

A Descriptive Survey of Freshman Composition
Instruction in Twenty United States
Two and Four Year Colleges and Universities

M. Jeanne O'Reilly

Mt. San Antonio College

October 12, 1987

ACKNOWLEDGEMENT

This report is presented to the faculty, administration, and Board of Trustees of Mt. San Antonio College, in grateful appreciation for the sabbatical opportunity granted me to travel, to study, to learn, and to share.

M. Jeanne O'Reilly
October 12, 1987

MT. SAN ANTONIO
COLLEGE

APPLICATION FOR SABBATICAL LEAVE

101 ETC -2 TH 12: 26

Name of Applicant M. Jeanne O'Reilly

PERSONNEL OFFICE

Address P.O. Box 282, San Dimas, CA 91773

Employed at Mt. San Antonio College beginning 9/1/71

Dates of last sabbatical leave:

From 9/1/78

To 7/1/87

Department English, Literature, and
Journalism

Division Humanities

Length of sabbatical leave requested:

Purpose of sabbatical leave:

One semester _____
Fall _____ Spring _____

Study _____ Independent Study
and Research X

Two semesters X

Travel _____ Combination
(specify) _____

Administrative _____

NOTE: Sabbatical periods are limited to contractual dates of the academic year.

Effective dates for proposed sabbatical leave:

From 9/1/86

To 7/1/87

and (if taken over a two school year period)

From _____

To _____

Attach a comprehensive, written statement of the proposed sabbatical activity(ies) including a description of the nature of the activity(ies), a timeline of the activity(ies), an itinerary, if applicable, the proposed research design and method(s) of investigation, if applicable.

Attach a statement of the anticipated value and benefit of the proposed sabbatical activity(ies) to the applicant, his/her department or service area, and the College.

Any change or modification of the proposed sabbatical activity(ies) as evaluated and approved by the Salary and Leaves Committee must be submitted to the Committee for reconsideration.

M. Jeanne O'Reilly
Signature of Applicant

December 1, 1985
Date

Applicant's Name M. Jeanne O'Reilly

The acknowledgment signatures reflect awareness of the sabbatical plan for the purpose of personnel replacement. Comments requested allow for recommendations pertaining to the value of the sabbatical leave plan to the College. Applicants must obtain the signatures of acknowledgment prior to submitting application to the Salary and Leaves Committee.

ACKNOWLEDGMENT BY THE DEPARTMENT/DIVISION

Signature of Department Chairperson James R. Moore Date Dec. 2, 1985

Comments: *Mrs. O'Reilly's well-thought out plan will benefit our Department's continuing study of itself - its methods of teaching our most important courses. Of course it will benefit thousands of students. By enriching Mrs. O'Reilly herself, it will enrich colleagues + students alike.*

Signature of Division Dean Carton Dran Date 12/2/85

Comments: *letter is attached*

ACKNOWLEDGMENT BY THE OFFICE OF INSTRUCTION

Signature of Asst. Superintendent/Vice President, Instructional & Student Services J. Majorski Date 12-2-85

Comments:

FINAL ACTION BY THE SALARY AND LEAVES COMMITTEE:

Recommend approval to the Board of Trustees

Not recommend approval to the Board of Trustees

Signature - Chairperson, Salary and Leaves Committee

Date

Signature - Authorized Agent for the Board

Date

Statement of Purpose

Comparative Study:

1. To conduct a regional comparative study of freshman composition classes at 20 United States two year and four year colleges and universities, 10 at California colleges, to seek for creative and innovative methods of instruction.
2. To conduct the comparative study at both two and four year college levels to better assess the transfer quality between programs.
3. To investigate remedial course placement and types of classes at these same colleges.
4. To examine the availability of basic communication course offerings in two year college English Departments.
5. To share these findings with the English department and the college.

Independent Study

1. To enroll in two classes at Indiana University of Pennsylvania for a total of 6 graduate units, as part of a planned program for a doctoral degree in English.
2. To produce a graduate level paper fulfilling course requirements for the comparative study at 20 colleges.
3. To compile, read, and assess a related reading list for the comparative study and to create an annotated bibliography.
4. To learn and adopt the manuscript format of the American Psychological Association for the comparative paper and for the annotated bibliography as a requirement.

5. To follow sound research practices from a referenced source by a combination of specified note taking and instructor interview questions and to record and synthesize collected data to arrive at an evaluative conclusion.

Travel and Study:

1. To take advantage of any historical or cultural opportunities throughout my travels to the colleges.

2. To utilize library facilities to develop an expanded reading list related to the comparative study in the areas of writing program administration, evaluation, and composition research.

Benefits to the College:

1. To offer a report on sabbatical findings at a special meeting for the Division Dean and the English Department.

2. To offer a similar presentation to the office of staff development for interested administrators, faculty, and staff.

3. To give the college library a Commonwealth Universities Yearbook, 1985, in four volumes.

4. To give the counseling department, catalogs and course schedules from the colleges visited.

5. To give the journalism advisor campus newspapers from the colleges visited.

Benefits to the Students:

1. To offer creative applications for writing assignments to my students from sabbatical observations.

2. To share experiences about the other colleges and their courses of study.

3. To work at being a better teacher using concepts and examples from excellent role models throughout my travels.

For Sabbatical Adjustments to original proposal, see Appendix A.

TABLE OF CONTENTS

APPLICATION FOR SABBATICAL LEAVE	3
STATEMENT OF PURPOSE	5
ORIENTATION	10
CLASSROOM OBSERVATION METHODOLOGY	12
EVALUATION METHODOLOGY	15
INNOVATIVE WRITING PROGRAM APPLICATION (2 YEAR)	19
INNOVATIVE WRITING PROGRAM APPLICATION (4 YEAR)	25
ACTIVITY ANALYSIS WITH CHARTS	30
CHART I	33
CHART II	35
CHART III	37
CHART IV	39
CHART V	40
TABLE 1	41
SUMMARY OF CHARTS	42
AFTER THE FACT IMPRESSIONS	43
NEW IDEAS AND TRENDS	45
FINAL APPRAISAL	47
WRITING PROGRAM ADMINISTRATION	
READING LIST	50
INSTRUCTOR INTERVIEW HIGHLIGHTS	52
REMEDIAL COURSES	56
COMMUNICATION COURSES	67
CONCLUSION	70

TABLE OF CONTENTS (continued)

APPENDICES:

- A: SABBATICAL ADJUSTMENT TO ORIGINAL PROPOSAL
- B: SAMPLE GRID FORM
- C: COURSEWORK MATERIALS
- D: CORRESPONDENCE AND CLASS REGISTRATIONS
- E: REMEDIAL PLACEMENT FOR 2 YEAR COLLEGES
- F: REMEDIAL PLACEMENT FOR 4 YEAR COLLEGES
- G: PICTURES AND LIBRARY CARDS
- H: BOOK BIBLIOGRAPHY
- I: JOURNAL BIBLIOGRAPHY
- J: ADMINISTRATION AND PROGRAM EVALUATION
- K: LIST OF 20 COLLEGES VISITED .
- L: CAMPUS PROTOCOL AND TITLES

Successful Writing Program Applications
for Freshman Composition Instruction
in Twenty United States
Two and Four Year Colleges and Universities

ORIENTATION

In 1986-1987, I visited 20 United States college campuses, to observe and record successful writing program applications for freshman composition, and to seek out creative and innovative classroom instructional practises. To achieve a comprehensive approach for my observations, I would, first, interview the college writing program director and, then, later visit the class, and interview the classroom instructor.¹ To maintain continuity, by request, the Writing Program Directors made the instructor recommendations, with my visits being subject to the instructor's approval.

My rationale for the selection of the 20 United States colleges was to include both two and four year colleges and universities because it is a survey type study. Such a mixed sampling, I hoped, might reveal new approaches for classroom instruction; and, so rather than follow an homogenous grouping for the colleges, I chose the mixed grouping which provided me the opportunity to observe course work at colleges outside my regular teaching environment.

Mt. San Antonio College where I teach is not included in the study.

I followed this same pattern in selecting the geographic locations for the colleges. Thus, my sample covers the East from north to south and, then, moves west where it is geographically restricted to the West and California. The same pattern of two and four year colleges and universities is followed in California in a more geographically condensed south to north movement. I felt it would be of interest to look at instructional practice at locations outside of California where I teach and, then, look at the same distribution for the colleges within California.

The selected four year colleges and universities were known to me through research or reputation to have successful writing programs, either as private institutions or as part of a larger writing program system. However, choices for each of the two year colleges came as a result of a recommendation from the four year college or university that I visited because of the proximity of the smaller college and the established pattern for transfer of its students to the larger institution. I also felt that this matriculation would provide a better understanding for the particular writing program application, and, in retrospect, this reasoning was justified.

Finally, I want to point out that the uneven balance for the two year to four year ratio is deliberate. I wanted to see

if instruction for freshman composition at the four year colleges differed from instruction at the two year colleges for freshman composition as a transfer credit course. The two year colleges included in the study provided a direct comparison while the numerically weighted four year count, would, I felt, help me avoid any bias and give my study validity.

Classroom Observation Methodology

Grid sheets used for the classroom observations include 11 Activities that represent traits related to the study; each Activity on the grid has an assigned number, useful as a code for rapid recording.¹ These are as follows:

- | | | |
|------------------------|-----------------------|-------------------|
| 1. Presenting | 5. Pre-Writing | 9. Evaluation |
| 2. Giving Instructions | 6. Writing | 10. Editing |
| 3. Orienting | 7. Rewriting | 11. Collaboration |
| 4. Reviewing | 8. Sharing of Writing | |

Four other Subscene grid headings identify:

Participants	Mode	Materials	Foci of Activities
--------------	------	-----------	--------------------

Each of these has subheadings identifying:

Interaction of the Participants;

Mode of Communication;

Type of Materials;

Foci of Activities during composition instruction.

¹ Anderson et al, 1983. Grid format and design adopted from Report of the Pilot Study: Teaching of Writing in the English Department's Educational Program (Summer), Indiana University of Pennsylvania.

Blank grid spaces, marked as Narrative, allow room for supplemental comments and notes if the observer wishes to add them. Space for the Time for each observed Activity is provided, next to the Narrative column.

Record keeping space for such information as Classroom, Observer, Date, and Page is provided. Finally, the grid is lined in both directions, permitting a simple check system of recording by entering the identifying code number across from and next to the Time and Narrative columns.

By doing some practice observations before I began the study, I became familiar with the grid coding and format and was, therefore, able to rapidly record the classroom activities at each college site. The value of this familiarity with the grid was that its use did not distract me later during the observations. (Appendix A)

Classrooms

Room sizes and locations varied, with college classrooms of the standard lecture type having the instructor's desk-table in the front of the room. In these college classrooms, students' desks, were of the type that have a small desk-arm on the chair.

Classrooms observed varied in seating arrangements. Examples of desk-chair seating arrangements include: large

circles (Butte), or when the classroom activity moved from some other activity to the peer editing activity, desk-chairs grouped in squares (Rutgers, Gainesville, Fullerton, New Hampshire, Austin, Berkeley, and American River), or a circle (Cal State, Fullerton); and with the other colleges, not engaged in doing peer editing activities, having classroom desks either horizontally or vertically arranged in rows.²

Seating in regular college classrooms using tables with chair arrangements utilized some type of "U" seating pattern (Stanford).

Interview Methodology

All interviews were taped when possible although, regrettably, mechanical malfunctions, locale and noise factors, or instructor reticence, on occasion, resulted in a fifty percent loss of understandable or playable tape. Supplemental field notes were made by later recall when such problems became apparent.

Interview length was also erratic as some answers were lengthy and matched the verbosity or enthusiasm of the instructor while others interviewed seemed, either by disposition or personallity, to give more cryptic responses. In a few instances, added prompt questions were enlisted when

² Instructors names and colleges are not identified in this section.

classroom creative learning had been noted, but information related to the activity was not automatically prompted by the formatted interview questions.

Student Surveys

While the collecting and recording of student comments made on surveys or in interviews was not a planned part of the study, students often volunteered supportive comments about their composition class.

Instructors on several occasions asked students in the classroom to share their feelings about the course, but unless these comments were unsolicited and were made within a course activity as, for example, an assigned reading and writing discussion, they are not included.

Evaluative Methodology

By weighing common factors and methods, through an assessment of the Subscene cues noted on the observation grids, a numerical code appraisal for activity emphasis was charted.

Design Methodology

Interview questions asked of each observed classroom instructor were the same and presented in the same order. Three of the questions were meant to be somewhat general in nature; all were intended to be nonthreatening in design. The opportunity was given instructors, prior to taping, to view the

written questions or to hear them read aloud. The intent and purpose throughout the study was to provide an opportunity for the instructor to share any creative or innovative approaches used in the instruction of freshman composition.

Here are the questions as asked:

1. How is the course going so far?
2. What do the students feel about the course so far?
3. What 2 activities seem successful? Why?
4. What 2 activities seem unsuccessful? Why?
5. Where is the course going from here?

Interview Problems

Response problems that most frequently occurred resulted from the deliberately planned general nature of the first and second questions which were intended to prompt an informal and nonthreatening conversational sharing of information. For example, in response to the query, "How is the course going so far?" some respondents queried back, "Do you mean, how do I think the course is going?" An affirmative nod and smile would start the response. Some respondents, on the other hand, felt that they understood the question and so responded immediately. At this point in the interview, it didn't matter either way as the design of the first two questions was such that they were primarily intended as motivators.

The response to the second interview question of, "What do the students feel about the course so far?" would at times prompt, "Do you mean , how do I think the students feel about the course so far?" In such an instance, the approach was intentionally left open, and both types of responses were recorded, as were, in fact, any other feelings that the instructor wished to share about student evaluation surveys or personal impressions. In spite of these unforeseen problems, for most of the interviews, the instructor responded without any question about interpretation; so then, that instructor response was recorded, and the third interview question was asked.

The most useful data for the purpose of the study appeared to be forthcoming as responses to questions 3 and 4, "What 2 activities seem successful? Why?" and "What 2 activities seem unsuccessful? Why?" Some did query for a more specific focus as to the purpose of the question. It was explained that "activity" could mean whatever the instructor felt useful, as far as what was most effective or, else, seemed to have proven ineffective for classroom learning. Such "activities" were unlimited by definition, so as to allow the instructor the freedom to identify whatever appeared to be significant to the learning experience; such as, reading materials, audio or visual aids, lecture topics or approaches, discussions -- planned or impromptu -- conference methods, portfolio uses, grading practices or methods, peer tutorial

methods, and anything else that was volunteered in reference to creative and innovative practice in the teaching of freshman composition, whether it appeared directly related to the question as worded or not.

With this kind of freedom of response, the instructor often volunteered some quite useful information as responses to questions numbered 3 and 4.

Question 5, on occasion, presented some difficulty for the instructor interview. When asked, "Where is the course going from here?" most instructors interpreted this to mean, where will instruction lead for the balance of the term. Some problems did occur because of the different time frames involved for the different campuses because I had overlooked the calendar significance for quarter and semester attendance and scheduling, and, in order to complete all of the 20 scheduled visitations, could not adjust my calendar substantially. Additionally, holidays, spring break, and final examinations, at times, made the question appear inappropriate. Nevertheless, I asked it in all circumstances to maintain continuity between the interviews. If it were near the end of a term, whether quarter or semester, the interpretation and response might take the direction of a projection of the instructor's ideas for improving instruction for the next term's freshman composition class as an expansion of current classroom applications.

This descriptive amplification of the design methodology for the interview questions is included to clarify the guidelines (Miles and Huberman, 1984) that I used for the qualitative data analysis of the grids and for my field notes.

Innovative Writing Program Applications

Two Year Colleges

North Country Community College , Saranac, New York

North Country offers its freshman composition students a special videotaped and locally shown televised course (Stover, 1984). The lesson plans on videotape are shown to students through a choice of viewing options: in the classroom, in the privacy of their own homes, or in the library. Any particular lesson may be viewed by any method chosen, or may be utilized as a "Makeup" lesson within certain time lines for assignments that are specified each time the course is given. A text book is used in conjunction with the televised course.

In the campus classroom application, the instructor augments the televised instruction through lecture, writing tasks, and discussion after the class views the video lesson as a group. With this unique approach, students need never miss any lecture or instruction for assignments. Office conferences and tests, scheduled on campus, maintain

requirements for students whose circumstances require them to take the course primarily at home.

Creative Application

In addition to the innovative options to freshman composition instruction which these video taped lessons provide, the instructor uses the club meeting instructional approach in the classroom which includes a rotation method, among students in attendance, for the recording of class "Minutes" for each class meeting.

When the class meets, the "Minutes" are read aloud by the student-secretary, thus providing a quick review especially helpful for those students that have viewed the previous lesson someplace other than in the classroom. This creative approach instills a feeling of classroom involvement for group dynamics that overcomes the potential problem that the three option method might otherwise produce. The acquired note taking skills and the reading aloud of the Minutes are additional learning benefits to the students.

Instructor Madge Heller, September 24, 1986.

American River Community College, Sacramento, California

American River has an administratively supported self paced program of freshman composition instruction. As explained to me, by combining the basic writing class with the freshman composition class in an individually paced learning arrangement, it creates an environment having maximum usage of instructional and tutorial aids as well as lesson materials; plus, when appropriate, students gain exposure to the benefits of common lectures, and the maximum utilization of conference opportunities (Appendix C).

