

42

PLEASE POST FOR ALL FACULTY TO READ

EAST CAROLINA UNIVERSITY
FACULTY SENATE FULL AGENDA

The eighth regular meeting of the Faculty Senate for academic year 1991/92 will be held on Tuesday, April 14, 1992, at 2:10 p.m. in the Mendenhall Student Center Great Room. **This will be the last regularly scheduled meeting for those Senators whose terms expire in 1992.**

- I. Call to Order
- II. Approval of Minutes of March 3, March 17, and March 31, 1992.
- III. Special Order of the Day
 - A. Roll Call
 - B. Announcements
 - C. Richard Eakin, Chancellor
 - D. Vice Chancellors' Reports
 - E. Ernie Schwarz, Chair
University Athletic Committee and Academic Review Subcommittee
 - F. Pat Bizzaro, Chair
Writing Across the Curriculum Committee (Attachment 1 will be distributed to all Senators.)
 - G. James LeRoy Smith, Director of Self Study for Southern Association of Colleges and Schools
- IV. Unfinished Business
Final Review and Adoption of the Proposed Revisions to Appendix D and Appendix L. (Attachment 2, the amended documents will be distributed to all Senators.)
- V. Report of Committees
 - A. Committee on Committees, Doug McMillan
Election of Members to the newly approved Grievance Board (Appendix X, Section II.E., page X-6). (A slate of nominees will be forwarded to all Senators prior to the meeting.)
 - B. Admissions and Recruitment Committee, James Holloway
Revision to the Nonmatriculated Student Policy (Attachment 3).
 - C. Calendar Committee, Jim Tracy
Proposed Summer 1994, Fall 1994, and Spring 1995 Calendars (Attachment 4).
 - D. Curriculum Committee, Bill Grossnickle
Curriculum matters contained in the March 26, 1992, meeting.
 1. Revise Social Sciences General Education requirements from 13 to 12 s.h. effective Fall 1992 if the change is in the new catalog; otherwise change to be effective Fall 1993.
 2. Add new Jazz Music certificate, thereby revising BM and BA in Music.
 3. Passed Writing Across the Curriculum, thereby changing all degrees.
 4. Revise BS Accounting.
 5. Revise BS LSS.
 6. Revise BA, BSP in POLS and minors in POLS and Comparative Government and International Relations.
 - E. Faculty Affairs Committee, Henry Ferrell
Revised Procedures for Resolving Faculty Grievances (Attachment 5).

**EAST CAROLINA UNIVERSITY
PROGRAM IN WRITING ACROSS THE CURRICULUM**

A PROPOSAL SUBMITTED BY THE WAC COMMITTEE

INTRODUCTION

This proposal for a Writing Across the Curriculum (hereafter, WAC) Program at East Carolina University includes (I) writing-intensive course models (hereafter W-I), (II) program implementation, (III) program administration, (IV) program evaluation, and (V) support.

I. WRITING-INTENSIVE COURSE GUIDELINES

The models that follow, intended to serve as guidelines for W-I courses, provide a general idea of the types and amount of writing that ideally should be incorporated in W-I courses. Remember: the following are guidelines for W-I course development not hard-and-fast requirements. These models are based on the belief (1) that writing is closely related to thinking in any discipline and (2) that writing is, in fact, a process. If none of the models is appropriate, a new model may be suggested in developing a course.

Please also note that the general designation, W-I COURSE, applies equally to courses or sections of courses employing the W-I approach. Given the current status of writing in the university, there is very little need for the development of new courses to accommodate a writing emphasis; special, designated sections of certain courses may be used as W-I courses. The WAC committee will work, as necessary, with individual departments in devising WI courses or sections of courses.

MODEL ONE: W-I COURSES EMPHASIZING ACADEMIC WRITING

This model employs the kinds of writing tasks most often required of students in college and taught in the English 1100 and 1200 sequence. These tasks include research papers, essays in various modes, summaries and abstracts of texts, critiques of texts, and various kinds of reports (e.g., book reviews).

The following academic writing assignments--or variations of them--would be perfectly acceptable uses of academic writing in a W-I course.

