



To: Freshman English Policy Committee

From: John Ruskiewicz.

Re: New E306 syllabus proposal

Date: December 7, 1982

The F.E.P.C. will not be meeting again until the spring semester. Attached, however, is a preliminary E306 syllabus abstract roughed out by David Jolliffe, Mary Trachsel, and me earlier this term. I'd appreciate it if you would look it over in the next few weeks and be prepared with suggestions, revisions, and alternatives for our first meeting in 1983.

As you can see, the ten units in the new syllabus cover much of what is currently in the E306 program. Individual instructors would choose which of the syllabus units to teach during the term with the F.E.P.C. probably specifying a minimum number of units and papers.

I would draw your attention to several features of this proposal:

- 1) The consistent emphasis on general aims or purposes of writing
- 2) The inclusion of autobiography and letters as options for self-expressive assignments.
- 3) The addition of a unit on preparing abstracts and precis.
- 4) The addition of a unit on writing literary analyses (as preparation for E316K)
- 5) The requirement that students read a book as part of the exploratory unit. A single non-fiction selection would be used in all sections with the F.E.P.C. changing the adoption each semester. Exploratory essays would be based upon this book.

We are also planning a set of multiple assignments to allow for diversity within the general E306 framework. Each unit would offer a set of assignments, the first option representing a "standard" version of the course, the second an argumentative variant, the third a Mexican-American variant, and so forth. A teacher could choose any assignment in each unit or follow a single approach throughout the semester.

OUTLINE: E306

Introduction: The Writing Process; Diagnostic assignments

Self-Expressive Writing

Unit I: The Journal, Autobiography, or the Personal Letter.

Referential Writing

Unit II: The Abstract/Precis; taking notes; taking essay exams.

Unit III: Narration/Description; Cause/Effect; Process-Analysis.

Unit IV: Classification/Definition.

Unit V: Evaluation.

Unit VI: The Literary Analysis.

Unit VII: Research Paper.

Unit VIII: Exploratory Essay (students will base their essays on the reading of a non-fiction book selected by the F.E.P.C. each semester: e.g., The Five Clocks, The Lives of a Cell, The Right Stuff, The White Album).

Persuasive Writing

Unit IX: Analysis of Persuasion

Unit X: Persuasion/Refutation

### New E306 Syllabus Specifications

1. Retain the Kinneavy framework
2. Establish process orientation
3. Provide day by day suggestions, class assignments, readings, etc., to assist new faculty
4. Serve as introduction to E316K, E346's
5. Provide several patterns or approaches to readings, i.e., humanities, Mexican American, etc.
6. Emphasize political character of rhetoric
7. Provide tie-ins to assignments and handouts available in Freshman Office
8. Provide bibliographical references to texts and scholarship available in the Freshman Office
9. Suggest an increased use of library materials
10. Integrate handbook and grammar exercises with course structure
11. Allow for sentence combining component
12. Emphasize tie-in with Writing Lab
13. Key assignments to needs and suggestions of other departments
14. Accommodates changes in texts, handbooks, and readers
15. Provides a check list of requirements, policies, and grading standards

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