On the day of my visit, the two classes met in a combined classroom situation with instructors, instructional aids, and tutorial aids present. After the day's orientation, the freshman composition class and its instructor moved to another classroom to hear a lecture concerning the library research project. When the lecture was completed, with the research paper due in two weeks, students were directed to continue their work by returning to the original classroom for tutorial help, or to work there individually and use the research materials especially provided for the assignment. Another advantage for the student is having tutorial aids, familiar with the assignment requirements, available as needed.

This program is enthusiastically supported by the course instructors and students whose working portfolios for course work are on file in the combined classroom, for convenient access of work in process or for review of work completed.

[This lab is not to be confused with the regular College Writing Center open to all students which was also visited while on campus. The joint classroom as described here is for the enrolled students for these particular classes].

Middlesex Community College, Edison, New Jersey

Middlesex has a four part plan of freshman composition instruction: traditional classroom lecture; classroom process with conferences; by correspondence; and the individualized method, explained here (Appendix C).

I observed freshman composition students meet with a variety of freshman composition instructors in a large conference room in separate small groups or one-to-one situations. In this individualized program, students meet by a method of appointment or rotation after arrival. Instructors conduct individual one-to-one conferences over a two hour period. Conferences, per student, lasted from 12 to 15 minutes each.

As observed, the student brought a paper, either completed or in process, for evaluation and possible grade. New writing assignments were covered and, then, given to those individual students who had successfully completed a submitted writing. All new assignments had hand outs for student reference between meetings. Attendance and logged notes of conference highlights were kept by the instructor. In some cases, grades were entered for a completed assignment in a grade book.

Students who had not completed an assignment were directed to make a new effort, rewrite the paper, or choose a new topic for development.

Except for the scheduled appointments, the conference method and instructor-student interchange closely approximated the tutorial approach used in the classroom with the process oriented instructor and the one-to-one conference arrangement. The scheduled appointment, more convenient for students, is also said to solve the problems, for the instructor, often associated with the classroom tutorial, one-to-one conference plan which, again, is preferred by some students who like the combination of collaborative methods. [This special Middlesex setting is separate from the lab support services offered in the regular college library, Learning Assistance Center, and is housed in its own building called the Writing Center, as part of the English Department. The main English Department building is next door].

Fullerton College, Fullerton, California

Fullerton College offers its students some special options for freshman composition instruction. Two such classes are identified as "Writing Links" team taught classes (Appendix A). Two instructors work in a two hour time frame and combine the course content to cover in these examples: English and Philosophy; and English and Biology. Students receive credit for both subjects and produce a research paper that fulfills the two course requirements.

I observed both of these "Writing Links" classes and saw all four instructors instruct and heard them individually answer student questions concerning subject matter. All four instructors confirmed that the English instructor does not simply function as a "service" instructor for the philosophy or biology instructors' students. All instructors grade their own class papers, according to the individual course requirements.

Creative Application

At Fullerton College, I observed a freshman composition class which, through special scheduling, met in the computer-word processing, lab and classrooms, facility in the word processing room. Each of the students sat at an individual word processor to learn how to use it for composing and editing of essay papers. As I understood it, this was not the first time the class had met for this type of instruction. Students revealed different levels of understanding and capability at the word processors, with some moving to printouts of rough drafts of papers before the class was over.

According to the instructor, this class was scheduled to meet for other combined lessons on essay writing and use of the word processor. Students were encouraged to use the lab center, where a tutorial aid is present to help them out of class, to continue the assignments on their own. This

accommodation is permitted when the lab center is not being utilized for regularly scheduled classes.

Instructor Lis Leyson, February 20, 1987.

" Writing Links" English and philosophy class.

Word processing instruction for composition drafts.

Butte College, Oroville, California

Butte has a variety of different writing certificates it offers to students upon completion of a series of writing classes at different levels of competency. Freshman composition courses are included for certificates, beyond the Basic Writing Certificate. As an encouragement for increased enrollment, the classes are said to be popular and provide proof of proficiency at the certificate level. Certificates are said to be popular with employers in hiring students (Appendix C).

Innovative Writing Program Applications

Four Year Colleges

Stanford University

Stanford offers its freshman composition students options through a variety of writing workshops: Thematic; Prose Writing; or Tutorial.

Creative Application

I observed both the thematic and the tutorial methods with student discussion being greater in the thematic class. The

instructor had chosen "The Courtship Game," for the generative theme using Charlotte Bronte's novel, Jane Eyre. The bulk of student materials used for class discussion was provided by the instructor who distributed no more than one or two handouts at a time, as appropriately related to the next point for discussion throughout the class meeting. The marked or highlighted passages were from assigned chapters in the novel.

Out of class reading assignments had preceded class attendance but even those students who said they had not done the assigned reading made significant contributions to the lively discussion. This rapid reading assessment appeared possible because of the instructor's handouts which were utilized for rapid focus on the priorities for discussion; thus, the students were able to quickly assimilate the instructor's comments and to add any personal comments they wished. Some literary disagreements generated even greater interactive participation and class interest. The preparation of materials to cover significant points of the novel, related to the thematic approach, might have been expected, but the controlled distribution of the materials made a noticeable difference in the students' rapid evaluation and thoughtful participation as no one had to look for the "right" place in the novel or through a stack of handouts for the interpretative support necessary to reference their comments.

Instructor J.M. Massi, April 16, 1987.

Rutgers University, New Jersey

The University of Texas, Austin, Texas

The University of Florida, Gainesville, Florida

At Rutgers, the University of Texas at Austin, and at the University of Florida at Gainesville, the freshman composition classes observed had a heavy emphasis on peer editing through the use of copies of student papers which were read aloud. Groups of four or five students shared, edited, and evaluated each others' writings. The instructors moved between peer groups in the classroom to facilitate and to give help when needed.

Each of the three instructors used some type of interactive involvement with the students during the early part of the class meeting to establish rapport, assignment confidence, and learning trust, prior to moving students into their peer groups for the related editing and evaluative work.

The peer editing approach proved more popular than the method of evaluation by the classroom instructor using the one-to-one conference approach (Garrison, 1978), at colleges that I visited.

Creative Applications

Rutgers

At Rutgers, the observed instructor first read some student rough drafts aloud to the class and asked for evaluations. Getting positive comments only, the instructor

helped with the evaluation process by making several constructive comments about the paper to the class; student constructive class comments were then solicited and received. Following this role model example, the students were directed to peer groups for the reading and response of other rough drafts; for the balance of the class time, the instructor moved between the peer groups, primarily listening and, as needed, prompting closer editing and evaluative responses by asking the leading questions "What if...?" or "What about...?"

Instructor Kurt Spellmeyer, October 16, 1987.

Austin

At Austin, the University of Texas, the instructor, in response to three students' questions about research locations for materials for their, individually selected, research topics gave these informed replies: " For the 'Sexual Preference' topic, contact the Houston Hospital, it has a special treatment program--the only one in the country; for the 'Half-priced Books' topic, use the library and General Sources; and for the 'Law' topic, look in the Legal Library and in Government Documents." This interest in the students' chosen topics, and the willingness to help them solve their research problems carried over to the collaborative groups later during the class. Groups interacted well with the instructor who circulated from group to group answering questions and prompting involvement.

Instructor Kay Halasek, November 18, 1987.

The University of Florida, Gainesville

Gainesville

At Gainesville, the instructor used a series of student warmup exercises at the chalkboard which called for evaluative responses from the class. Mozart's music and the movie Amadeus were used in examples. After the warmup exercises, students moved to groups for an evaluative analysis of exercise related peer papers. The instructor circulated between groups responding or motivating as necessary.

Instructor John Franklin, November 14, 1987.

Chico State University, Chico, California

At Chico State, the instructor had the freshman composition students write five minute reactions to essay examples distributed to them and, then, read the essay examples aloud. Later students shared their comments by reading them aloud to the class. The instructor requested the responses focus on the question: What did narrative notes indicate? Students use "Day Books" to record brainstorming ideas and for other writing.

Instructor Lois Bueler, April 22, 1987.

Evaluative Qualitative Approach

Throughout the study while doing the observations and interviews, circumstances or information required me to rethink my research approach. Much of this resulted from the multiple site circumstances, and in retrospect it is undoubtedly not a research project that should be attempted by a single individual; yet as a broad survey study which is what it was proposed to be, I feel it has indicative value, suggesting some trends and areas for further study and research focusing.³ Sometimes discouraged or overwhelmed by the volume of data, I was much encouraged by the research stance I adopted and followed as a result of the research reading that I did (Miles and Huberman, 1984).

Activity Analysis with Charts

The grid format was so well designed that it was possible to observe and record classroom activities with relative ease. Qualitative research is felt not to include numerical data and to work solely with qualities (Miles and Huberman, 1984), but, in fact, whenever evaluative judgments are made some type of weighing of evidence, counting, takes place.⁴ (See Appendix B)

³ Miles, Matthew B. and Huberman, A. Michael. (1984). Qualitative data analysis: a sourcebook of new methods. Beverly Hills: Sage Publications.

⁴ Miles and Huberman. Drawing and verifying conclusions, Chapter VII. 215.

In the following display of charts and interpretive comments, I have included the quantity of classroom activity frequency, as one part of the overall quantitative reasoning, following the research pattern acknowledged above. By combining the frequency data with other on-site data, later in the report, accumulated from interviews, observations, syllabi, course materials, college schedules, and campus newspapers some quantitative conclusions can be drawn.

The next pages reflect the charts and numerical frequencies for activities recorded during classroom observations at the 20 United States colleges. The charts depict the figures taken from the grids used for the classroom observations.

Charts Discussion

Interpreting the graph figures are simply one facet of data; but in order to do a complete assessment, this discussion with focus, now, on what the frequency numbers suggest. Other factors that might influence these findings will be acknowledged in the report conclusion.

Focusing on the Charts' data, certain activity trends appear indicated. (See Chart I composite), the major overall activity at all colleges is the Presenting (1) of information.

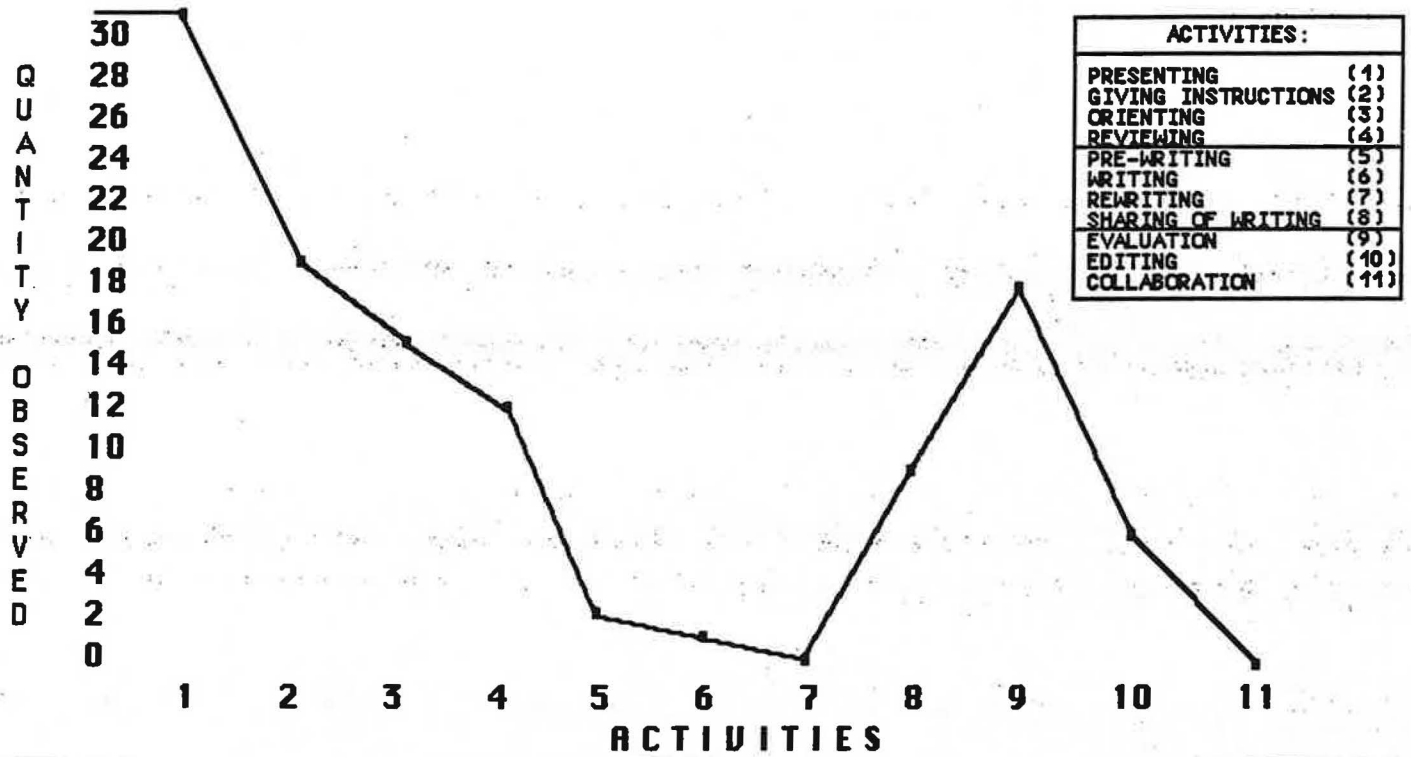
Western colleges gave more Instructions (2) to students

concerning their writing, while the Eastern colleges visited, did more Reviewing (4).

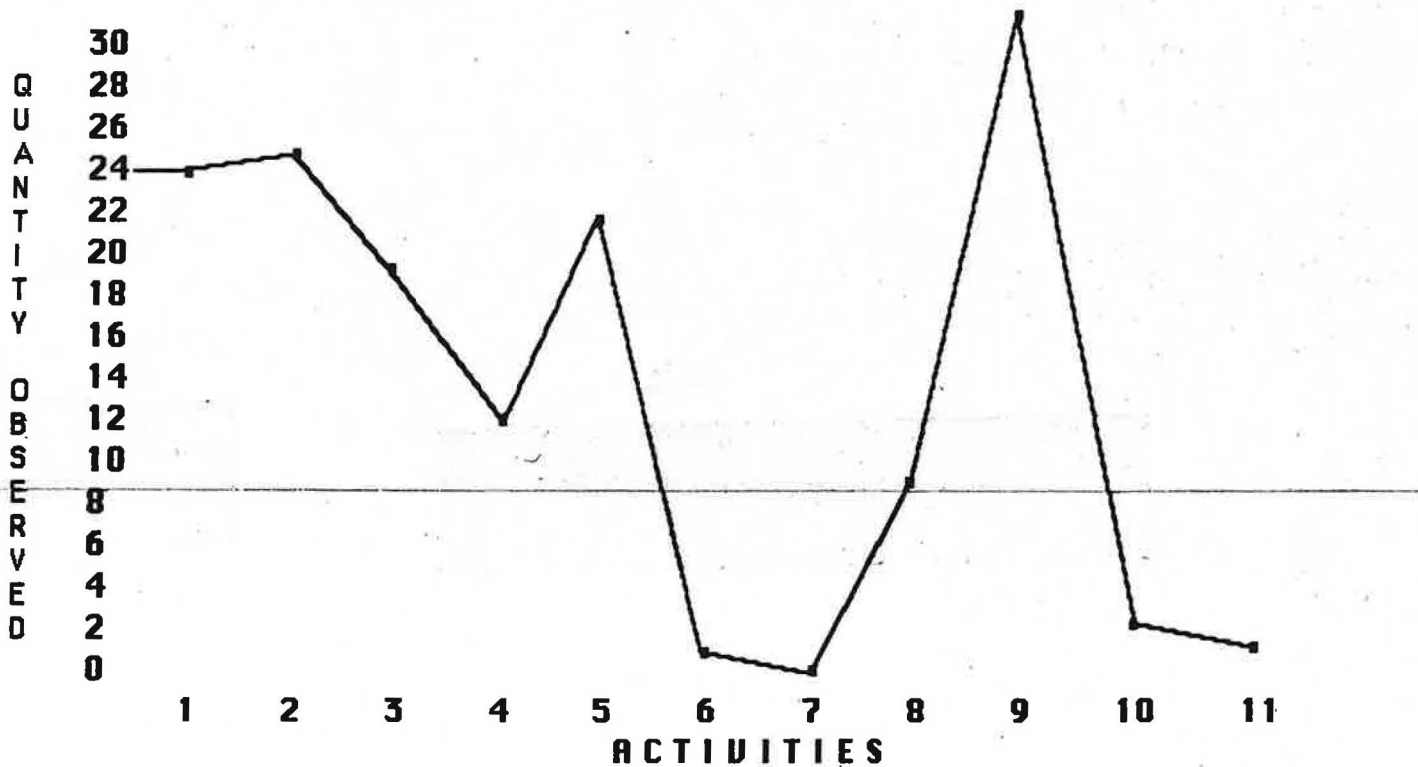
The third highest activity was Evaluation (9), with a chart reading of 18 for the East, and 32 for the West; the highest activity frequency for the East was 32 in Giving Instructions (2); and for the West, the highest activity frequency totaled 32, in Evaluation (9). [Significance discussed in Summary Analysis]