- o 1 research paper of 10-15 pages, written in multiple drafts, and 2 short "preparation" papers such as summaries, critiques, and syntheses of source materials (2-3 pages each)
- o OR, 4-5 short papers (of 3-5 pages each), in multiple drafts, summarizing, critiquing, or synthesizing course reading materials
- o OR, 2 book reviews, 2 magazine article reviews (of 3-5 pages each), in multiple drafts, and a short position paper (of 5 pages) based upon the reviews

- o OR, 4-5 short papers in rhetorical modes (e.g., one description, one comparison/contrast, one personal experience, one opinion, and one persuasion)
- o OR, any other comparable assignments totaling approximately 20-25 pages of EDITED academic writing

MODEL TWO: W-I COURSES EMPHASIZING PROFESSIONAL WRITING

This option differs from W-I courses emphasizing academic writing primarily in the kind of texts students will be required to write. Naturally, there may be some carry-over from one emphasis to another; skills such as summarizing, critiquing, and synthesizing tend to be useful in the writing of professional documents as well as in the writing of academic texts.

This option also differs from academic options insofar as the kinds of texts students may be asked to write are often unique to a discipline (e.g., Therapeutic Recreation Assessments or Analytical Validations). As a result, faculty may find it necessary to determine first what graduates are actually required to write on the job before employing this option.

Some departments have required that their students take Engl 3880 (Writing for Business and Industry) or Engl 3820 (Scientific Writing), both emphasizing professional writing. Since students are required to take "at least three hours of W-I courses in their major" those departments which currently (as of spring 1992) require that their students take Engl 3880 and Engl 3820 may continue to use those courses as W-I courses, but must develop a minimum of one other course or course section from among their content-specific offerings.

The following professional writing assignments--or variations of them--would be perfectly acceptable uses of professional writing in a W-I course.

- o 1 professional report of 10-15 pages, in multiple drafts, and 2 short "preparation" writings, such as critiques, summaries, syntheses, lab reports, memos, letters, etc.
- o OR, 4-5 short writing assignments (3-5 pages each), written in multiple drafts, including memos; letters; lab reports; summaries, critiques, and syntheses of reading assignments; or any other writing assignment of 3-5 pages appropriate to a specific department or discipline
- o OR, any other comparable assignments totaling approximately 20-25 pages of EDITED professional writing

MODEL THREE: W-I COURSES EMPHASIZING WRITING TO LEARN

Writing-to-learn strategies focus principally on the use of writing to help students master course materials. This emphasis is appropriate in every subject area, including mathematics and science.

The following writing-to-learn assignments--or variations of them-- would be perfectly acceptable uses of writing to learn in a W-I course.

- o the use of a journal in which students write responses to various reading assignments (50-60 pages of reflective writing checked periodically by the instructor)
- o the use of note cards by students during class to record answers to various kinds of questions the teacher asks (this must be done regularly to be effective) in addition to out-of-class journal pieces written in response to selected reading assignments
- o a split-entry journal in which students summarize a reading assignment on one side of the page and write a personal response to the reading on the other side of the page (50-60 pages of such reflection checked periodically by the instructor)
- o OR, any other comparable set of assignments designed to systematically employ writing as a method of reflecting on required material totalling 50-60 pages of unedited reflective writing

MODEL FOUR: W-I COURSES EMPHASIZING A COMBINATION OF WRITING APPROACHES

This option is the logical extension of the other three. It is possible for a faculty member to combine academic, professional, and reflective (i.e., writing to learn) writing activities in a single course. The goal is to achieve an amount of writing equivalent to the amount suggested above: 20-25 pages of edited professional or academic writing or 50-60 pages of unedited reflective writing. Here are some examples of assignment combinations that would be perfectly acceptable in a W-I course.

- o 30 pages of journal writing in combination with 10-12 total pages of edited academic or professional writing (see descriptions above)
- o OR, 15 pages of journal writing in combination with 15-18 total pages of edited academic or professional writing
- o OR, 45 pages of journal writing in combination with 5-6 total pages of edited academic or professional writing
- o OR, any other comparable assignments totaling approximately the equivalent, as indicated in the three above examples, of 50-60 pages of unedited reflective writing or 20-25 pages of edited academic or professional writing, or a combination of the two kinds of writing in proportion

MODEL FIVE: W-I COURSES EMPHASIZING COLLABORATION

By "collaboration" we mean the joining together of two or more faculty members in the teaching of a single course. Precedent for collaboration can be found in ECU's Honors Program and Women's Studies Program.

In the WAC Program, collaboration refers to (1) faculty from a department or unit in the university team teaching a course in that department or unit with a member of Department of English's writing faculty or (2) a department other than the English Department reserving a section of Engl 3880 or Engl 3820 to be team taught with a member of the English Department to majors in that department.

Arrangements must be made, of course, between the two departments and approved by the WAC Committee.

II. PROGRAM IMPLEMENTATION

A. Courses currently offered that fall within one of the writing-intensive course models listed above will be identified and listed as writing-intensive courses.

