



University Studies Program Proposal

Written Communication Requirement

“In this day of unparalleled activity in college life, the institution which is not steadily advancing is certainly falling behind”

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James B. Angel
University of Michigan
Presidential Inaugural Address
1871

Context for Reform

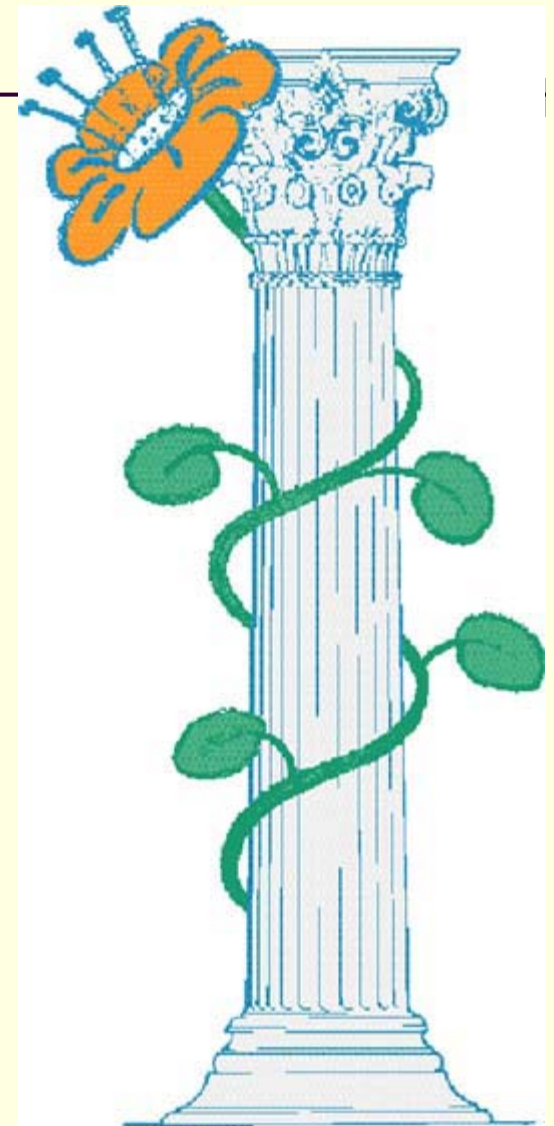
- Why?
 - Commitment to Excellence
 - The Top 20 Aspiration
 - Direct: Quality of Undergraduate Education
 - Indirect: Impact on Scholarship
- How?
 - Embrace Boyer Report

The Boyer Commission
on Educating Undergraduates
in the Research University

**REINVENTING
UNDERGRADUATE
EDUCATION:**

*A Blueprint for
America's Research
Universities*

Publication Date: 1998



General Approach

- “Guide” Learning
- Quality over Quantity in the Curriculum
- Emphasize Institutional Strengths:
 - Research
 - Experiential Education
- Raise Performance Expectations
- Use Technology Effectively
- Integrate Skills across Curriculum

The Boyer Report: A Framework

- Make Research-Based Learning the Standard
- Construct an Inquiry-Based Freshman Year
- Build on the Freshman Foundation
- Remove Barriers to Interdisciplinary Education
- **Link Communication Skills and Course Work**
- Use Information Technology Creatively
- Culminate with a Capstone Experience
- Educate Graduate Students as Apprentice Teachers
- Change Faculty Reward Systems
- Cultivate a Sense of Community

Proposal

■ Process

- Swift Report 1998
- Ad Hoc Committee 2001
- USP Committee Spring 2002
- Department of English Fall 2002

■ Implementation

- Circulate Proposal January 2003
- Senate Approval Spring 2003
- Adopt Fall 2004

Ad Hoc Committee

Janet Eldred, English (Writing Program)

David Hamilton, History

Diana Martin, English (LCC)

Geri Maschio, Theatre

Gail Summerskill, English (Writing Center)

Jane Wells, Business

<http://www.uky.edu/>

[AS/English/writprog/wpo/presentation/index.html](http://www.uky.edu/AS/English/writprog/wpo/presentation/index.html)

Current Program

- First Year
 - ENG 101-102 sequence
 - ENG 105
 - Honors Program

- Upper Division
 - No Requirement

Proposal

- First Year
 - ENG 105 Writing +
 - 4 credits
 - Goals
- Upper Division
 - two, 200-level writing-intensive courses
- LCC and other transfers
- Writing Across the Curriculum Support
- Resource Implications

Writing Intensive Courses

■ Criteria

- At least 10 pages of writing
- Assignments include drafts and revisions
- 20-25% of grade based on writing

■ Administration

■ Committee

- Approve courses
- Evaluate and revise criteria

■ Assessment

Issues

- Number and type of upper-division courses
- Status of ENG 101 – 102
- Pre-testing and remediation