ACTIVITY OBSERVATIONS EASTERN/SOUTHERN 2 & 4 YEAR COLLEGE COMPOSITE

I



WESTERN (Calif) 2 & 4 YEAR COLLEGE COMPOSITE



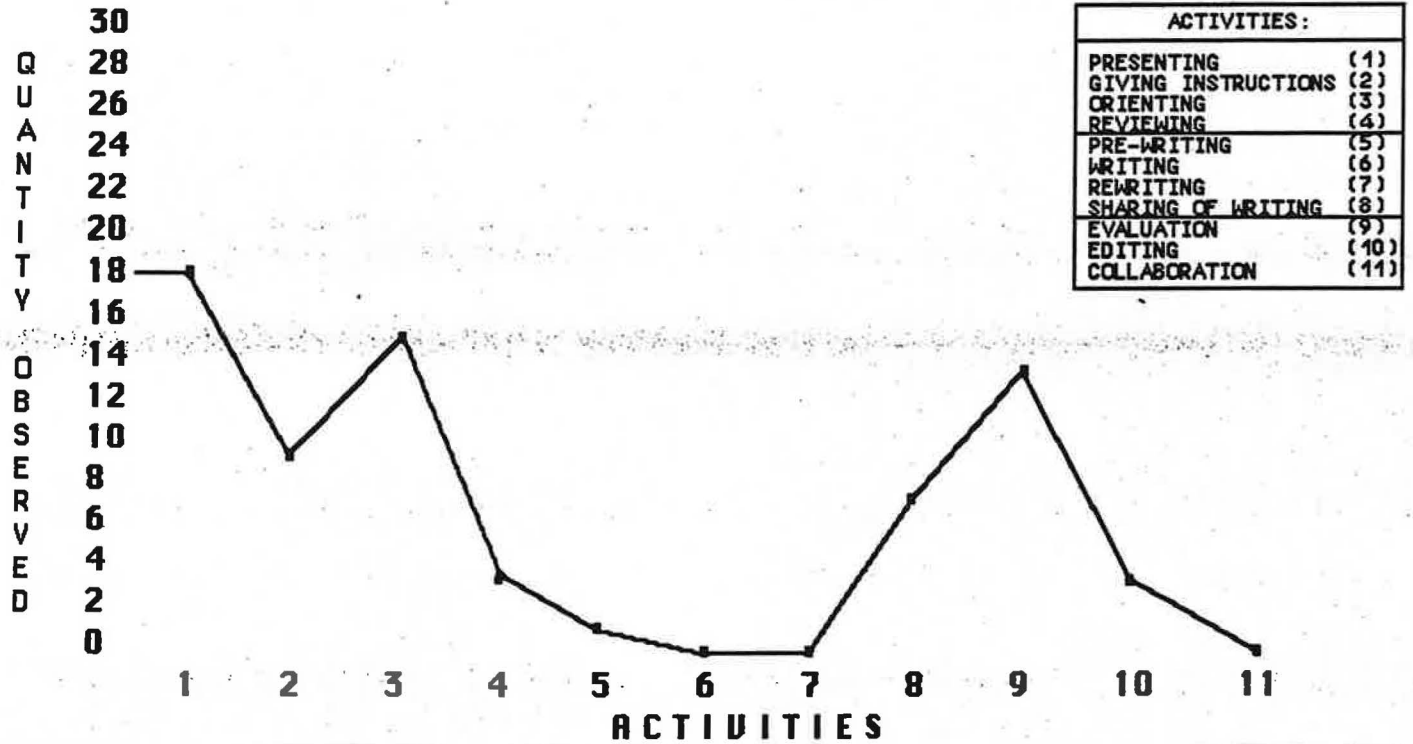
7/87
M. JEANNE O'REILLY

Chart II shows the four year colleges, East and West, with very similar profiles. The major activities for both four year college geographic areas are in Presenting (1) and Orienting (3), with the Western colleges doing more Pre-writing (5). The highest frequency activity for the East was 18, in Presenting (1); and for the West, it was 26 in Evaluation (9).

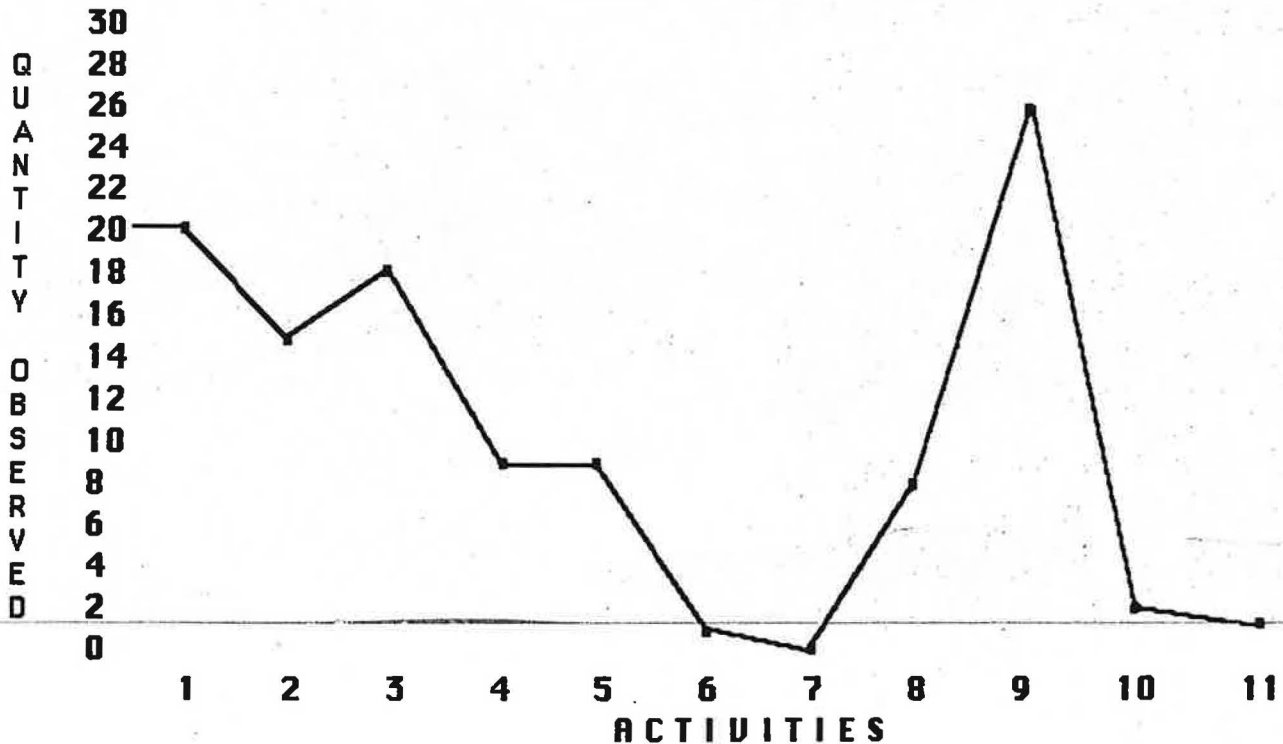
[Significance discussed in Summary and analysis]

ACTIVITY OBSERVATIONS EASTERN/SOUTHERN 4 YEAR COLLEGES

II



WESTERN (Calif) 4 YEAR COLLEGES

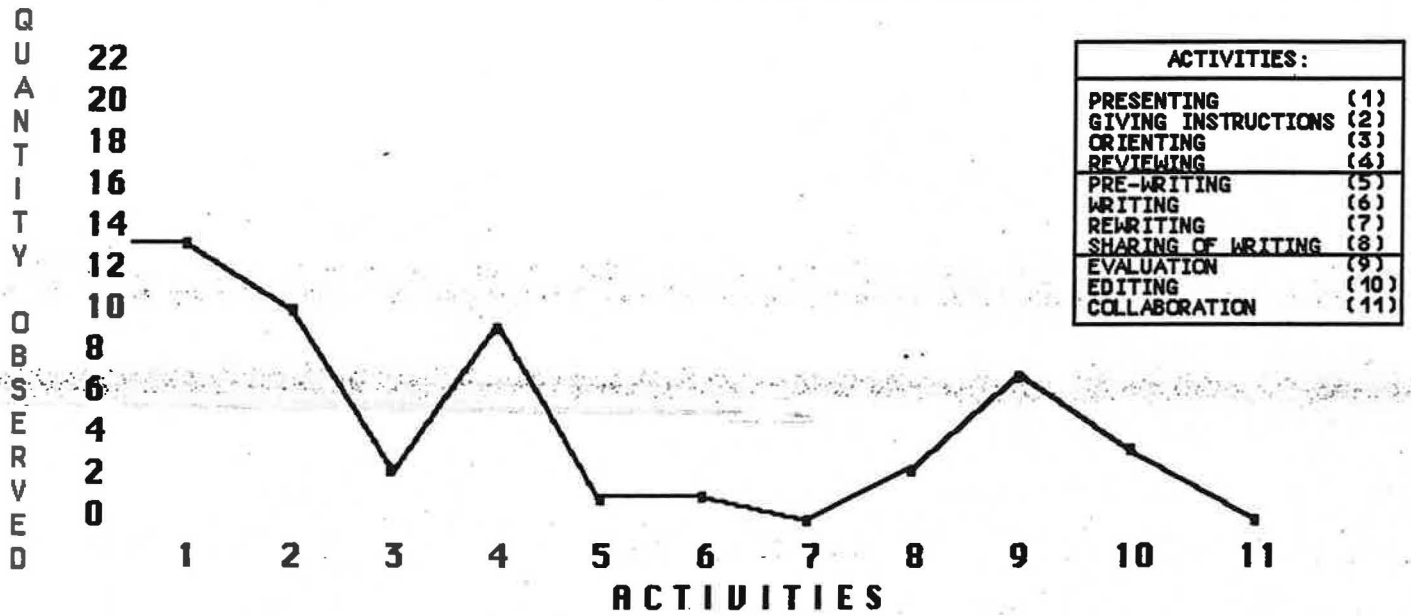


7/87
M. JEANNE O'REILLY

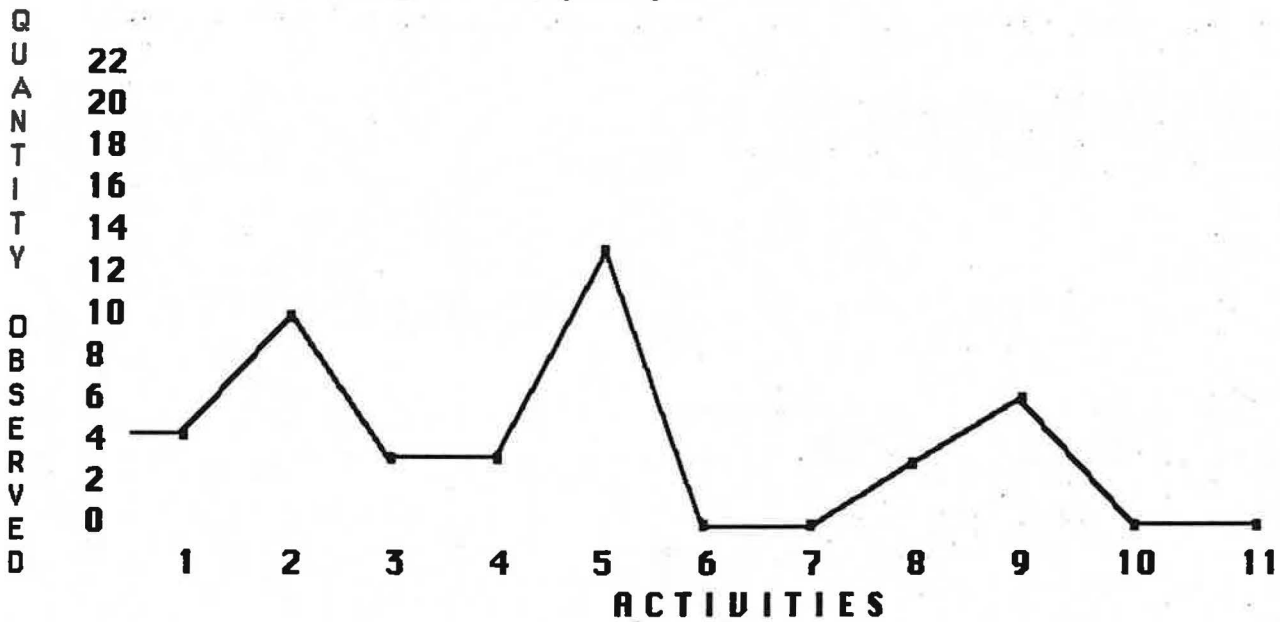
On Chart III the two year colleges, East and West, show that in the East 3 times more Presenting was done in the classrooms. In the West the major classroom activity was Pre-writing, and the colleges in the East conducted a higher amount of Reviewing. Both, East and West, overall had as the third highest frequency activity, East - 5; West - 6, the activity of Evaluation. [Significance discussed in Summary and Analysis]

ACTIVITY OBSERVATIONS EASTERN/SOUTHERN 2 YEAR COLLEGES

III



WESTERN (Calif) 2 YEAR COLLEGES



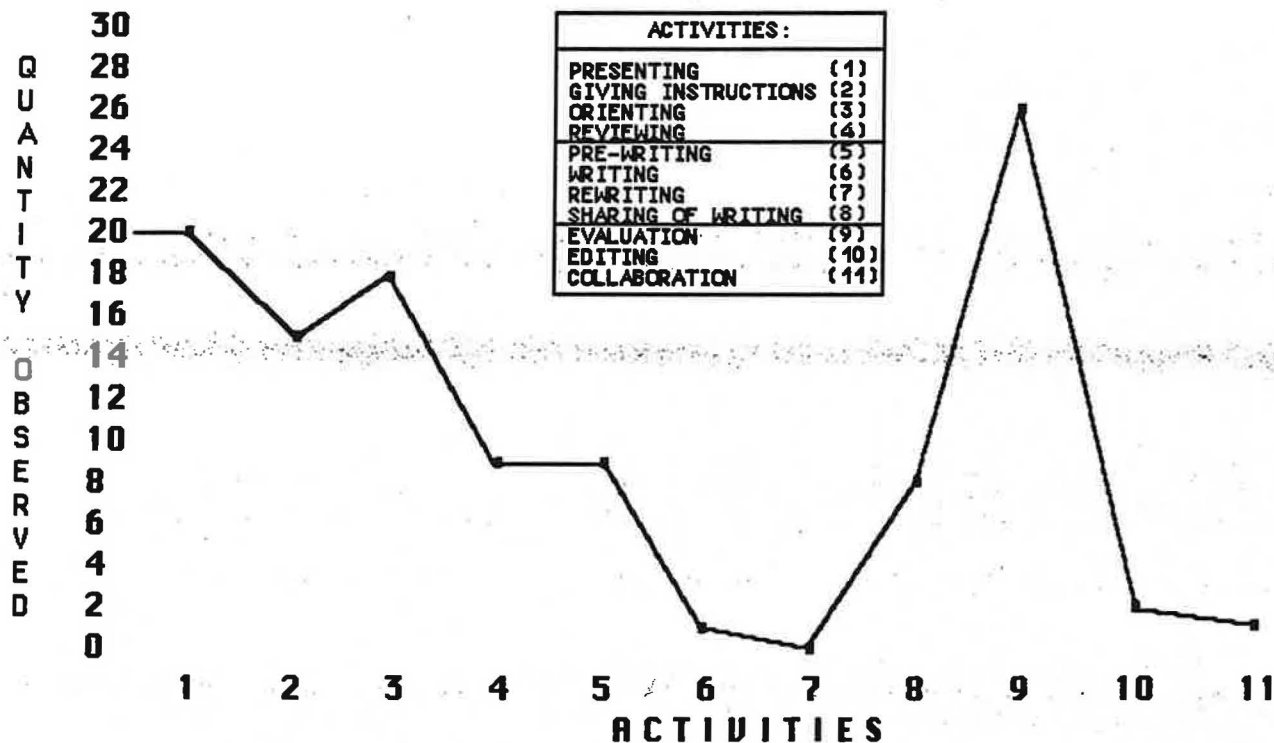
7/87
M. JEANNE O'REILLY

Chart IV and Chart V show each of the geographic areas isolated to its own section of the country.

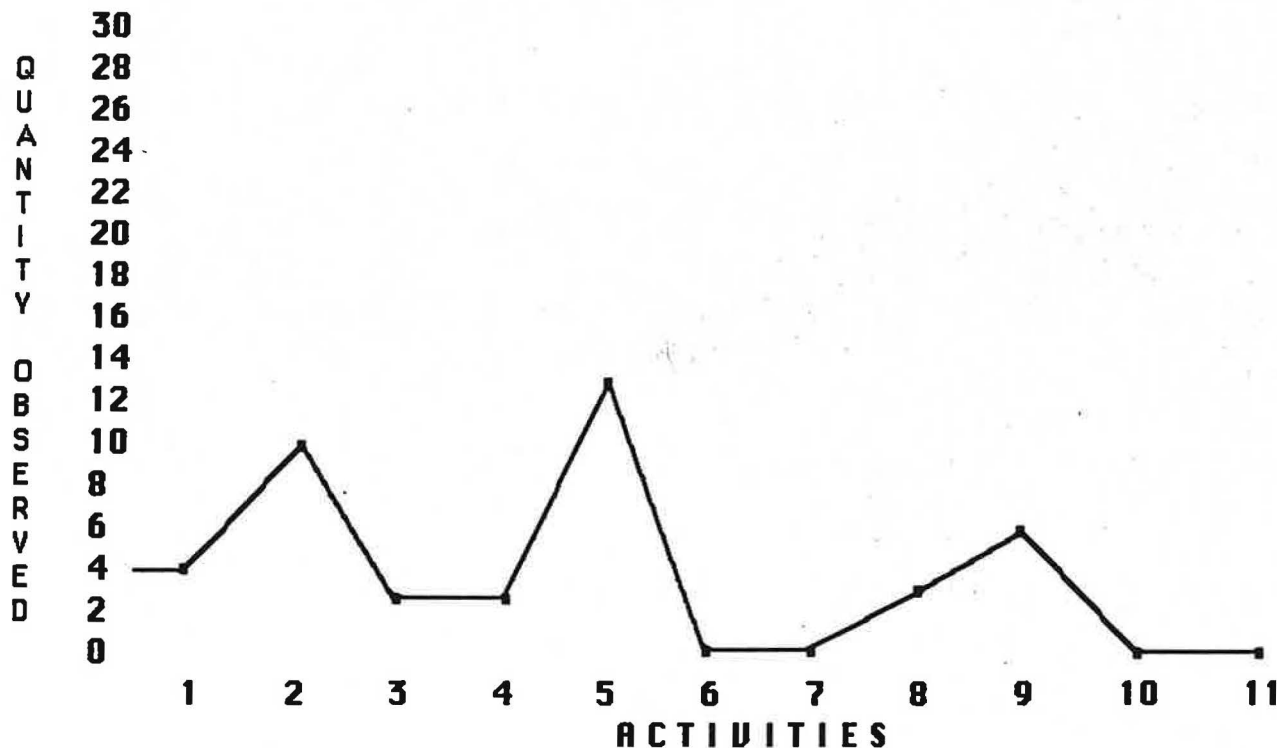
Chart IV shows the two and four year colleges of the West for comparison.

