTED] (optional)

Department: Home Economics

Title of Substantial Writing Course (if known): HE 378k - Theories of Child Development

Upper Division

Lower Division

Anticipated Enrollment: 20-25

(If you prefer, call John Ruszkiewicz at 471-6109, Freshman English Office.)

1. What will the "writing component" entail in one of your courses? (Papers only? Papers and revisions? Lectures or other instruction in writing? Conferences outside of class? etc.)

Papers + revisions

Class instruction in writing

Conferences outside of class if needed individually

2. In your opinion, how "useful" (practical? purposeful?) is the writing component requirement in your particular discipline?

Very important - teaches selection of information to develop themes and how to develop those themes to communicate with or convince an audience

Our majors may perhaps more often be called upon for oral communication professionally, but these skills will be valuable.

3. What kinds of writing will students in your department be doing? What kinds of writing must they be most skilled in?

Most likely case studies and/or report summaries.

4. What proportion (if any) of your course can you afford to give to composition instruction?

At most 15%. (It already is a very full course.) Some of these writing skills have always been included. This new requirement is just a strengthening of focus.)

5. How much will writing ability affect a student's grade in your course?

I tentatively anticipate no effect for good writing (that is expected) but up to one letter grade lower for poor skills.

6. Do you expect to have the time to comment on the papers and reports your students write for the course?

yes - to make the time

7. Will you allow students to revise any of their written work?

yes - I believe that is where learning can be most clear

8. Have you taught or emphasized writing in your courses here at UT prior to the implementation of the substantial writing component requirements?

somewhat, but not with so clear a focus as I plan to in the future in this course

9. What two areas do you feel most confident about when evaluating the quality of student writing?

mechanics (spelling, grammar, punctuation)

pointing out rough spots in development of a point

10. What two areas do you feel least confident about when evaluating the quality of student writing?

clearly giving feedback about the
good things in the students' writing
comparative grading ~~be~~ among students

11. What skills and abilities should students have before they enter the "substantial writing component courses?" (list two or three)

grammar
punctuation
spelling

12. In your opinion, what are the chief problems or difficulties in the student writing you encounter?

failure to organize their thoughts before
beginning
not considering how their readers will be
receiving their presentation

13. Do you expect to require a writing textbook or handbook to supplement other materials in your substantial writing course?

possibly -

14. Do you expect to send weaker students in your course to the Learning Skills Center (formerly RASSL) and/or the English Department Writing Lab?

sure - though this is the first I've heard
of the latter; I need more information

15. What advice, materials, assistance, or services would you consider most helpful in teaching your writing emphasis course?

concise technical reference material

Either a teaching assistant or additional "teaching load credit" in order to be able to add more teaching on to the course

Please feel free to make any additional comments. Return this form to the Freshman English Office, Parlin 110, by March 15 if possible. Thanks.

Name: [REDACTED] (optional)

Department: Home Economics

Title of Substantial Writing Course (if known): HE 342

Advanced Nutrition I

Upper Division

Lower Division

Anticipated Enrollment: 30/semester

(If you prefer, call John Ruskiewicz at 471-6109, Freshman English Office.)

1. What will the "writing component" entail in one of your courses? (Papers only? Papers and revisions? Lectures or other instruction in writing? Conferences outside of class? etc.)

Three 5 page papers concerning a current topic in 1) carbohydrate, 2) lipid and 3) protein metabolism. Instructions will be given in literature research methods, the process of identifying a topic, outlining a paper, preparing, revising and submitting a completed document.

2. In your opinion, how "useful" (practical? purposeful?) is the writing component requirement in your particular discipline?

As a professional, the students will be required to read, comprehend, abstract and communicate the scientific literature. Writing will be an important skill whether they go into research, teaching or managerial positions.

3. What kinds of writing will students in your department be doing? What kinds of writing must they be most skilled in?

Technical

4. What proportion (if any) of your course can you afford to give to composition instruction?

30 min. in one class plus additional help if needed during office hours



5. How much will writing ability affect a student's grade in your course?

If the student is not able to communicate complex ideas and interactions in a coherent fashion, then it will be impossible to pass the course.

6. Do you expect to have the time to comment on the papers and reports your students write for the course?

Yes

7. Will you allow students to revise any of their written work?

An outline which will be critiqued prior to submission of the final paper.

8. Have you taught or emphasized writing in your courses here at UT prior to the implementation of the substantial writing component requirements?

No

9. What two areas do you feel most confident about when evaluating the quality of student writing?

The current state of knowledge in the field and the validity of references and conclusions.



10. What two areas do you feel least confident about when evaluating the quality of student writing?

The actual writing mechanics

11. What skills and abilities should students have before they enter the "substantial writing component courses?" (list two or three)

- 1) At least two semesters of English
- 2) A course in technical writing
- 3) Sufficient science background in order to comprehend literature

12. In your opinion, what are the chief problems or difficulties in the student writing you encounter?

- 1) Failure to organize
- 2) Failure to proof-read, errors in spelling
- 3) Failure to communicate coherently
- 4) Writing mechanics

13. Do you expect to require a writing textbook or handbook to supplement other materials in your substantial writing course?