B. Additional course proposals that meet writing-intensive course models will be approved when adhering to the following tenets:

- At least two semesters before the course will be offered for WI credit, faculty should submit to the appropriate chair or dean proposals of courses or sections of courses to be designated W-I.
- The unit head should then recommend appropriate proposal(s) to the WAC committee with a letter of support.

C. The WAC committee will consider new W-I course proposals submitted and notify the appropriate offices of approved courses prior to the submission of those proposals through the usual curriculum channels.

PHASE ONE (FALL 1992-SUMMER 1993)

Students who enter the university during this phase of the program will not be required to take any W-I courses although individual departments may encourage students to take such courses. The WAC Committee will use this time to (1) identify courses or sections of courses throughout the university that would already qualify as W-I; (2) plan and conduct workshops for faculty interested in developing or teaching W-I courses; (3) institute a formal system for approving new W-I courses (4) continue working with the Office of the Vice Chancellor for Academic Affairs to build a sound, adequately funded administrative structure for the WAC program.

PHASE TWO (FALL 1993)

Students entering the university as freshmen in the fall of 1993 or any semester thereafter will be required to take a minimum of 12 hours of W-I courses, including 6 hours of composition (English 1100 and 1200) and at least 3 hours of W-I courses in their major, in order to graduate. Individual departments may require more than the minimum number of W-I courses.

PHASE THREE (FALL 1995)

Transfer students entering the university in the fall of 1995 or any semester thereafter will be subject to the W-I requirements described in Phase Two. Decisions about whether a student should be given credit for a W-I course taken at another institution will be made by the appropriate unit in accordance with procedures currently used for approving other types of transfer credit. An on-campus writing sample will be used, whenever necessary, to determine a student's competence as a writer and whether that student needs more work in writing.

III. PROGRAM ADMINISTRATION

The WAC Committee will be made up of the director, who will serve as chair; the Vice Chancellor for Academic Affairs (or a representative); the Vice Chancellor for Health Sciences (or a representative); the Director of Composition; the Director of the Writing Center; and 8-10 faculty elected to serve on the committee by the Faculty Senate. The committee will work closely with the Director of the WAC Program to maintain the overall integrity of the program. To this end, the following will be addressed.

- o Recommend the policies governing the development and offering of courses and seminars that are officially designated as writing-intensive courses
- o Approve and recommend, through the university's normal channels curriculum, changes in the WAC Program
- o Recommend semester course offerings to the Director of WAC Program
- o Advise the Director on all aspects of the Writing Across the Curriculum Program

Once departments have designed courses or sections of courses following the models, "Writing-Intensive Course Models," and have had proposals (a syllabus and some brief description of writing assignments will suffice) for those courses or sections of courses approved by the WAC Committee, the departments will have officially become members of the ECU WAC Program.

To assure smooth and continuing operation of the WAC Program, faculty interested in teaching a W-I course should attend a workshop on the WAC program. Such workshops will be run at regular intervals publicized each semester by the Director of WAC, in consultation with various other faculty members who have previously taught W-I courses.

Additionally, the WAC Committee should conduct orientation meetings for faculty participating in the WAC Program prior to the semester in which the W-I section is to be taught. These orientation meetings will differ from workshops primarily in what they hope to accomplish: WORKSHOPS will present faculty with current research on writing and learning; ORIENTATION MEETINGS will provide historical and pedagogical background to the ECU WAC Program. In both kinds of sessions, encouragement will come from faculty who have taught W-I courses in the university.

IV. PROGRAM EVALUATION

The Committee on Writing Across the Curriculum will have an ongoing concern with how the program is succeeding. To this end the committee will initiate a four-phase method of assessment which will include 1) student evaluations of writing-intensive courses, 2) assessment of student performance, 3) survey of student attitudes toward the WAC Program, and 4) survey of faculty satisfaction with the WAC Program. Additionally, to assess achievement in writing, the committee will design and implement experimental research of selected courses or sections taught by professors interested in participating in such studies. The intent is to fund four such assessment projects per year. Furthermore, departments will be encouraged to develop their own program assessment efforts particularly after the initial three years of the WAC program.

V. PROGRAMS IN SUPPORT OF W-I COURSES

The following are programs currently in place that will support the writing across the curriculum program.

SUPPORT PROGRAM ONE: THE WRITING CENTER

A department may assign one of its graduate assistants or majors to the Writing Center where, after receiving training in methods of tutoring students in writing, the tutors will be available during specified hours to work with students from their "home" departments.

SUPPORT PROGRAM TWO: WRITER'S WORKBENCH

This computerized style analyzer can be used to assist students in the drafting of academic or professional documents.