Chart V shows the two and four year colleges of the East for comparison.

ACTIVITY OBSERVATIONS WESTERN (Calif) 4 YEAR COLLEGES

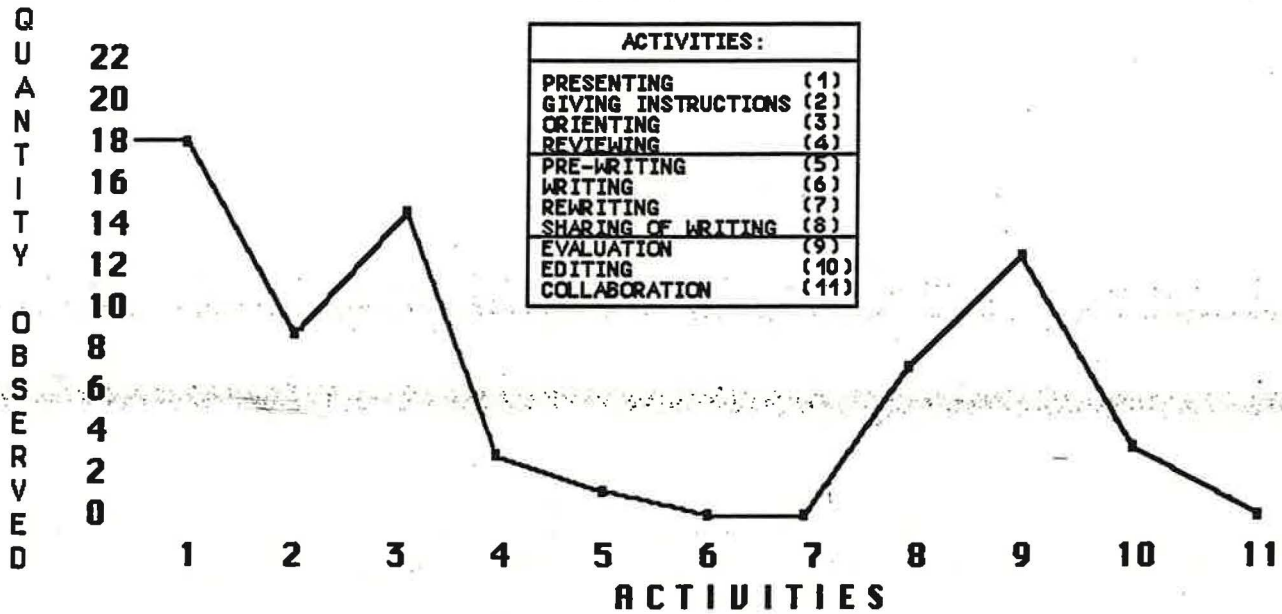


WESTERN (Calif) 2 YEAR COLLEGES

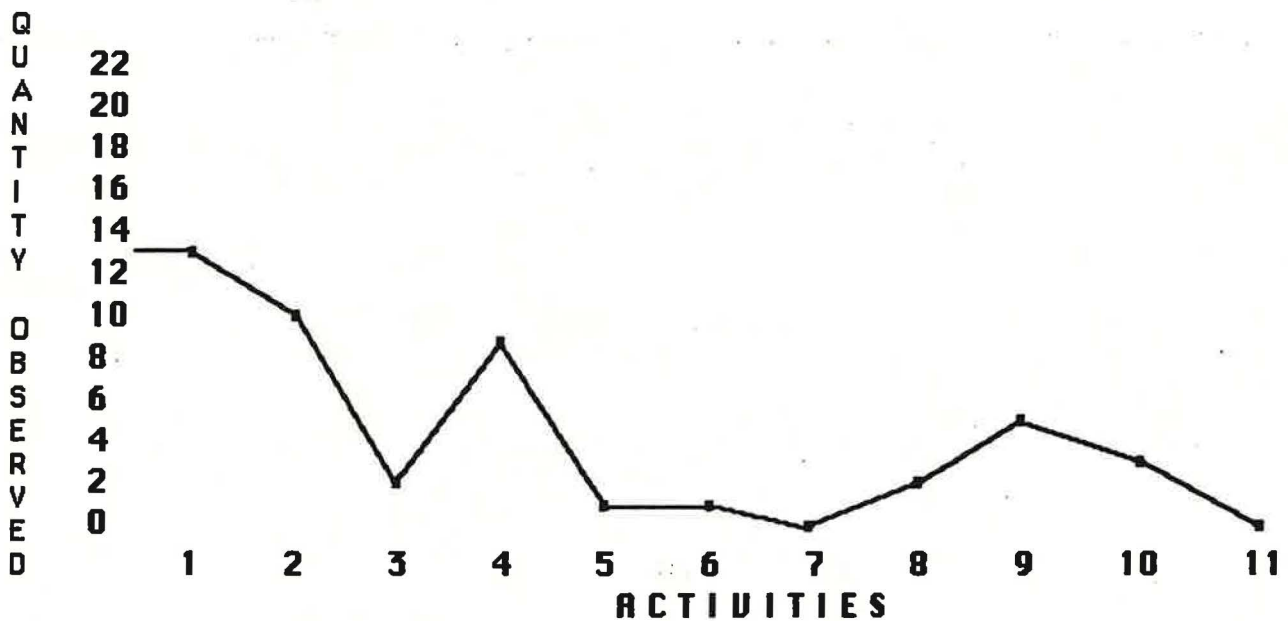


V

ACTIVITY OBSERVATIONS EASTERN/SOUTHERN 4 YEAR COLLEGES



EASTERN/SOUTHERN 2 YEAR COLLEGES



7/87
M. JEANNE O'REILLY

Table 1

GRID ANALYSIS

CLASS ACTIVITY OBSERVATIONS

ACTIVITIES OBSERVED RANKED BY FREQUENCY

<u>OBSERVED ACTIVITY</u>	<u>FREQUENCY OF OBSERVED ACTIVITY</u>
PRESENTING (1)	55
-EVALUATION (9)	50
- GIVING INSTRUCTIONS (2)	44
-ORIENTING (38)	38
-REVIEWING (4)	24
- PRE-WRITING (5)	24
-SHARING OF WRITING (8)	20
EDITING (10)	8
WRITING (6)	2
COLLABORATION (11)	1
REWRITING (7)	0

	266 TOTAL

Summary of Charts:

The activity of Presenting (1) represents the highest frequency across the classrooms, 55. (See Chart I, Table 1)

Exception:

Western (California) two year colleges, with a very low frequency of 4 in the category of Presenting (1). (See Chart IV)

In these two year California classrooms the emphasis shifted to:

Frequency	of	Activity
13		Pre-writing (5)
10		Giving Instruction (2)

(See Chart IV)

Across the classroom, Activity nine, Evaluation (9), ranked second highest, with a frequency of 50. This trend appears at all 20 of the colleges, (See Table 1).

The high frequency ranking of Evaluation (9) in the classroom may suggest that additional investigation and study is warranted as an inquiry into the potential effect for the teaching of writing at the two year and four year colleges emphasizing Evaluation (9).

The overall third ranking activity, Giving Instructions (2), having a total frequency of 44, and fourth ranking activity, Orienting (3), having a total frequency of 38, are somewhat similar, representing a traditional portion of classroom time and function. (See Table 1).

The three categories: Reviewing (4), Pre-Writing (5), and Sharing of Writing (8) are representative of the focus of this survey study of Freshman Composition. (See Table 1).

A later review of this analysis may direct further insights into the possible benefits of increasing the activities of categories: Reviewing (4), Pre-Writing (5), and Sharing of Writing (8) -- with a total 68 frequency -- in the classroom and the reducing of categories: Evaluation (9), Giving Instructions (2), and Orienting (3) activities, -- with a total 132 frequency.

ANALYSIS: There is a potential that the balancing of this 2:1 ratio of the activity frequency could improve the freshman college writing capability.

After the Fact Impressions

Volunteered responses that extended beyond the interview questions left me, after the fact, with these generalized impressions about instructors' different experiences with some of the newer teaching methods. One example mentioned was the

collaborative writing, social learning situations, currently being much used. My classroom observations confirm the popularity of this approach. However, some instructors mentioned the attempted practice of peer support groups without success and a great deal of teacher and student frustration. This is not such an unusual finding; for within the classroom, teaching practice, traditionally, allows for teacher individuality to discover what works with any given group of students. Some interviewed instructors who had tried the peer support method unsuccessfully indicated that they might try it again but with a different group of students. The Bruffee peer method of collaborative learning was one successful application discussed.⁵

Level of textbook was mentioned as important with some instructors choosing more challenging reading material (See Appendix J) for students because of the value of the quality content for writing assignments within them. Required supplemental philosophical essays and political tracts were sometimes selected for the same reasons.

On the other hand, there were instructors who choose not to be limited by using any textbook at all, for they preferred to use handouts related to individualized lesson plans that especially fitted their student group.²

⁵ Bruffee, Kenneth. An extensive bibliography appears in a recent issue of College English, December 1986, 773-790. [This information was shared by Kay Halasek, Austin, Texas.]

The use of Journals, student portfolios, teaching presentations, even particular class topics were cited as a plus or minus factor by individual teacher preference.

New Ideas and Trends

Some creative trends need to be recognized, and these include the team taught classes referred to as "Writing Links" which link an instructor from another discipline as in philosophy, or biology, with an instructor teaching English composition content and literature.

A greater emphasis on writing in the other disciplines was evident throughout this study through different college programs and course schedules that varied in name but not in principle, for example: Discipline name + Writing emphasis listings in course schedules and Writing Across the Curriculum (WAC) course offerings.

Interview notes and materials also show other writing emphasis programs that include certificates and areas of specialization.

College Course Materials - Students

College syllabi and materials included here are representative but not all encompassing, simply because the

bulk of the full representation of obtained material would far exceed the expressed study need. (See Appendix C)

Materials have identifiable information so that it is not considered necessary to specify here.

Student Papers and Instructor Comments

Some instructors were kind enough to share their methods of evaluating student papers through the sharing of selected anonymous student essays. Since this was not a consistent practice, the educational kindness of their efforts will not be included in this report as it has been determined that such analysis requires more time for beneficial interpretation. Should an evaluation of the collected materials occur at some future date, then, those interested and involved instructors will share in the results.

Final Appraisal

I started this independent study with the intent of finding, identifying, and describing the creative and innovative instruction for freshman composition classes at the twenty college campuses visited. In design this seemed like a relatively easy and certainly an enjoyable task. In practice, the entire project became overwhelming with the mass of information and materials so generously shared through the interest of the campus participants. This keen interest in our common goals is what kept the study going. However, if my intent was to catalog a list of "creative" applications, I have not been able to achieve that goal. Instead, what appears to have emerged is a great deal of creativity and innovation in classroom application according to individual style. The instructors observed came highly recommended for the purpose of my study.

The benefit of the observations and interviews appear more in the nature of innovative programs or teaching style. One observed instructor was designated to receive an "Outstanding Teacher" award,⁶ she was dynamic, motivating, and inspiring. There was no doubt that learning was in process in her classroom.

⁶ Cheryl Gilliano, University of California, Los Angeles. February, 1987.

This awareness of teaching style rather than any one type of classroom activity was what became more apparent throughout the observations for successful application in the teaching of composition.

Never the less, there are some "acts" that were novel and student enticing.

Using student "Minutes" was a new idea to me that appeared to be something any instructor could do in a classroom setting. This idea was discussed in the section referring to Creative Classroom Activities.

The second choice for a repeatable practice is the classroom method of using peer support groups for the process of sharing and evaluating writing. Students appeared to enjoy this and to benefit from it. Some student papers were shared proudly by the students themselves. (Texas).

The third choice is any of the variety of methods that use a personal conferencing approach with students. Some of these are described in the section for Creative Classroom Activities. (Middlesex)

The section on Instructor Interview Highlights also indicates a variety of preferences that might prove individually helpful to certain instructors. All are worthy of

greater investigation and might very well provide "the" answer for certain instructors.

Initial Sabbatical Proposal

The complete package for the initial sabbatical proposal and correspondance and memos relating to the necessary revisions are included here as confirmation of necessity for change; confirmation of committee approval; and confirmation of successful completion of the contract.

Oct. 12, 1987

To: Walt Collins,

MSAE Sabbatical Committee Chair

FROM: M. Jeanne O'Reilly

RE: IUP Letter of Graduate Coursework
COMPLETED

Dear Walt,

As per our phone call earlier today, certification of grades and course completion may be obtained by phone from the English Department, Graduate Offices, Rhetoric and Linguistics Division at Indiana University of Pennsylvania for sabbatical contract Independent Study course EN 699 in 2 parts for 6 units.

Other confirmation will be submitted when it arrives.

Thank you,

Jeanne O'Reilly

Instructor Interview Highlights

Noted from the personal interviews was the difference in success and failure for the same activities among good teachers which became noticeable as a result of responses to the interview formatted questions, relating to what had or had not worked in student learning activities; for example, the value of peer support groups was highly recommended by some, and classroom observations confirm peer support success. However, some instructors mentioned the attempted practice of peer support groups without success and a great deal of teacher and student frustration. This is not such an unusual finding; for within the classroom, teacher practice, traditionally, allows for teacher individuality to discover what works with any given group of students. Some interviewed instructors who had tried the peer support method unsuccessfully indicated that they might try it again but with a different group of students. The Bruffee peer method was one successful application discussed.⁷

Level of textbook was mentioned as important with some instructors choosing more challenging reading material for students because of the value of the quality content for writing assignments within them. Required supplemental philosophical essays and political tracts were sometimes selected for the same reasons.⁸

7 See the Annotated Bibliography.

8 Michael Bowen, University of California, Los Angeles. February 25, 1987.

On the other hand, there were instructors who choose not to be limited by using any textbook at all, for they preferred to use handouts related to individualized lesson plans that especially fitted their student group.⁹

The use of Journals, student portfolios, teaching presentations, even particular class topics were cited as a plus or minus factor by individual teacher preference.

Summation

The learning experience personally derived from such an ambitious undertaking is inspiring. The opportunity to meet and confer with the many different facets of college learning and, particularly the opportunity to see behind the scenes to learn the levels of planning, incorporation, and the putting into practice was illuminating.

The cooperation of the many colleges participating in this independent study and the equally involved and interested administrators and instructors deserve much credit; for without their aid and input, there would be no report to make. It was evident everywhere that the interest in finding more creative and innovative methods of teaching freshman composition was a common goal.

⁹ J,M, Massi, Stanford University, Stanford, California.
April 16, 1987.

Colleges, east and west, following a national emphasis, had strong literacy programs planned or in operation. The internationally mixed student enrollment warranted the many second language classes coast to coast. Research in the area of rhetoric and linguistics is prominent (four year colleges) for composition instruction and programs. Noted authorities are addressing facilities and students in an effort to interest and educate both, for greater writing success.

Literature classes are emphasizing more writing in the analysis of passages. Other disciplines are equally involved and interested. (Rutgers, Berkeley)

Writing Program Directors and Coordinators on many campuses are in the process of reviewing and rewriting their programs.¹⁰

Entire state mandates are requiring major changes in requirements for graduation at both the two and four year levels.¹¹ New credential requirements reflect this emphasis.

Finally, the creative and innovative ideas of freshman composition instruction described here are reflected in other classrooms among involved instructors on any sized college

¹⁰ Don McQuade, University of California, Berkely for one example.

¹¹ Stephen Kay Clark, Motlow Community College, Tullahoma, Tennessee for one example.

involved instructors on any sized college campus, large or small. The good teacher is a major part of what is described within this report; and if what is disclosed here is indicative of trends, it is the marriage of teacher and material, creatively applied by individual innovation that becomes the influencing factor in instruction and learning. For ultimately, it is that understandable interest in helping our students that causes the search for greater knowledge and subsequent improvement; and so it is in learning how to better educate ourselves that we learn how to better educate our students and are grateful for the dual reward.

Remedial Courses

The sabbatical interest in remedial courses had more to do with placement¹ than with instructional methods, so the method I followed was to query the program directors and, when it could be arranged, to observe instructional classes. The primary question was, how do other colleges determine the placement for students whose pre-college test scores do not qualify them for transfer credit classes?

What I found was a variety of different types of testing methods in use², similar to those that our own college had used prior to our new program of assessment testing for placement with course prerequisites.