Recommend "Style Manual for Biological Journals"

14. Do you expect to send weaker students in your course to the Learning Skills Center (formerly RASSL) and/or the English Department Writing Lab?

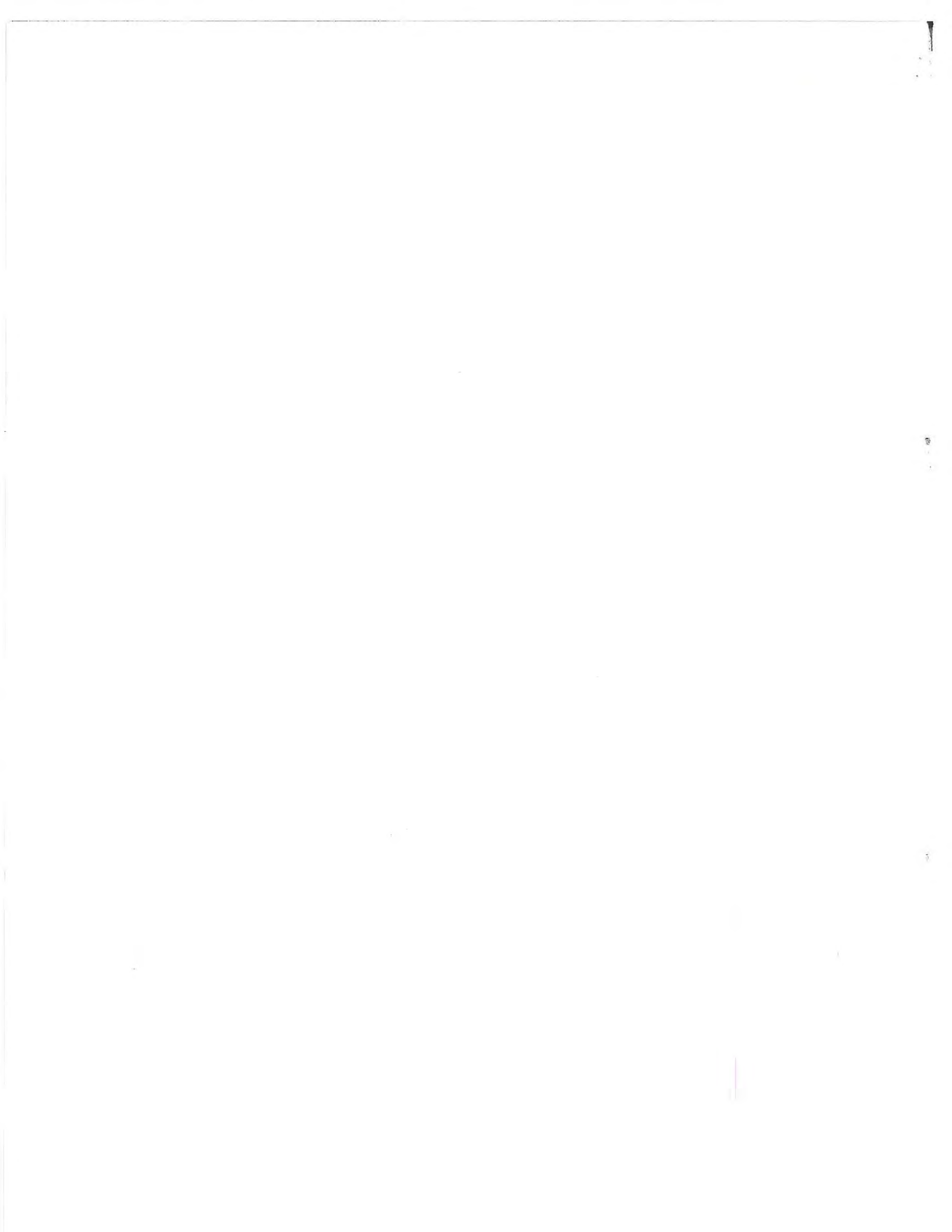
Yes



15. What advice, materials, assistance, or services would you consider most helpful in teaching your writing emphasis course?

Instead of us spending time instructing students how to write, faculty of the English Department should do so. They should be more qualified than we are.

Please feel free to make any additional comments. Return this form to the Freshman English Office, Parlin 110, by March 15 if possible. Thanks.



5th March 1989

Name: _____ (optional)

Department: CHEMISTRY

Title of Substantial Writing Course (if known): CHM 331/131 (LAB)

Upper Division Lower Division

Anticipated Enrollment: ~50

(If you prefer, call John Ruszkiewicz at 471-6109, Freshman English Office.)

