



UNIVERSITY OF KENTUCKY

College of Arts and Sciences

*Office of the Dean
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November 1, 2003

Professor Philipp J. Kraemer
Associate Provost for Undergraduate Education
217 Funkhouser Building
CAMPUS 0054

Dear Associate Provost Kraemer:

I am writing in strong support of the proposed changes to the University Writing Requirement which were recently approved by the College of Arts & Sciences Council. The proposed two-tiered requirement will better integrate reading and writing and provide for a more intensive writing experience for our students. In addition, the proposed changes will reduce the College's reliance on adjunct instructors, thereby enhancing the quality of undergraduate instruction.

The proposed changes will not require any additional resources from the College of Arts & Sciences. Reallocating current resources will prove sufficient. However, even if additional resources may be required in the future, attendant to enrollment growth, the College is committed to allocating the funds that would be required, as this curricular improvement is a high priority for the College.

I urge your support of this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'S.L. Hoch'.

Steven L. Hoch
Dean

SLH/akh

UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

Submitted by College of Arts and Sciences

Date 9/30/02

Department/Division offering course **English**

2. Changes proposed:

(a) Present prefix & number **ENG 105** Proposed prefix & number **ENG 105**

(b) Present Title **Writing: An Accelerated Course**

New Title **N/A**

(c) If course title is changed and exceeds 24 characters (including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts: **Writing: An Acc Crs**

(d) Present credits: **3** Proposed credits: **4**

(e) Current lecture:laboratory ratio **N/A** Proposed:

(f) Effective Date of Change: (Semester & Year) **Fall 2004**

To be Cross-listed as:

(Prefix & Number) (Signature: Dept. Chair)

4. Proposed change in Bulletin description:

(a) Present description (including prerequisite(s)):

An intensive course in writing that combines the content of ENG 101 and ENG 102, emphasizing argumentation and library research. ENG 105 satisfies the University Writing Requirement for students who qualify for admission by ACT score and special examination. Note: Credit for this course for fulfillment of the University Writing Requirement possible by CLEP examination.

(b) New description:

An intensive course in writing emphasizing critical inquiry and research, formulation of academic writing projects, and orientation to university study. Instruction and practice in reading critically, thinking logically, responding to texts, developing research skills, writing substantial essay through systematic revision, addressing specific consequences, developing a fluent, precise, and versatile prose style, and expressing ideas in standard and correct English. Focus on topics pertinent to university disciplines, activities, and environs. Notes: (a) Credit or exemption not available by CLEP or by special departmental examination; (b) exemption possible by ACT, SAT, or AP English Language exam score.

(c) Prerequisite(s) for course as changed: none (no change)

5. What has prompted this proposal?

During Fall 2000, Phil Kraemer, Associate Provost for Undergraduate Education, convened an ad hoc committee to review the University Writing Requirement. Recommendations of the committee were reported to the University Senate in July 2002. Changes recommended included the course change here proposed: a 4-unit ENG 105 that would replace the current two-course sequence (ENG 101 and 102) for all incoming UK students not exempted through test scores.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

Most curriculum requirements—for the University Writing Requirement at large and ENG 105 specifically—are carried over from the existing to the new curriculum. Added requirements in these areas affect ENG 105: Awareness of form; Life Writing; Field/Archival Research; Paragraph Development (other forms); Student Publication. Requirements in two areas have been dropped: Discipline-Specific Research; Civic Argument. These changes are detailed in the proposal for the changes to the University Writing Requirement.

These changes in requirements entail some shifts in purpose and approach for ENG 105. In sum, whereas the current, two-course sequence in first-year composition stresses modes of argumentation, the revised ENG 105 will center upon inquiry-based writing projects, through which argument and other discursive modes are generated and integrated. While in existing courses, the final writing assignment has been separate from and at times even anti-climactic to earlier assignments, in the proposed four-unit 105, an extended final project will incorporate and serve as culmination to work done earlier in the course. These changes are meant to serve several purposes: to promote student orientation to the university and engagement in academic work; to model and promote participation in ways that intellectual inquiry typically proceeds; to elicit more writing and longer research-based writing projects from first-year students, in ways consonant with Boyer Report recommendations.

7. What other departments could be affected by the proposed change? **Change in University Writing Requirement; affects all departments.**

8. Is this course applicable to the requirements for a least one degree or certificate at the University of Kentucky? **Yes** No

9. Will changing this course change the degree requirements in one or more programs? * **Yes** No
If yes, attach an explanation of the change.*
Since all undergraduate degree programs require completion of the University Writing Requirement, the proposed change affects them all.