After testing, students on the two year college campuses (See Appendix E) are then placed in a series of ladder type developmental classes that lead, upon successful completion of the required courses with either "Credit" or a "C" or better grade, to entry into college transfer credit classes.

1 Mt. San Antonio College. Humanities Division Dean Carter Doran letter. 1985.

2 Current catalog placement documentation is given in the Appendix, identified by college name, and listed alphabetically under separate headings for the two year and four year colleges or universities.

There was a great deal of interest shown in my campus visits because of the study emphasis for writing classes. This interest reflected individual campus needs assessment studies, and some transitional situations for the upgrading of entry requirements. This was true for both the two year and four year colleges and universities. There is a national public interest in educational assessment that has generated new campus activity. Here are some impressions gathered during my travel across the country from coast to coast.

In the eastern states, local television stations ran professional advertising campaigns that promoted college and library programs to aid enrollment and to combat national literacy concerns.³ Community Colleges used television campaigns encouraging community involvement and interest in beginning or certificate course work.⁴ College enrollment was the major concern, and the placement of students would follow after their entry, most often through the discussed ladder type classes or through diagnostic class work, with instructors making student referrals to supplementary services as writing centers and tutorial aids. While appendixes specify the current college catalogs' admission and placement requirements which are included here, changes in placement requirements are

³ Rutgers University. October, 1986. Professor Janet Emig, Education Department. Graduate evening class, "Literacy."

⁴ North Country Community College, Saranac, New York, September, 1986. Others I recall, but can not document.

current considerations for committees and administrative action as part of newer educational policies.

There are other considerations in this area. While not considered as remedial, English as a Second Language classes⁵ have the largest new enrollment demands, reflecting a national trend predicted at conferences over the past five years.

Larger campuses⁶ are also going through changes for their, after Admission, programs; for although the four year colleges have not traditionally felt a need for extensive remedial programs; in fact, preparatory classes or, more often, writing centers and labs are evident and much used at four year state colleges today.⁷

At the two year colleges, when prerequisite placement testing is not yet mandatory on a campus, entry tests of some type are given in the classroom or lab as part of an early assessment practice. Two examples of writing programs in varying states of transition are those at Motlow Community

5 See Appendix copy of the Adult Learners Conference report with keynote speakers' projections. 1984.

6 American River College near Sacramento offers special sections for ESL classes that are too new to be included in the current spring schedule and which are divisions of its regular remedial English 69 course. A flyer supporting this information is included in the Appendix identified by the college name.

7 The Writing Program at UCLA includes the ladder type classes for basic remedial course work for those students who did not qualify for freshman composition. Mike Rose is in charge of this part of the writing program.

College in Tennessee, now planning to meet new state requirements; and Butte College in California, which has in operation a new program that addresses the needs of its remedial students through course work that includes tutorial services with teacher's and instructional aides.⁸

Of interest is the writing program at UCLA which has its remedial classes listed with Subject "A" and Subject "B" designations which, as our own basic classes, lead in a ladder type method to qualification for freshman composition. What is different is the program policy designating the same instructor for a student throughout the series of ladder classes and, then, freshman composition. This requirement that the instructor who has a student in the ladder classes will have that same student to instruct for freshman composition encourages the instructor to assume a greater college writing preparedness responsibility for that student, and, as explained to me, helps the learning situation through establishing better student-instructor contact over the prolonged time period.⁹

⁸ Support documentation is included under the appropriate college heading in the Appendix; see Butte College, California. Dr. Kay Clarke of Motlow College in Tennessee shared the new state requirement information in an interview on that campus in October, 1986.

⁹ UCLA interview and observation of Carol Guilliano's class (outstanding teacher award) conference and class observation, February, 1987.

As at UCLA, writing programs are most often comprehensive, so that in talking to writing program directors about freshman composition instruction, comments or information about the ladder type classes quite naturally followed; although on the larger college campuses, the remedial programs have their own coordinator or director -- Tom Fox at Chico State; Mike Rose at UCLA -- naming but two examples.

While not academically significant, it was of interest to me to note that in conversations with instructors and in interviews with coordinators that they, and other personnel on visited campuses, used the word "remedial" freely, seemingly as part of a new awareness of change for entry requirements that will be more stringent and in effect by 1988 at the four year state colleges.¹⁰ (See Appendix F) When the four year college requirements change, it necessarily affects our own transfer credit classes. Mt. San Antonio College has placement requirements with prerequisites in effect as of this year that other colleges, still in a state of transition, could use as a model.

Writing programs overall seem to follow a pattern. If a good freshman writing program is in operation, then a well planned ladder type program is in effect to "feed in" students. The two year colleges with their open door admissions policy either refer students, not qualified to enter the English

¹⁰ See college catalog entries under appropriate college title.

Departments' ladder type remedial classes, to Adult Education programs within their districts, or to their own Learning Assistance Centers that have the lower level remedial classes and programs which were created to fill these needs.

Admitting my bias, it is apparent as a result of my visitations and observations that the writing instructors who feel most competent to meet the needs of their writing students have in-class tutorial aids, or they make frequent use of student referrals to writing centers or department writing labs that use tutorial aids to augment classroom instruction.

Butte College is proud of its new writing program, under the direction of Hannie Voyle,¹¹ and recognizes the many demands that writing classes place on instructors, by assigning no more than four writing classes as a full semester load to those instructors willing to instruct them. Extensive use of library tutors or instructional aids are a strong part of this program. Butte College also has an interesting array of writing certificate programs which it claims are a great aid to students in seeking employment by attesting to their writing proficiency.

Chico State College, which works with Butte in providing graduate student instructors and tutorial aids, has its own

¹¹ This information about Block scheduling was forthcoming in an interview at Butte College with instructor Jim Schultz who teaches these writing classes. March, 1987.

impressive series of writing certificate programs. What is of interest to note here is that the series includes a certificate for the designated basic level writing classes.¹²

American River College is another example of a program that is designed to compensate for teacher burnout in writing classes. Of particular interest for this section is its individualized program called "Survival" which, like its freshman composition writing program affords options for the student who can proceed at an individual pace.¹³ [Colleges, as American River, that are geographically located near a state college with a teachers' program benefit a great deal from the use of tutorial aids who earn graduate credit for working at the two year institution. Sacramento State has such a program and provides trained student aids for the American River program.]

My sabbatical interviews for all writing courses was, at times, complicated by the different college systems for the numbering of them. Catalog descriptions and clarification through interviews was necessary to identify what is comparable to our own courses. Even with that precaution, there appears to be some need to study this area with greater scrutiny, for

¹² See Appendix heading under appropriate college title for examples.

¹³ The American River College program is fully explained in the Successful Writing for Freshman Composition report which precedes this section. Independent Study paper for Indiana University of Pennsylvania. Don McAndrew, Advisor. 1987.

catalog descriptions for transfer credit of certain courses appear to replicate in content our own colleges English 68 writing course.¹⁴

At least one of the two year colleges visited has a catalog having only a brief statement about remedial needs in its introductory pages, but it does state a great deal about the academic standards at the institution and appears to admit only high school graduates or GED applicants. Only by referring to the catalog index was I able to find two full pages of information covering student remedial needs.¹⁵

Four year California state colleges are standardizing Admission requirements for English and, beginning in the fall of 1988, will require new freshman students to have completed four years of high school English with a grade of "C" or

14 North Country Community College, Saranac, N.Y. might be one example. In an interview with Howard Matt, Dean of Humanities, my notes indicate that when questioned about a basic writing class, Dean Matt said that the course is accepted for transfer credit in the SUNY system. North Country is a small college with an excellent staff and program. The basic writing course might include some aspects that differ from our English 68 course, but the impression I got was that the course transfers because it is part of the SUNY writing program. Even though the course receives transfer credit, students would still have to take the state university's freshman composition course.

15 Motlow Community College in Tullahoma, Tennessee has an overall quality of a private college with a great sense of academic purpose. Its transfer students often go on to Vanderbilt University in Nashville which might explain the different catalog approach. Motlow is, however, part of the state's system of public education, and its program does provide the necessary remedial services for students. Visited in October, 1986.

better. ACT and SAT scores will still be indexed for eligibility, with alternative eligibility indexing permitting some additional scoring points for higher GPA's and Honor's classes. Specific content for the four years of high school English are listed in Catalog requirements to insure student preparedness for college level reading, writing, and critical thinking skills. Additionally, CSU Placement testing for new undergraduate students will assign students to classes according to placement scores, and, therefore Basic Writing Skills courses and other remedial courses will remain a part of the curriculum for students in need of them.¹⁶

Writing labs and Writing Centers or tutorial services are a college service provided on all state college or university campuses.¹⁷

UCLA and Berkeley have the same admissions requirements as the ones given for the State Universities; however Berkeley has a higher GPA (3.3) requirement for entry, and both UCLA and Berkeley require a third achievement test score in addition to the ACT and SAT scores for indexing. Nevertheless, both universities have Subject A requirements and course work that is, therefore, remedial and necessary to upgrade students'

¹⁶ These standards are listed in current catalogs for all of the California State Universities that I visited: Chico, Fullerton, and Sacramento.

¹⁷ 1987-1989 Catalog. California State University, Chico, 33.

abilities to meet university standards for success in written college work.¹⁸

At Buffalo, The State University of New York (SUNY), no specific remedial course work is provided; however the catalog does specify an hour per week requirement for the freshman composition class (identified as fulfilling the General Education and the "University's Basic Writing Skills" requirements.)

The University of Florida at Gainesville has a Reading and Writing Center.

Stanford uses smaller seminar Writing Workshops as introductory freshman composition classes with a variety of approaches: thematic, basic, prose, and tutorial -- having individual conferences.

The many newer prerequisite requirements for entry to transfer and degree or certificate programs, as evidenced this year at our college, are in operation at varying degrees at colleges across the country. As at Stanford, the remaining private four year universities might not list catalog information regarding the need for remedial services and do not offer classes at the lower skills level, except for the ESL classes which often duplicate the remedial course content, but interviews with writing program directors and with instructors

¹⁸ See appropriate college catalog listing in the Appendix.

acknowledge frequent student conferences about writing skills needs. Without exception, all wish the problem did not exist but do meet students' identified needs after some type of testing.¹⁹

¹⁹ All supporting information is to be found under appropriate college titles in the Appendix.

Communication Courses

The main interest in a review of communications classes at other colleges was to evaluate the communications class in the English Department curriculum to either improve and standardize the course or to recommend dropping it entirely.

In design, it is a basic course addressing the four communication areas of reading, writing, listening, and speaking. Traditionally the course has been useful for students whose course of study for a certificate did not require them taking the basic English 68 writing course, the transfer credit freshman composition writing course, or speech classes. In my experience, the majority of students in the basic communications course were vocationally oriented with neither desire nor grades to qualify them for the other writing classes. With the new prerequisite requirements on campus, this may no longer be a concern.

Historically, the original communication course was created before the Speech and English Department separated; consequently, both departments now have at least two components of the course as department specializations.

Additionally, students have other, even more basic, type courses to choose from at the Learning Center that may be addressing this need.

I wanted to point out these things before my catalog assessment of what other colleges are doing in this area. I've listed the courses by location, college, department, course name and number, and units. Information about course transferability is included if appropriate.

Since most of the classes have a course description similar to the one at Mt. San Antonio College, which covers the four communication areas of reading, writing, and speaking, and listening, unless a description differs substantially, it is not given.

Two Year College Communication Courses

The following information is taken from the identified college catalogs. Appropriate page references are given.

American River College, Sacramento, California, English, Practical Communication, English 60, 3 units (requires 2-3 units of developmental writing as a prerequisite, or the qualifying scores), non-transfer. Covers reports and research, resumes, grammar, and letter writing to gain proficiency and prepare for other college coursework, 83.

Butte College, Oroville, California, English, Communications and Critical Thinking, English 11, 3 units (prerequisite of a composition workshop, English 102, or the permission of instructor), transfers CSU. A "comprehensive study on the principles and methods of critical thinking and effective communication. Graded only." 121.

Erie CC., Buffalo, New York, English, Composition and Occupational Communication, English 120, 3 units, required, transfers. Covers four skills: "writing, reading, speaking, and critical thinking." Includes business and technical report work. 155.

Fullerton 2-year College, Fullerton, California, English, Communication 51, 3 units (requires Learning Skills), 268.

Marin Community College, Kentfield, California, English, Communication 119, 1 unit. Writing and reading skills needed for college. May be taken twice for credit, 107.

Middlesex CC., Edison, New Jersey, English, Communications Skills 008, no credit (6-0) (basic skills placement test). Designed to improve skills in reading and writing, 76.

Motlow CC., Tullahoma, Tennessee, Communications, Communications 101, Fundamentals of Speech 1, 3 units, transfer (requirements). Covers basic communications skills and public speaking, 158.

North Country C.C., Communication 100, 3 units, Essentials of Effective Communication, may or may not transfer--depends on college. Saranac, New York, 82.

Recommendation:

The wide variety of course levels and transfer and non-transfer aspects makes this course one needing cross-college standardization. The department curriculum committee should examine up-grading our course to the English 68 level and developing a new course offering the critical thinking component for transfer credit.

Comments On Qualitative Data Analysis

I wanted to make my final comments about the study relate to the approach for the research, referred to in the Analysis of the Activity Frequency and Summary section of the paper, regarding the Charts, because it is important as a beginning field researcher to have it understood that it is necessary to use extreme caution in inferring any definitive conclusion based on the counting shown in the charts.

To be a good field researcher requires a particular type of observatory skills. The data are too many to be fully covered in this preliminary research though I addressed as many as I felt pertinent for my purpose. Much follow up work of analysis needs to be undertaken before any definitive conclusion can be made.

Many factors influence qualitative research: conceptual framework, careful data collection and recording of notes, within site analysis, cross colleges analysis, to name some. All these are to be carefully weighed and matrix designed and displayed prior to drawing or verifying any conclusion.¹ What I have included in this paper are data as evidence of the complexity found in my visits to the 20 different colleges.

I would like to thank everyone at the 20 visited colleges who gave supportive help and counsel throughout my travels; and

1 Miles, Matthew B. and Huberman, A. Michael.(1984). Qualitative data analysis: a sourcebook of new methods. Beverly Hills: Sage Publications.

to the Indiana University of Pennsylvania graduate rhetoric and linguistics people; to Walt Collins and the sabbatical committee at Mt. San Antonio College who were supportive of the special problems encountered in such an ambitious undertaking and with whom I kept an ongoing contact, and a personal thank you to my computer whiz, Pat Rice, a computer graduate student of our college who helped me package this final product. My thanks and appreciation.

Benefits to the College:

1. To offer a report on sabbatical findings at a special meeting for the Division Dean and the English Department.
2. To offer a similar presentation to the office of staff development for interested administrators, faculty, and staff.
3. TO give the college library a Commonwealth Universities Yearbook, 1985, in four volumes.
4. To give the counseling department, catalogs and course schedules from the colleges visited.
5. To give the journalism advisor campus newspapers from the colleges visited.

Benefits to the Students:

1. To offer creative applications for writing assignments to my students from sabbatical observations.

2. To share experiences about the other colleges and their courses of study.
3. To work at being a better teacher using concepts and examples from excellent role models throughout my travels.

Appendix A

Sabbatical Adjustment To
The Original Proposal

Initial Sabbatical Proposal

The complete package for the initial sabbatical proposal and correspondence and memos relating to the necessary revisions are included here as confirmation of necessity for change; confirmation of committee approval; and confirmation of successful completion of the contract.

PROPOSED SABBATICAL ACTIVITIES

Through Independent Study and Research, I have two sabbatical objectives: first, to conduct a Regional Comparative Study of Selected 2 and 4-year Colleges in Southern England and in Western America in California for English Classes in Freshman Composition, Remediation Courses, and Basic Human Communication Classes; and second, to improve my Spanish language proficiency skills by residing in Sevilla, Spain, and living within the culture and the economy.

My motivation for the comparative study is partly prompted by the college's current assessment surveys. Additionally within the English department, we have been and are presently involved in a discussion of these assessment needs. I have recently been appointed a member of a remediation ad hoc committee to study the problems and to investigate the need for pretesting and prerequisites and to compare our program with neighboring colleges. Department subcommittees are appraising our composition classes as well. This study should contribute valuable information for the English department and for the college since these English classes are the standards for prerequisites for the college program overall. The department has requested our subcommittee to look into future needs. My Independent Study and Comparative evaluations should do this.

England has long served as an educational role model for our colleges. My studies and research there should provide a fresh approach for another method of evaluation for our own programs. This research data will be available to the college.

The selected California colleges will provide on-site opportunities to compare programs at both 2 and 4-year institutions. This type of evaluative study should prove mutually beneficial. I shall share with my department ideas and information gathered from my research for methods of enhancing our program. New techniques and innovative teaching approaches will be shared with my colleagues and through staff development recommendations. The personal benefit to myself and thus to my students should be through more inspired teaching presentations.

My attendance at the Adult Learners Conference in San Francisco and my report to the English department revealed a projected future enrollment need for a basic skills and basic general communication skills classes. These needs are part of our new and increasing foreign student body. Additionally, business people participating in the conference requested that we train our students to be better communicators in the work place. By assessing our own program and those at other colleges, the department and instructors of these classes will be able to choose appropriate texts and plan suitable studies for this class of students who have very special needs. I teach these classes and look forward to improving my classes for my students' benefit.