1. What will the "writing component" entail in one of your courses? (Papers only? Papers and revisions? Lectures or other instruction in writing? Conferences outside of class? etc.)

In lab, students must write reports in the format accepted by most science journals, with Introduction, Experimental, Results, Discussion and Conclusion sections

2. In your opinion, how "useful" (practical? purposeful?) is the writing component requirement in your particular discipline?

It is of critical importance - there is already too much poor writing in scientific journals already!

3. What kinds of writing will students in your department be doing? What kinds of writing must they be most skilled in?

Expository writing. They need a fundamental understanding of grammar and punctuation. My TA's tell me many of the students are only semi-literate in this respect.

4. What proportion (if any) of your course can you afford to give to composition instruction?

The T.A.'s go over the most blatant abuses of sentence structure in lab.

5. How much will writing ability affect a student's grade in your course?

Not nearly as much as in other courses, but they must be able to write clearly and concisely in tests, or they will have problems!

6. Do you expect to have the time to comment on the papers and reports your students write for the course?

Definitely not in lecture, as stated above, there is a little time devoted during lab.

7. Will you allow students to revise any of their written work?

There is no point in having them get behind in their write-ups by having them re-do them. We expect to see improvement in the labs as the semester goes on.

8. Have you taught or emphasized writing in your courses here at UT prior to the implementation of the substantial writing component requirements?

Yes (in lab the TA's have always stressed its importance)

9. What two areas do you feel most confident about when evaluating the quality of student writing?

One of my TA's was an English major, as well as a Chem major, as an undergrad. I'm sure he knows what he's doing when he points out grammatical errors.

10. What two areas do you feel least confident about when evaluating the quality of student writing?

not pertinent

11. What skills and abilities should students have before they enter the "substantial writing component courses?" (list two or three)

1) They should have started writing labs as freshman.
 2) They should have seen some works from prominent journals.

12. In your opinion, what are the chief problems or difficulties in the student writing you encounter?

The T.A's tell me that there are an inordinate amount of incomplete sentences, split infinitives, dangling modifiers etc.
 Basically, not all the students understand what a sentence is.

13. Do you expect to require a writing textbook or handbook to supplement other materials in your substantial writing course?

No

14. Do you expect to send weaker students in your course to the Learning Skills Center (formerly RASSL) and/or the English Department Writing Lab?

It will be recommended in the future, yes!

15. What advice, materials, assistance, or services would you consider most helpful in teaching your writing emphasis course?

Having copies of The Elements of Style, and college level grammar books in the reference section of the Chemistry and Science libraries would be helpful.

Please feel free to make any additional comments. Return this form to the Freshman English Office, Parlin 110, by March 15 if possible. Thanks.

With regard to writing lab reports, the students have been delt a serious blow by the overdependance of Freshman Chem Courses (204 etc) on Computers. Several Juniors and a few Seniors in our labs had never written a lab report in a proper format. Lab write-ups in the styles accepted by the journals of each discipline should be a part of every lab course.

Name: [REDACTED] (optional)

Department: Geography

Title of Substantial Writing Course (if known): Urban Transp & Travel Beh. Org 355

Upper Division Lower Division

Anticipated Enrollment: 25

(If you prefer, call John Ruskiewicz at 471-6109, Freshman English Office.)

1. What will the "writing component" entail in one of your courses?
(Papers only? Papers and revisions? Lectures or other instruction
in writing? Conferences outside of class? etc.)

Research designs

2. In your opinion, how "useful" (practical? purposeful?) is the writing
component requirement in your particular discipline?

Very

3. What kinds of writing will students in your department be doing? What
kinds of writing must they be most skilled in?

Report, essay, long paper, construction
execution of research idea

4. What proportion (if any) of your course can you afford to give to
composition instruction?

75%

5. How much will writing ability affect a student's grade in your course?

Consider.

6. Do you expect to have the time to comment on the papers and reports your students write for the course?

Yes

7. Will you allow students to revise any of their written work?

Yes

8. Have you taught or emphasized writing in your courses here at UT prior to the implementation of the substantial writing component requirements?

Yes

9. What two areas do you feel most confident about when evaluating the quality of student writing?

Style }
Argument }

10. What two areas do you feel least confident about when evaluating the quality of student writing?

punctuation

11. What skills and abilities should students have before they enter the "substantial writing component courses?" (list two or three)

none

12. In your opinion, what are the chief problems or difficulties in the student writing you encounter?

spelling / expression
richness of vocab

13. Do you expect to require a writing textbook or handbook to supplement other materials in your substantial writing course?

no

14. Do you expect to send weaker students in your course to the Learning Skills Center (formerly RASSL) and/or the English Department Writing Lab?

yes ?

15. What advice, materials, assistance, or services would you consider most helpful in teaching your writing emphasis course?

Spelling
punctuation
course

Please feel free to make any additional comments. Return this form to the Freshman English Office, Parlin 110, by March 15 if possible. Thanks.