10. Is this course currently included in the University Studies Program? **Yes** No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.
A proposal for changes to the University Writing Requirement is being submitted concurrently with this application.

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.
The ad hoc committee that proposed these changes included Diana Martin from English at LCC, who participated in devising the changes and has approved them. The Community College System will continue to offer the ENG 101-102 sequence; it will not offer the revised 4-unit ENG 105.

***NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.**

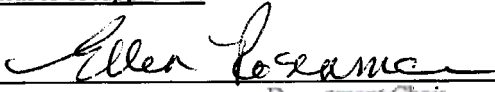

**UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR**

12. Is this a minor change? Yes No
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Randall Roorda Phone Extension: 7-1033

Signatures of Approval:

 Department Chair	10/3/03 Date
 Dean of the College	NOV 04 2003 Date
**Undergraduate Council	OCT 29 2003 Date of Notice to the Faculty
**Graduate Council	Date
**Academic Council for the Medical Center	Date
**Senate Council	Date of Notice to University Senate

**If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 8/02

Print Form

Clear Form

Revised ENG 105 Curriculum: Description and Rationale

Overview:

Most existing requirements for courses fulfilling the University Writing Requirement are carried over into the proposed new curriculum for a four-unit ENG 105. Along with structural changes, though, the proposed curriculum revision entails some shifts in purpose and approach. In sum, whereas the current, two-course sequence in first-year composition stresses modes of argumentation, the revised ENG 105 will center upon inquiry-based writing projects, through which argument and other discursive modes are generated and integrated. While existing curriculum has tended to emphasize distinct argumentative forms within discrete unit assignments, the revised curriculum will take as its premise the need to connect student experience to inquiry across disciplines, through a progression of assignments linked by a single broad theme. And while in existing courses, the final writing assignment has been separate from and at times even anti-climactic to earlier assignments, in the proposed four-unit 105, the final project will incorporate and serve as culmination to work done earlier in the course. These changes are meant to serve several purposes: to promote student orientation to the university and engagement in academic work; to model and promote participation in ways that intellectual inquiry typically proceeds; to elicit more writing and longer research-based writing projects from first-year students.

Sources:

- ***UK First-Year Task Force Report:*** As a crucial element of the first-year experience, UK's first-year composition course should respond to concerns laid out in this report, in such areas as student engagement and retention, curricular fragmentation and integration, and shared experiences for incoming students.

Boyer Commission Report: The Report calls for "an integrated, interdisciplinary, inquiry-based experience" in the first-year curriculum, emphasizing effective oral and written expression, collaborative endeavors, and research-based learning. It proposes that first-year composition courses "be given serious intellectual content," framed in relation to other course offerings across the curriculum.

Comparative Summary of Assignments:

- ***Old Curriculum:*** Current versions of ENG 101 and 102 contain three major units, each including a major essay and a shorter graded writing. Assignments are comparable in length: 3-5 pages for major essays in 101, 5-7 pages in 102; 2-3 pages for short writings in both courses. Total graded writing amounts to a minimum of twenty pages in 101, roughly twenty-three pages in 102.
- ***Revised Curriculum:*** The proposed four-unit ENG 105 will contain four major units (or Writing Projects), each incorporating a series of preliminary writings and eventuating in a major graded essay. The first three graded essays will be comparable in length, a minimum of five pages each. The fourth, a research-based final project, will amount to at least ten pages. Graded essays will total a minimum of twenty-five pages.

Assignment Template:

Writing Project #1: A personal essay recounting first-hand experience and observations on a shared topic of broad general interest, drawing upon in-class readings for terms, distinctions, issues and perspectives to inform the discussion.

- ***Writing Projects #2 and #3:*** Essays, position papers, reports, or some mix of genres pursuing further aspects of the broad topic informing the course. Emphasis on combining field research (site reports, interviews, service learning) with information and perspectives from reading—largely assigned, but with outside sources an option.

Writing Project #4 (Final Project): A longer, research-based essay that pursues an inquiry into some aspect of the course topic, exploring it in detail and advancing some stance, perspective, or argument thereupon. Calling for both field and archival research sources, the project will incorporate earlier writing projects as well, as point of departure, context, groundwork, and further source of material.