To achieve the first part of my stated objectives, I have applied to the Graduate School of Indiana University of Pennsylvania and have received unofficial acceptance to the graduate program with my proposed Independent Study approved. Upon official acceptance by the college, I shall enroll in two sections of EN 699 (total of 6 units) for the research study in England and California. It may be of interest to the committee to note that IUP is an accredited graduate college that is "the largest state-owned university in Pennsylvania's State System of Higher Education."

Prior to departure for England, I shall meet with an Advisory Committee at IUP for briefing regarding the research for my Independent Study. Additional IUP appraisals and meetings are scheduled and attached in Flow Charts and TimeLines of Activities. A sample of the proposed format for methods and controls for the research is also attached but may be improved upon meeting with the Advisory Committee at IUP.

This thorough supervision of my comparative study research should assure the college of the quality of the Independent Study and of the fulfillment of my sabbatical commitment. Studies scheduled June, 1987 at IUP, should provide additional examples of superior teaching methods which I will share with my students in my classes and with my department colleagues. Flowcharts and Timelines give IUP courses and units.

To achieve the second part of my stated objective I will travel to Sevilla, Spain. Through immersing myself into the life of the Sevilla population, by absorbing and being part of the Spanish culture, and by living off of the Spanish economy I shall saturate my senses and gain proficiency in the Spanish language. Through Independent Study and by working with local tutors I shall improve my Spanish language skills. This new proficiency will enable me to better serve the many Hispanic students in my classes and prepare me to teach in English as a Second Language classes for the department. Sevilla, Spain is recognized for its schools and these types of Spanish study through Independent Study programs. Upon further correspondence, I will choose which method of Study program to follow Independently and will notify the Committee of my choice and reasoning. Probable choices are listed in the attached Timeline.

Finally, any travel I do will be necessitated by my research and Independent Studies. As suggested at the Sabbatical Committee Orientation (Salary and Leaves Committee), I plan to take advantage of any literary, historical, and cultural events as I become aware of them and as my time and research allow. These opportunities not known in advance will greatly add to the sabbatical concept of rejuvenation and enrichment. Because of the depth of my Independent Studies, I do not anticipate too many of these opportunities; however, I shall record in my final report any such events and the benefit derived.

My financial resources will meet the needs of the sabbatical without hardship.

A recent physical examination in July showed me to be in good health with no major medical problems. I anticipate no physical problems and should complete the sabbatical with grace and a sense of well being to bring back to campus.

I request approval for this proposal.

British and USA Comparative Independent Study
Community Colleges and Universities

OBJECTIVES:

- Compare
1. Methods and Controls
 2. Retention Factor and Grade Averages
 3. New Methods and Success Factor
 4. Texts and Teaching Aids: Technical, Audio-Visual, and Computers
 5. Prerequisites and Remediation

METHODS:

1. Interviews with Administrators, Faculty, and Students
2. Standard Questionnaire (to be developed at IUP for EN 699 prior Britain)
3. Review Available Statistics
4. Statistics Analysis
5. Exchange of Systems' Methods, Innovations, and Problems
6. Collect Information on Improved Ideas and Methods
7. Classroom Observation

SABBATICAL SCHEDULE OF ACTIVITIES FOR THE ACADEMIC YEAR

MT. SAN ANTONIO COLLEGE

1986-1987

M. JEANNE O' REILLY

1986

Sept. 8

Canterbury, England

1. Establish residency at the University of Kent at Canterbury with library--research privileges.
2. Arrange campus visitations and survey for courses related to IUP Independent Study, EN 699 at the University of Kent and selected other 2 and 4-year colleges.
3. Follow up contact with American and British Embassies.
4. Arrange calendar for literary, historical, and cultural events: Stratford-upon-Avon, London theatre, museums, Parliament, etc.

Oct. 1

Begin Part A, EN 699 Independent Study (colleges to be confirmed)England

1. University of Cambridge
Contact: Dr. Anne Barton
2. City University, London
Contact: Dr. C.D. Harbury
3. University of Exeter
Contact: Dr. P.F. Corbin
4. University of Canterbury-Kent
Contact: Dr. Bruce Webster, Dean of Humanities
5. University of London
Contact: Dr. D. W. Armstrong

Nov. 3

Begin Part B, EN 699 Independent Study (colleges to be confirmed)England:

1. University College London
Contact: Professor K. Miller
2. Open University, Milton Keynes
Contact: C. G. Martin, Professor of Literature
3. University of Oxford
Contact: Dr. R. Harris, General Linguistics
4. University of Sussex
Contact:Dr. J. Lyons, General Linguistics
5. University of Warwick
Contact: Dr. H. Bell

Dec. 8

Complete residency at the University of Kent at Canterbury and compile research data for Parts A and B Comparative Study.

Dec. 15

Confirm travel arrangements for Spain.

SABBATICAL SCHEDULE OF ACTIVITIES FOR THE ACADEMIC YEAR

MT. SAN ANTONIO COLLEGE

1986-1987

M. JEANNE O'REILLY

1987

Jan. 5 Sevilla, Spain

1. Establish residency at Sevilla, Spain.
2. Begin independent studies for Spanish language proficiency.
(Options: Sevilla, Spain, Language Schools; IUP, Foreign Languages 525, University of Valladolid, Spain; or, University of California, Berkeley, Extension X401, "Spanish for Professionals.")
3. Follow up contact with American and Spanish Embassies.
4. Arrange calendar for literary, historical, and cultural events: musical presentations, museums, galleries, religious observances as " Tres Reyes," etc.

Feb. 16 Complete Spanish language proficiency studies at Sevilla, Spain.

Feb. 23 Confirm travel arrangements for the USA.

March 2 USA

March 16 Indiana, Pennsylvania

1. IUP Advisory Committee review European studies.
2. IUP Advisory Committee appraisal of proposed California studies.
3. Confirm travel arrangements to Los Angeles, California.

April 1 Sacramento, California

1. Establish residency at California State University, Sacramento with library-research privileges.
2. Arrange campus visitations and survey for courses related to IUP Independent Study, EN 699 at California State University, Sacramento and selected other 2 and 4-year colleges.
3. Arrange calendar for literary, historical, and cultural events: State legislature, museums, etc.
4. Begin Part A, EN 699, IUP Independent Study of California Colleges: Colleges to be confirmed follow:
 1. Butte Community College
Contact: Dr. James Mitchell, Dean of Administrative Services
 2. Berkeley, University of California
Contact: Chancellor, University of California, Berkeley
 3. Chico State College
Contact: To be arranged
 4. California State College, Sacramento
Contact: To be confirmed
 5. Yuba Community College at Marysville
Contact: President Patricia Worth

SABBATICAL SCHEDULE OF ACTIVITIES FOR THE ACADEMIC YEAR

MT. SAN ANTONIO COLLEGE

1986-1987

M. JEANNE O'REILLY

1987

May 1 Begin Part B, EN 699, IUP Independent Study of California Colleges:

Colleges to be confirmed follow:

1. Stanford University
Contact: Alumnus Paul Scholtes
2. College of Marin
Contact: Professor Mary Hedin
3. University of California, Los Angeles
Contact: Dr. Patricia Taylor
4. California State University, Fullerton
Contact: Dr. Alice Lyle Cary
5. Cerritos Community College
Contact: To be confirmed

May 27 Complete residency and compile research data for Parts A and B
Comparative Study of California Colleges

May 30 Confirm travel arrangements to Indiana, Pennsylvania.

June 1 Indiana, Pennsylvania

1. IUP Advisory Committee review of California studies.
2. IUP Assessment of EN 699 Independent Study and Analysis.
3. IUP registration for Summer Session course work determined
by the Advisory Committee.

June 9 Begin course work at IUP Summer Session.

June 30 Complete Mt. San Antonio College Sabbatical contract.

SABBATICAL SCHEDULE

1986							1987							
J	J	A	S	O	N	D	J	F	M	A	M	J	J	A

INDIANA UNIVERSITY
Indiana, Pa.
Graduate Studies
Rhetoric & Linguistics

XXXXXXXXXXXXXXXX

KENT UNIVERSITY
Canterbury, England
Comparative Sabbatical
Study - EN 699

*

SPANISH LANGUAGE STUDY
Sevilla, Spain

INDIANA UNIVERSITY
Indiana, Pa.
Advisory Committee
Review of the Comparative
Study in England. EN 699

CALIFORNIA COLLEGES
Sacramento, Ca.
Comparative Sabbatical
Study of California
Colleges

**

INDIANA UNIVERSITY
Indiana, Pa.
Graduate Studies
Rhetoric & Linguistics

**

XXXXXXXXXXXXXXXX

XXXXXX = Graduate Study
* = Start Sabbatical
** = Complete Sabbatical

M. Jeanne O' Reilly
November, 20, 1985

STUDY SCHEDULE

1986

JUNE				JULY				AUGUST				SEPT		
6	13	20	27	4	11	18	25	1	8	15	22	29	1	8

INDIANA UNIVERSITY
Indiana, Pa.

Course Number & Title

EN-603
Linguistics & The
Teacher

EN675
Research & Method-
ology In Rhetoric &
Linguistics

EN690
Teaching Basic
Writing

EN681
Approaches to
Literature
"Critical Theory"

EN699 INDEPENDENT STUDY

In Depth Study of
Topic Not Available
Through Regular
Course Work.

Comparative Study in
Linguistics & Rhetoric

Presabbatical Studies

3 units

3 units

3 units

3 units

[]

M. Jeanne O' Reilly
November 20, 1985

1986

SABBATICAL SCHEDULE

ENGLAND

SEPT				OCT					NOV				DEC			
5	12	19	26	3	10	17	24	31	7	14	24	31	5	12	19	26

KENT UNIVERSITY
Canterbury, England

Comparative Survey of the
Quality & Controls in
Linguistics & Rhetoric,
in the British Two & Four
Year Programs.

COLLEGE
TWO YEAR
FOUR YEAR

COLLEGE
TWO YEAR
FOUR YEAR

COLLEGE
TWO YEAR
FOUR YEAR

EN699
Compile British
College Survey &
Study

- UNIVERSITY OF CAMBRIDGE
- UNIVERSITY OF EXETER
- UNIVERSITY OF KENT
- UNIVERSITY OF LONDON
- UNIVERSITY COLLEGE LONDON
- OPEN UNIVERSITY
- UNIVERSITY OF OXFORD
- UNIVERSITY OF SUSSEX
- UNIVERSITY OF WARWICK

M. Jeanne O' Reilly
November 20, 1985

1987

SABBATICAL SCHEDULE

1987

SPAIN

JAN

FEB

MAR

APR

2

9

16

23

5

12

19

26

1

12

19

26

SPANISH LANGUAGE

Study Extension
Sevilla, Spain

[Redacted]

Finalize Comparative
British College Study
and prepare for the
Indiana Advisory Review
3/15/87. Re: EN699

[Redacted]

INDIANA UNIVERSITY

EN699 Advisory Committee
Review. Europe.

[]

M. Jeanne O' Reilly
November 20, 1985

SABBATICAL SCHEDULE

1987

USA

APRIL

MAY

JUNE

JULY

UNIVERSITY AND
COMMUNITY COLLEGE
COMPARATIVE STUDY IN
CALIFORNIA EM699

Southern California

Central California

Northern California

(COLLEGES TO BE DETERMINED
AFTER RESPONSE TO STUDY
CORRESPONDENCE IS COMPLETE)

M. Jeanne O' Reilly
November 20, 1985

STUDY SCHEDULE

1987

INDIANA UNIVERSITY

JUNE

JULY

AUGUST

SEPT

INDIANA UNIVERSITY

Research Professor &
Advisory Committee

EN 631

SEMINAR IN LINGUISTICS
& SOCIOLINGUISTICS

3 Units

EN 699

COMPARATIVE INDEPENDENT
STUDY- COMPLETION &
ANALYSIS

3 Units

EN 850

THESIS

1 - 6 Units

EN 950

DISSERTATION

1-12 Units

M. Jeanne O' Reilly
November 20, 1985



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

HUMANITIES DIVISION: English, Literature and Journalism

To: Salary and Leaves Committee

From: Jeanne O'Reilly

Date: January 6, 1986

Re: Letter W. Collins, Dec. 18, 1985.

Subject: Request for additional statement
and feasible contact information.

1. Please add the following statement to my sabbatical proposal.

I understand and recognize that the activities pursued during non-contract time are not part of the sabbatical agreement.

2. It is not timely or feasible to confirm visitations with the contact persons. Correspondence, telephone contacts, and arrangements are in progress to finalize and confirm visitation dates. These arrangements will occur progressively with the proper timing in accordance with the projected schedule. Enclosed find copies of ongoing activities.



MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789
Telephone: 714/594-5611

December 18, 1985

Ms. Jeanne O'Reilly, Instructor
Humanities Division
Campus

Dear Ms. O'Reilly:

The Salary and Leaves Committee has completed its preliminary evaluations of sabbatical applications.

The Committee has evaluated your sabbatical application as follows:

- Acceptable for consideration
- Acceptable with information
- Questionable
- Unacceptable

The Committee respectfully requests the following:

1. Add a statement that you recognize and understand that the activities pursued during non-contract time are not part of the sabbatical agreement.
2. Pp. 4, 5, and 6: If feasible, confirm some or all of your visitations with the contact persons.

Please return to the Personnel Office your application materials by January 7, 1986. The Committee plans to make its final recommendations known to applicants by February 10, 1986. Final recommendations will be submitted to the Board of Trustees for approval at the February meeting.

Sincerely,

Walter W. Collins, Chairperson
Salary and Leaves Committee

myw
cc Salary and Leaves Committee

MT. SAN ANTONIO COLLEGE

English, Literature, and Journalism Department

To: Walt Collins

Re: Telecom 1/6/86

Date: January 6, 1986

In the meeting with Jack Randall prior to our winter break, he suggested changing my visit to Ceritos College to a visit to Fullerton College (the 2 year college). With the Committee's approval, I will make this change.

JR
JEANNE O'REILLY

MT. SAN ANTONIO COLLEGE

Transmittal Slip

TO: Janne O'Reilly
FROM: Walt
DATE: 2/7

- | | |
|--|---|
| <input checked="" type="checkbox"/> For Your Information | <input type="checkbox"/> Please Take Up w/ Me |
| <input type="checkbox"/> Please Handle | <input type="checkbox"/> Please Call Me |
| <input type="checkbox"/> For Your Comment | <input type="checkbox"/> For Your Approval |
| <input type="checkbox"/> For Signature | <input type="checkbox"/> For Your File |
| <input type="checkbox"/> Please Follow Up | <input type="checkbox"/> Return to File |
| <input type="checkbox"/> Please Check | <input type="checkbox"/> Please Rush |
| <input type="checkbox"/> Per Your Request | <input type="checkbox"/> Per Our Conversation |
| <input type="checkbox"/> Please Return | <input type="checkbox"/> Other |

Sabbatical Approved

BOARD OF TRUSTEES
MT. SAN ANTONIO COLLEGE

ACTION

DATE February 5, 1986

SUBJECT Applications for Sabbatical Leave, 1986-87

OVERVIEW

The Board of Trustees may grant sabbatical leaves for purposes of study, travel, independent study and research, or a combination thereof. Applications for sabbatical leaves are reviewed by the Salary and Leaves Committee for recommendation to the Board. The Committee membership is composed of three (3) instructors and three (3) managers. The Director, Personnel serves as chairperson.

ANALYSIS

1. The Salary and Leaves Committee received ten (10) applications from faculty members for sabbatical leaves to be taken during the 1986-87 school year; eight (8) for full-year leaves and two (2) for one-semester leaves. Three (3) applications were withdrawn prior to to the final evaluation process.
2. The current contractual Agreement provides that the number of unit members that may be authorized for sabbatical leaves at any one time shall not be more than three percent (3%) of the total number of full-time equivalent certificated unit members. The maximum sabbatical leave allotment for the 1986-87 school year is eight (8).
3. The Salary and Leaves Committee evaluated the sabbatical applications within the context of the established criteria. Sabbatical applicants were informed of the evaluation criteria and procedures through the distribution of an informational packet, individual assistance by Committee members, and in an orientation program provided by the Committee.
4. The Salary and Leaves Committee is recommending that seven (7) sabbatical leave requests be submitted to the Board for approval; five (5) full-year leaves and two (2) one-semester leaves.
5. Attached is a summary statement regarding the type of leave requested by the individual instructors.
6. I am recommending that all applicants approved for sabbatical leaves be replaced by hourly employees. The net cost of sabbaticals to the District will be \$15,900.

RECOMMENDATION

It is recommended that the Board of Trustees approve and grant the sabbatical leaves as requested by faculty members as per the attached list. The list is prioritized as per contractual agreement.

Recommended by Walter W. Collins

Section President

Approved by John D. Randall

Agenda Item C

SUBJECT Applications for Sabbatical Leave, 1986-87

DATE February 5, 1986

RECOMMENDED SABBATICAL LEAVES

William Kagy - Industrial Studies Division (full year) - Independent study and research to enable the development of laboratory equipment for the Air Conditioning and Refrigeration Program.

Gary Toops - Humanities Division (full year) - Independent study, research and travel. Will visit facilities of major organ builders in American and historic areas of the world, particularly related to music. Upon return, will compile results of research into a project titled "The Sights and Sounds of the Organ."

Jeanne O'Reilly - Humanities Division (full year) - Independent study, research and travel. Will conduct a Regional Comparative Study for English classes in Freshman Composition, Remediation Courses and Basic Human Communication classes. Will improve Spanish language proficiency skills by residing in Sevilla, Spain for two months.

Karlene Morris - Business Division (full year) - Project to revise and update the Interior Design curriculum for MSAC.

Leo Baker - Social Sciences Division (spring semester) - Formal Study in the areas of Native American history and anthropology at Humboldt State University. Will enroll in full course of study (12 semester units) at upper division or graduate level courses.

Diane Lewis - Physical Education/Athletics Division - (spring semester) - Independent study with master dance teachers in the areas of tap, modern, jazz and ballet. Upon return, the instructor will compile a reference notebook of record list and dance combinations, sequences and routines.

John Burns - Natural Sciences Division (full year) - Formal study in the area of education at the University of California, Los Angeles.

MT. SAN ANTONIO COLLEGE

Personnel Services

TO: Jeanne O'Reilly
Humanities

FROM: Walter W. Collins, Director, Personnel

DATE: April 29, 1986

SUBJECT: SABBATICAL LEAVE AGREEMENT

Please come to the Personnel Office, Bldg. 4, Room
230 to sign your Sabbatical Leave of Absence
Agreement as soon as possible.

Thank you.

myw

*Signed
May 1, 1986*

MT. SAN ANTONIO COLLEGE
Salary and Leaves Committee

TO: SABBATICAL PARTICIPANTS, 1986-87

Leo Baker William Kagy Karlene Morris
John Burns Diane Lewis ✓ Jeanné O'Reilly
Gary Toops

FROM: Salary and Leaves Committee

Barbara Crane Katie Gerecke Maurice Moore
Gil Dominguez Walt Mix Walt Collins, Chairperson *AKC*

DATE: June 4, 1986

SUBJECT: REMINDER

The Salary and Leaves Committee wishes to express its good wishes to you in having an enjoyable and productive sabbatical leave during the 1986-87 school year.

In order to avoid potential problems, the Committee respectfully reminds you that any modification of your contractual sabbatical plans must receive prior approval of the Committee. Such modification, which must have prior approval, includes changes in travel destinations, time schedule, courses of study, study institutions, and any inability to carry out components of the sabbatical program. Please contact the Committee chairperson to discuss any sabbatical problems that might arise. Such information will be disseminated to Committee members.

Again, best wishes in your sabbatical endeavors!

myw

cc Salary and Leaves Committee



*Of Service To Our
Community*

MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: 714/594-5611

TO WHOM IT MAY CONCERN:

Ms. M. Jeanne O'Reilly, a professor in our English, Literature, and Journalism Department, is taking a sabbatical leave during the 1986-87 school year to complete a comparative study of English teaching programs in community colleges and universities in the United States. One of the primary purposes of this study is to identify successful programs and to determine the factors which make them successful.

This independent study will be completed under the auspices of Indiana University of Pennsylvania and graduate credit will be granted by them. A final written report of the results of this investigation will be developed by Ms. O'Reilly. We at Mt. San Antonio College will share the findings of this subject with our English Department faculty in an effort to adapt the most promising success factors to our programs.

Your cooperation in assisting Ms. O'Reilly with her research project will be greatly appreciated. The effort to search for ways to improve teaching and learning is one which all of us in education must constantly pursue.

Sincerely,

John D. Randall
Superintendent/President

vrđ



MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: 714/594-5611

TO WHOM IT MAY CONCERN:

Ms. M. Jeanne O'Reilly, a professor in our English, Literature, and Journalism Department, is taking a sabbatical leave during the 1986-87 school year to complete a comparative study of English teaching programs in community colleges and universities in the United States and Britain. One of the primary purposes of this study is to identify successful programs and to determine the factors which make them successful.

This independent study will be completed under the auspices of Indiana University of Pennsylvania and graduate credit will be granted by them. A final written report of the results of this investigation will be developed by Ms. O'Reilly. We at Mt. San Antonio College will share the findings of this subject with our English Department faculty in an effort to adapt the most promising success factors to our programs.

Your cooperation in assisting Ms. O'Reilly with her research project will be greatly appreciated. The effort to search for ways to improve teaching and learning is one which all of us in education must constantly pursue.

Sincerely,

John D. Randall
Superintendent/President

vrđ



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

TO: Rita Gurnee, Library Resources
FROM: Jeanne O'Reilly
DATE: December 8, 1986
RE: Sabbatical Research Materials

Enclosed find a two page list of research materials needed for my studies which I would appreciate library help obtaining. Because of the limited time available to me for personal research if I am to allow time for the reading, evaluation, and the writing; your kind help is appreciated.

Mail to my P.O. Box 282, San Dimas, CA 91773 will reach me promptly with information of materials and where available which will be quickly picked up and utilized for my reading research.

The volume of materials acquired at the ten colleges visited to date and now being assessed makes this added research request advisable, to expedite completion of the first phase prior to the spring semester.

Many thanks, and happy holidays.

Jeanne



MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: 714/594-5611

December 2, 1985

Walter W. Collins, Chair
Salary and Leaves Committee
Mt. San Antonio College
Campus

Dear Mr. Collins:

The English program at Mt. San Antonio College is coming under increased scrutiny as the Department's offerings are being used as prerequisites across campus. The question of assessing student readiness for each level of English is also an important one.

Therefore, the portion of **M. Jeanne O'Reilly's** sabbatical proposal that most interests me on behalf of the Division is the comparative study of the placement devices and course content used in the remedial and basic English ladder courses at 2-year schools:

- What courses are offered?
- How are they sequenced?
- What testing devices are used to determine correct placement?
- What scores are needed to enter each level?
- What skills are covered at each level?

If these are the kind of questions that would be answered by using the objectives and methods on page 3 of the sabbatical, I would see great benefit to MSAC's current analysis and study (in addition to the personal benefits that would accrue to Ms. O'Reilly in the teaching of her own classes).

Sincerely,

Carter Doran, Ph.D.
Dean, Humanities and Social Sciences

CD:sv

M. Jean O'Reilly
MT. SAN ANTONIO COLLEGE
1100 NORTH GRAND AVENUE
WALNUT, CALIFORNIA 91789



Dr. Carter Doran
Dean of Humanities
Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789

M. Jeanne O'Reilly
MT. SAN ANTONIO COLLEGE
1100 NORTH GRAND AVENUE
WALNUT, CALIFORNIA 91789



Lee Brandon, Chairperson
English, Literature, and Journalism Department
Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789



INDIANA UNIVERSITY OF PENNSYLVANIA • INDIANA, PENNSYLVANIA 15705

Department of English • 110 Leonard Hall • 412-357-2261

April 17, 1987

Margaret J. O'Reilly
6800 Larsen Lane
Paradise, CA 95969

Dear Jeanne,

Thank you for informing me that you have arranged with Professor McAndrew to complete the work for your Independent Studies in Fall and Spring semesters 1986/7 before they are converted.

I have approved your application for admission to candidacy which has been forwarded to the Graduate School.

Enclosed is the most current course offering list for summer 1987. As we've discussed previously, it is necessary for you to register full-time this summer in order to fulfill the residency requirement for the Ph.D. It is advisable to register for EN 692, Seminar in Teaching Basic Communication Skills: Writing, and either EN 631, Seminar in Linguistics: Sociolinguistics or EN 633, Psychology of Language, to fulfill required coursework for the degree.

Also, please request that your department chair, dean, or supervisor at the college where you teach send to me a letter indicating that you have been employed teaching, the nature of your teaching, and a general statement about your performance. This will enable me to request a waiver of EN 689, Orientation and Field Experience in the Community College.

If I may be of further help in your program, please let me know.

Sincerely,

A handwritten signature in cursive script that reads "Dan J. Tannacito".

Dan J. Tannacito, Director
Graduate Studies in Rhetoric
and Linguistics

DJT/bjg

Enclosure

P.O. Box 282,
San Dimas, CA 91773,
August 15, 1986.

Walter W. Collins, Director of Personnel,
Chairperson, MSAC Sabbatical Committee,
Mt. San Antonio College,
Walnut, CA 91789.

Dear Walt:

I want you and the committee to know that I have decided to cancel my sabbatical plans to visit Europe for the following reasons:

Many universities have cancelled their study abroad programs because of terrorist activities;

Embassies and travel abroad recommendations suggest low profile and low visibility for Americans;

Visitations scheduled at ten campuses in England do not allow low profile assurance;

Spain and Sevilla are located in troubled areas as the recent bombings in Madrid attest, as do also the military activities in the Mediterranean;

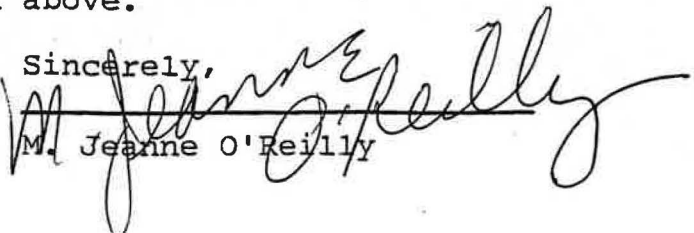
Visiting England without visiting Spain or vice-versa would be impractical since it would involve other changes in accomplishing sabbatical goals.

My plans now call for me to visit ten colleges in the eastern and southern parts of the United States. The language study will be fulfilled by visiting Mexico during a similar time as that originally scheduled for Spain. The details for colleges and course requirements will be forwarded after firming plans in September when the sabbatical contract begins. Already tentatively arranged are geographic areas, some travel arrangements, a socio-linguists study through the university here, and some promised contacts.

My adjusted itinerary will be forwarded as I can accomplish the arrangements. In any event, please be assured that overall, my sabbatical commitment will be met to the best of my ability.

My mailing address is listed above.

Sincerely,


M. Jeanne O'Reilly

Enclosures: News copies

jo



FINAL REGISTRATION VERIFICATION

480 18 3196

THIS IS YOUR CLASS SCHEDULE FOR THE SPRING SEMESTER. THIS FORM MUST BE PRESENTED IN ORDER TO PROCESS DROP/ADDS. STUDENTS DESIRING TO CHANGE SCHEDULES SHOULD CONTACT THE DEPARTMENT CHAIRPERSONS OF THE COURSES INVOLVED. NO SCHEDULE CHANGES WILL BE PROCESSED WITHOUT THIS FORM.

ALL	COURSE	SEC	CRED	-DAYS-	---TIME---	BLDG/RT.	TITLE
567	EN 699	003	3.0		0900-1200A		INDEPENDENT STUDY
542	EN 699	004	3.0		1700-2000A		INDEPENDENT STUDY

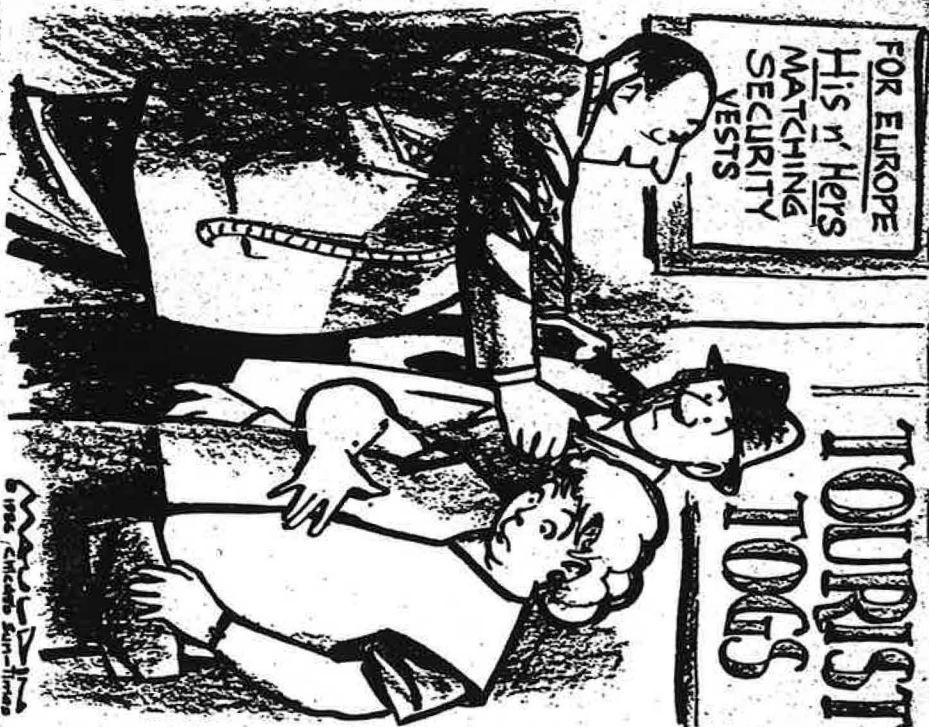
RESIDENCE HALLS WILL BE OPEN FOR CONTINUING STUDENTS AFTER 2:00 P. M. ON SUNDAY, JANUARY 18, 1987.

MARGARET J OREILLY
321 W CYPRESS
EVANSTON ILL 60201

IF YOU DO NOT PLAN TO RETURN TO IUP FOR THE SPRING SEMESTER, PLEASE NOTIFY THE ACCOUNTS RECEIVABLE OFFICE IN WRITING BY JANUARY 15, 1987 TO AVOID THE CONTINUANCE OF SPRING CHARGES ON YOUR ACCOUNT.

PLEASE REMEMBER TO BRING THIS NOTICE WITH YOU TO CHECK-IN AT HADLEY UNION.

"It's Kevlar to stop bullets, with lead lining for radiation"



2

Part II/Saturday, May 17, 1986 ★

Gov. would
politicians
ALD R. FORD
Rancho Mirage

Travel industry out to ease fear of foreign terrorism

WASHINGTON (AP) — It's safe to visit foreign lands, and security at many overseas airports is now iron-clad, despite "less than satisfactory" efforts by some foreign airport authorities, travel industry officials say.

Acknowledging that fear of terrorism has jolted the travel business this year, industry officials called a news conference Wednesday in an effort to reassure the public about safety.

But at the same time, one official admitted that foreign cooperation in improving airport security isn't everything he would like.

Gabriel Phillips of the Air Transport Association said his group is trying to encourage foreign governments and airport authorities to tighten security by screening passengers and others before they arrive at ticket counters, rather than waiting until they go to boarding areas.

But Phillips said the idea is "getting less than satisfactory responses over there."

Phillips cited London's Heathrow Airport as an example, noting that problems in changing security arrangements are complicated by the need for structural changes and the perception that the danger in London is not high.

"You have physical structures, passenger flow built into existing terminals. You would have to change all that, and you have a certain amount of inertia built into effort. ... It's not easy," he said.

And, Phillips added, there is "a question of perception."

"Airports in the eastern Mediterranean probably were the most heavily impacted by the travelers reaction (to terrorist incidents), and they took measures and are taking measures to make sure that their airports are secure.

"The British, at this point, probably don't feel the same degree of necessity that these other airports did. And that hopefully will change in time," he said.

widespread reports of a decline in tourism to Europe and other destinations.

The new brochure addresses not only terrorism — urging people, for example, to stay away from crowded public areas in airports as much as possible — but also talks about packing, what documents to carry, staying in good health and other questions.

It will be available through members of the travel agents association, and is being issued as some of the reported decline in overseas

Phillips said a recent inspection tour by officials of his group, which represents the nation's airlines, found security "iron-clad" at airports in Rome, Athens, Cairo and Tel Aviv.

"We are working with all the major European airports" on security improvements, said Phillips, declining to discuss details further.

"We are confident that airlines have taken all proper measures. It's safe to fly," he added.

The news conference was called by the American Society of Travel Agents to announce publication of a new brochure, "Travel Safely," which they said is aimed at making travelers more comfortable.

"We are not trying to highlight terrorism as an event."

But terrorism took center stage at the briefing, including release of a poll showing that 98 percent of travel agents think fear of terrorism has been a factor in destination decisions by their clients.

"If they are going out with fear and trepidation it certainly is not a very comfortable situation, and ... if they feel uncomfortable about a destination they probably won't go there," said Joseph H. Hallissey, chairman of the travel agents association.

"And maybe the American public has made a statement on terrorism in that respect," he said, noting

Caution Is Urged for American Students Studying in Europe, Middle East

Continued from Page 1

can restaurants, such as McDonald's, and tourist spots frequently visited by Americans.

► Alter travel plans to avoid northern Africa, and change air-travel plans if possible to avoid U.S. airlines.

Many parents of students have telephoned the American offices of foreign-study programs expressing concern, and some have requested that their children return to the United States, officials said.

'Cautious, but Not Hysterical'

Organizers said they were keeping in close touch with their overseas staffs and the State Department. The current situation, they said, does not merit canceling programs.

"I think the students are being cautious, but not hysterical," said Christopher W. Gray, director of programs abroad at Tufts University, which has about 100 enrolled in overseas study programs. "There's a lot more feeling of anxiety here than among our students abroad."

Seth A. Gopin, director of study abroad at Rutgers University, said that news accounts might have given Americans a distorted picture of the situation in Europe.

"There's this sort of false sense of imminent danger against all Ameri-

cans," he said. "That's a problem to deal with on this side of the ocean."

He added: "I've been telling people I will react, but I will not overreact."

Only a small number of students have left programs in Europe to return home, officials said. Seven of 42 students enrolled in an American University course in Rome, for example, came back to the United States in the week following the American bombing raid on Libya, said Shaik Ismail, director of study abroad at American.

In the same week, 11 of the 50 students enrolled in a Florence-based program sponsored by the University of Michigan chose to return to the United States seven days early, a Michigan official said.

Barbara Marino, a junior at American who had been in Rome since January, said her parents telephoned her at 4 a.m. the day after the bombing and told her to leave Italy as soon as possible.

"It wasn't my decision, it was my parents'," she said. "You know how parents can get a little crazy. They flipped out on me." She had planned to stay in Rome through May 1 and then travel in Europe.