Curriculum Requirements and Course Precepts:

- Requirements carried over from the previous curriculum include two criteria of a global character: *Rhetoric* and *Contexts*. The Rhetoric requirement entails involving students in “a rhetorical process that connects individuals” to each other and to the world; the Contexts requirement mandates attention to “ethical and political dimensions of writing.” Both call for cultivating a **rhetorical context** in the writing classroom—a shared environment of topics, terms, sources, and experiences, built up over the duration of the course, informing its activities and connecting its assignments in a motivated sequence.

Out of shared rhetorical contexts grow a series of **writing projects**, with preliminary writings providing materials and modes of preparation for major essays. Writing projects will relate to broad concerns, elemental and close-to-hand for incoming students—home, place, work, leisure, economy, future, community, change—of sorts not confined to particular disciplines but subject to inquiry through a range of vantages and methods, both popular and academic, with this range itself an aspect of inquiry. Course design by projects not only models the topic- and problem-driven character of much academic discourse; it fulfills as well another requirement carried over from prior curriculum: that of *Process*, by which complex writings take shape in stages and increments.

Requirements in *Research* are served as well: both the continuing requirement in *Basic Research* and the added requirement in *Field/Archival Research*. Basic research means, in essence, the ability to *work with texts*, to evaluate and discern differences between texts, locate texts pertinent to one’s purposes, employ texts to develop, revise, and fulfill one’s purposes. Basic research thus overlaps with the continuing requirement for *Academic Critique*; research begins in class, with the texts assigned, analyzed, cross-referenced, and applied therein. From this in-class context, research moves outward into field and archive. The new curriculum will enact this movement, proceeding from writing projects that employ mainly assigned texts as perspectives upon the “fieldwork” of student experience, toward a larger final project incorporating significant outside research, growing out of and making use of earlier writings as “sources” in their own right. It will stress the trans-disciplinary purposes and social experience of research, leaving sources and methods of discipline-specific research (a requirement dropped from the prior curriculum) to be broached in courses at the 200-level and beyond.

This movement fulfills two further requirements added with the new curriculum: those for *Awareness of Form* and for *Life Writing*. Awareness of form is cultivated through a range of texts from various disciplines and genres, read, interpreted, and incorporated into writing. With student experience an express element of earlier projects especially, life writing is generated both in itself and in conjunction with other modes of writing. Writing projects are situated in experience; research is taken both critically and personally.

A project-based approach lends itself to a further added requirement: *Student Publication*. Topic-based inquiry in writing projects promotes purpose and coherence in class anthologies and web pages. Field experience and service learning options open opportunities for disseminating writing to larger publics.

More particular requirements, both continuing and added, in **constructing and editing texts** are situated within rhetorical contexts from which writing projects develop, in keeping with a well-established understanding within composition: that technical aspects of language use, such as sentence and paragraph construction, grammar, and proofreading, are most effectively broached not in isolation but in relation to larger purposes and situations.

Scheduling and Use of Added Class Time:

English 105, as a four-unit course, will require an extra hour of class time weekly. While the additional hour can be scheduled and employed as a simple extension to existing class time, other arrangements are conceivable. This hour might be arranged after the manner of lab sessions in science courses, its uses supplementing and trying out class proceedings. It might provide a venue for field experience on campus and in the vicinity. It might be devoted to workshops in style and editing, pertinent to the demands of the writing project at hand. It might be used for sessions in digital literacy or for screening of electronic media. As for modes of scheduling, the four-hour course could be arranged variously: in four hour-long sessions weekly; as a pair of two-hour sessions; in three sessions, one two hours long; in three hour-long sessions with a fourth arranged at a different time, after the model of labs. The Writing Program will consider such options in light of classroom facilities available and effects on class scheduling at large.

ARTS AND SCIENCES COLLEGE COUNCIL/CURRICULUM COMMITTEE

INVESTIGATOR REPORT

INVESTIGATING BODY Humanities
(Area)

COURSE MAJOR or DEGREE ENG 105
(department or college)

DATE FOR COUNCIL REVIEW 11/4/03

CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to **David Leep Associate Dean, 231 Patterson Office Tower** for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1 List any modifications made in the course proposal as submitted originally and why.

None made.

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.

There were many questions. Cindy Iten raised a large number of issues having to do with student credit and evaluation procedures. Cost and mechanism by which courses can be counted ^{as} writing intensive were also concerns.

3. List contacts with program units on the proposal and the considerations discussed therein.

We had a long discussion with Janet Eldred, Randall Roorda + Cindy ten

4. Additional information as needed.

Prof. Eldred will be requested to submit written responses to various objections

A&S Areas A, B, C Curriculum Committees Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Council Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7. Karen Petrone
A&S Council Investigator, Dr. David Leep

Date: 11/3/04