Ms. Marino added that students in her program in Rome were confused following the Libyan raid, and many

first heard of the bombing when their parents called. "Everyone was kind of crazy. We were just sitting around waiting to hear what was the right story," she said.

At American University and elsewhere, officials have accommodated students wishing to leave programs by allowing them to receive full credit if they complete their courses of study after they return.

Few Summer Trips Canceled

Officials say some students have decided to withdraw from forthcoming summer programs in Europe, perhaps because of their fear of terrorist incidents, but only a few institutions have already canceled summer trips.

Many administrators said they had not ruled out calling off the trips, but most said they were taking a "wait-and-see" attitude.

"The most important thing here is that we think we're taking a responsible position on this and not making any precipitous decisions either way at this point," said Ronald G. Dimberg, assistant dean of international studies at the University of Virginia. "We realize we may have to change our plans at some point if the situation does change."

Some institutions have canceled trips in which students would have been highly visible as Americans. Among them:

► The 85-member Yale University Glee Club called off a four-week trip that was to include performances in Sweden, Norway, Germany, and the Netherlands.

► The 46-member Brigham Young

University Concert Band canceled a month-long tour to Britain. "It would have been walking into a situation that was almost certain to cause some type of problem," a Brigham Young spokesman said.

► Central Connecticut State University canceled its 42-member football team's tour of Britain, which was to include three games against British teams.

► The University of Arizona called off a summer course in which 10 students were to study in Paris.

► Boston University canceled a summer course in Athens because of the possibility of danger in that city, and because many students, fearing terrorism, had already decided to pull out of the program.

Overseas-study officials said they had made an effort to keep students who are currently abroad informed about any possible danger, often working against distorted versions that students are getting. "We feel

the situation is bad enough. The students are having enough trouble retaining perspective when they're confronted with rumors left and right," said Marjorie Holler, deputy director of administrative services for the Beaver College Center for Education Abroad, which annually sends about 1,000 students overseas.

Part of Learning Experience

She added that, while the potential danger of the situation had made life difficult for many students who are abroad, the threat of terrorism had also become part of the learning experience.

"It's a question of getting the students to sit down, pull their wits together, think about what's out there, and see how they're going to deal with it," she said.

"It's a very important part of the learning experience. They didn't sign up for it, but they're getting it anyway."

Threats in Letter Force Campus Evacuation

COLORADO SPRINGS

Officials of the University of Colorado evacuated the campus here for about four hours last week after receiving a threatening letter signed by "Libya's Revolutionary Committees."

All classes and events at the commuter campus were canceled after the letter, delivered through the campus mail system, advised officials to prevent "civilian casualties," and warned that the committees "have

targeted U.S. educational facilities which participate in imperialist aggression abroad" and carry out military research for the U.S. government.

The university conducts research for military agencies—including the North American Air Defense command, which is based here. However, a university spokesman said, the university's only classified research project was completed last December.

Today's College Students Found Embracing Traditional Values

SAN FRANCISCO

Today's college students display

About 4 in 10 view themselves as "open-minded," "tolerant," "intellectual" or "well-informed."

Continued on Page 10



Mr. Walter W. Collins
Director of Personnel
Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789

from \$9,526 to \$85,840 annually.

FAA ISSUES TERRORIST TIP: The Federal Aviation Administration, acting on intelligence tips, advised airports to watch out for a new potential for terrorist attacks. A spokesman called the warning routine. "We have learned recently of new techniques in smuggling explosives aboard in honey jars and relayed this information."



P.O. Box 282
San Dimas, CA 91773



*Of Service To Our
Community*

MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT

P.O. Box 282
San Dimas, CA 91773
September 1, 1986

Walter W. Collins, Director of Personnel
Chairperson, MSAC Sabbatical Committee,
Mt. San Antonio College
1100 North Grand Avenue,
Walnut, CA 91789

Dear Walt:

This is to advise you and the sabbatical committee that because of the physical and social atmosphere of Europe at the present time, it is deemed inadvisable to conduct my scheduled sabbatical studies in England and Spain as projected.

In lieu of these plans, the fall semester study will be accomplished at ten colleges in the eastern and southern parts of the United States.

Additionally, sabbatical studies scheduled for Spain will be conducted in Mexico under the auspices of Dr. Barbara Hudson of the Socio-linguistic's department of IUP. In order to conform to the west coast academic calendar, the Mexican studies will cover the months of December 1986 and January 1987 leaving the spring semester aligned with the California study.

The enclosed calendar reflects the projected locations and time lines that have been adjusted to accommodate college schedules and the socio-linguistics in Mexico.

Cross matrix compilation of data will be accomplished during May with IUP Graduate Committee review designated for June 1987.

All aspects and purposes for the study remain the same. Enclosed is a corrected letter from Dr. Randall identifying the United States as the sabbatical location. Pertinent other material is enclosed. Please be assured that overall my sabbatical commitment will be met.

Sincerely,


M. Jeanne O'Reilly

Enclosures

SABBATICAL
LOCATIONS AND SCHEDULES
EN 699 Independent Study

1987 California Itinerary

February

Los Angeles Area Colleges

UCLA

Fullerton J.C.

Cal-State University, Fullerton

March

San Francisco Area Colleges

UC Berkeley

College of Marin

Stanford University

April

Sacramento Area Colleges

Cal State Sacramento

2 year Sacramento College-TBD

Chico State College

Butte College

May-June

Data Assessment

IUP Advisory Analysis

Complete MSAC Sabbatical Contract

Revised 9/1/86



COMMUNITY COLLEGE DISTRICT

*Of Service To Our
Community*

October 14, 1986

Carter Doran, Dean of Humanities
Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789

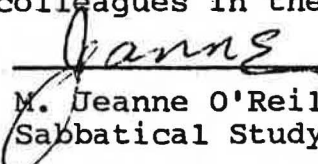
Dear Carter:

This is to inform you and the department of a change in my sabbatical plans and itinerary because of the political and social unrest in Europe. I have submitted my adjusted itinerary to the sabbatical committee, and I have already completed successful visitations at four campuses. Presently I am making initial administrative contact here in New Jersey at Rutgers.

Reception at all of the campuses visited has been very cooperative and supportive, and I expect to return with some valuable data and materials to share. As an example, I visited Don Murray's freshman composition class, heard his lecture, observed his students' writing, and talked with those students about their work and the course. Murray's honors class at the University of New Hampshire was one of two I visited and observed there. I also had pre and post interviews with both professors, as well as with the Director of Writing at the university. Writing support facilities of some sort, as well as ladder type courses leading to freshman composition classes have been evident at every college visited so far. Some of the universities give 4 units of credit for freshman English with no more or fewer hours for classes.

Enclosed you will find a copy of the revised itinerary. IUP has been most helpful in directing the study, and I wished to keep all informed that it is going well.

Best wishes to MSAC and my colleagues in the English department,


M. Jeanne O'Reilly
Sabbatical Study 1986-87

Enclosures: Revised Itinerary
CC: Lee Brandon, Chairperson English, Literature, and Journalism Dept.

San Dimas 91773
MEMO 511599
REGISTRATION
M. J. O'Rourke
1100 58006 26811



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephone: (714) 594-5611

*Austin, Texas
Nov. 20, 1986*

*Ken Wilson, Dean
UP Graduate English Office*

Dear Ken,

*After you transferred my call yesterday
the college told me my out-of-state fee
for English 699 is \$12.00. Please find my
check for that amount enclosed. The
paper work was left with your office
for the spring registration with Don McAndrew
as advisor.*

Everything is going well here and in general.

*My best to 1UP and yourself, I wish
you a pleasant holiday.
Janne O'Rourke*

B/A Check # 5721

Don McAndrew, Advisor
Graduate Studies in English
10P, Indiana, PA 15705

Nov. 20 1100
MSAC
College
Collins
Committee
notified phone

Dear Don,

I've tried to reach you several times by phone at the college and will continue as I travel.

I finish here at the university today after having observed classes taught by two AI Kay Halesch, and Kristine Hansen whom I requested.

After talking to my committee at MSAC I have had the study in Mexico requirement waived which allows me more time for the reading and preliminary writing for EN699. As we discussed prior to my departure

and by phone, I will need to take an incomplete for the fall semester. I have mailed my check for the spring registration and will complete the study as planned.

The first half of the study has gone very well and I have gained expertise as I had read more from the reading list and learn more as a result of my college visits and interviews. I think you will be pleased with the amount of information and data acquired.

Thanks for your help and best wishes for a pleasant holiday. Jeanne O'Reilly



MT. SAN ANTONIO COLLEGE

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789

Telephones: (714) 595-2211 • (213) 339-7331

San Dimas, CA 91773

November 24, 1986

Walter Collins, Chairman
Mt. San Antonio College Sabbatical Committee
Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789

TO: Sabbatical Committee
RE: Adjusted sabbatical schedule

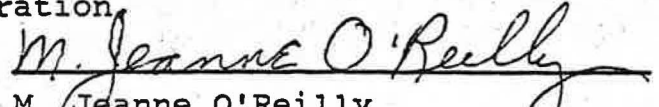
As discussed with the committee chairman while I was completing my observation and studies at the University of Texas in Austin last week, the reading requirements for Indiana University of Pennsylvania which were added to the original sabbatical commitment require library research and reading time unable to be accomplished in Mexico.

In order to complete my higher priority to MSAC and the English departments writing interests for the college, it is necessary to spend the six week period in December and January doing the reading specified on the enclosed bibliographies. Additionally, assessment and writing related to the observations and visits at the first ten colleges in the study must be weighed prior to the February visits beginning the western California semester.

The richness of the report because of the unqualified support and cooperation of the colleges visited so far is indicative of the interest throughout the nation in the value of the study. Our college is a leader in this area of research and is repeatedly lauded for its sabbatical seriousness of study which the committee is responsible for evaluating. I will continue to do my best to fulfill the commitment to the college and the purpose for the sabbatical.

Library reading and research materials will be utilized in the Los Angeles area at colleges where available as in Claremont or UCLA.

Thank you for your time and consideration.


M. Jeanne O'Reilly
Sabbatical Contract 1986-87

Enclosures: 3 page Bibliography
IUP EN 699 Advisor's requirement draft

mjo

NOV 24 1986

US 6 11

6-0111

Writing Program Administration

HISTORY

X Applebee, Arthur N. Tradition and Reform in the Teaching of English: A HISTORY. Urbana, IL:, NCTE, 1974.

Hillocks, George, Jr. The English Curriculum under Fire: What are the Real Basics? Urbana, IL: NCTE, 1982.

X Have Hillocks, George, (ED) RESEARCH IN WRITTEN COMPOSITION

X Moffett, James. Coming on Center: English Education in Evolution. Montclair, NJ: Boynton/Cook, 1984.

Murphy, James J., ed. The Rhetorical Tradition and Modern Writing. New York: MLA. 1982

TEACHER TRAINING

Daniels, Harvey A., and Stephen Zemelman. A Writing Project: Training Teachers of Composition from Kindergarden to College. Portsmouth, NH: Lawrence Heinemann, 1985.

Frederiksen, C.H., M.F. Whiteman, and J.F. Dominic, eds. Writing: The Nature, Development and Teaching of Written Communication. Hillsdale, NJ: Lawrence Erlbaum, 1980.

Gage, N.L., ed. The Psychology of Teaching Methods. Chicago: U of Chicago Press, 1976.

Neel, Jasper, P., ed. Options for the Teaching of English. New York: MLA, 1978

Have Reigstad, Thomas J., and Donald A. McAndrew. Training Tutors for Writing Conferences. Urbana, UL: NCTE/ERIC, 1984.

PROGRAM ADMINISTRATION

Gere, Anne Ruggles, ed. Roots in the Sawdust: Writing to Learn across the Disciplines. Urbana, IL: ncte, 1985.

Goodin, George. Competence and Curriculum in English. CE47 Jan.1985.

Griffin, C Williams, ed. Teaching Writing in ALL Disciplines. San Francisco: Jossey-Bass, 1982.

Haring-Smith, Tori, ed. A Guide to Writing Programs: Writing Centers, Peer Tutoring, Writing Across the Curriculum. IL: Scott, Foresman, 1984

X Olson, Gary A., ed. Writing Centers: Theory and Administration. Urbana, IL: NCTE, 1974.

Writing Program Administration

PROGRAM ADMINISTRATION

Steward, Joyce S., and Mary R. Croft, eds. The Writing Lab: Organization, Management, and Methods.

Tchudi, Stephen N. Teaching Writing in the Content Areas: College Level. National Educational Association, 1986.

Thaiss, Christopher J., ed. Writing to Learn: Essays and Reflections on Writing across the Curriculum. Dubuque: Kendall/Hunt, 1983.

Young, Art, and Toby Fulwiler, eds. Writing Across the Disciplines: Research into Practice. Upper Montclair, NJ: Boynton/Cook 1986.

PROGRAM ADMINISTRATION JOURNAL ARTICLES

Brause, Rita S. "New Roles for English Educators." EE 17 (1985):204-2

Bartholomaw, D. "Inventing the University." Mike Rose, ed. When A Writer Can't Write. NY: Guilford, 1985.

Newkirk, Thomas. "Direction and Misdirection in Peer Response." CCC 35 (October 1984) : 300-311.

Purves, Alan C. "In Search of an Internationally -Valid Scheme for Compositions." CCC 35 (December 1984): 426-438.

Rose, Mike. " The Language of Exclusion: Writing Instruction at the University." CE 47 (April 1985: 341-359.

EVALUATION

Cooper, Charles R., ed. The Nature and Measurement of Competency in English. Urbana, Ill. : NCTE, 1981.

Davis, Barbara Gross, Michael Scriven, and Susan Thomas, eds. The Evaluation of Composition Instruction. Inverness, CA.:NCTE197

Diderich, Paul. Measuring Growth in English. Urbana, IL: NCTE, 1974.

Greenberg, Karen, Harvey Wiener, and Richard Donovan. Writing Assesment: Issues and Strategies. White Plains, NY: Longman,1986.

Millman, Jason, ed. Handbook of Teacher Evaluation. Beverly Hills: Sage Publications, 1981.

Witte, Stephen P., and Lester Faigley. Evaluating College Writing Programs. Carbondale: Southern Illinois UP, 1983.

Writing Program Administration

HISTORY

Applebee, Arthur N. Tradition and Reform in the Teaching of English: A History. Urbana, IL: NCTE, 1974.

Hillocks, George, Jr. The English Curriculum under Fire: What Are the Real Basics? Urbana, IL: NCTE, 1982.

HILLOCKS, GEORGE, (ED) RESEARCH IN WRITTEN COMPOSITION, 1986.

Moffett, James. Coming on Center: English Education in Evolution. Montclair, NJ: Boynton/Cook, 1984.

Murphy, James J., ed. The Rhetorical Tradition and Modern Writing. New York: MLA, 1982.

Ohmann, Richard. English in America: A Radical View of the Profession. New York: Oxford UP, 1976.

STAFF DEVELOPMENT

Daniels, Harvey A., and Stephen Zemelman. A Writing Project: Training Teachers of Composition from Kindergarten to College. Portsmouth, NH: Heinemann, 1985.

Frederiksen, C.H., M.F. Whiteman, and J.F. Dominic, eds. Writing: The Nature, Development and Teaching of Written Communication. Hillsdale, N.J.: Lawrence Erlbaum, 1980.

Gage, N.L., ed. The Psychology of Teaching Methods. Chicago: U of Chicago Press, 1976.

Neel, Jasper, ed. Options for the Teaching of English. New York: MLA, 1978.

Reigstad, Thomas J., and Donald A. McAndrew. Training Tutors for Writing Conferences. Urbana, IL: NCTE/ERIC, 1984.

PROGRAM ADMINISTRATION

Gere, Anne Ruggles, ed. Roots in the Sawdust: Writing to Learn across the Disciplines. Urbana, IL: NCTE, 1985.

Griffin, C. Williams, ed. Teaching Writing in All Disciplines. San Francisco: Jossey-Bass, 1982.

Haring-Smith, Tori, ed. A Guide to Writing Programs: Writing Centers, Peer Tutoring, Writing Across the Curriculum. Glenview, IL: Scott, Foresman, 1984.

Olson, Gary A., ed. Writing Centers: Theory and Administration. Urbana, IL: NCTE, 1984.

Steward, Joyce S., and Mary R. Croft, eds. The Writing Lab: Organization, Management, and Methods.

Tchudi, Stephen N. Teaching Writing in the Content Areas: College Level. National Educational Association, 1986.

Thaiss, Christopher J., ed. Writing to Learn: Essays and Reflections on Writing across the Curriculum. Dubuque: Kendall/Hunt, 1983.

Young, Art, and Toby Fulwiler, eds. Writing Across the Disciplines: Research into Practice. Upper Montclair, NJ: Boynton/Cook, 1983.

EVALUATION

Cooper, Charles R., ed. The Nature and Measurement of Competency in English. Urbana, Ill.: NCTE, 1981.

Davis, Barbara Gross, Michael Scriven, and Susan Thomas, eds. The Evaluation of Composition Instruction. Inverness, CA: Edgepress, 1981.

Diderich, Paul. Measuring Growth in English. Urbana, IL: NCTE, 1974.

Greenberg, Karen, Harvey Wiener, and Richard Donovan. Writing Assessment: Issues and Strategies. White Plains, NY: Longman Inc., 1986.

Millman, Jason, ed. Handbook of Teacher Evaluation. Beverly Hills Sage Publications, 1981.

Witte, Stephen P., and Lester Faigley. Evaluating College Writing Programs. Carbondale: Southern Illinois UP, 1983.

JOURNALS

The Writing Instructor
WPA: Writing Program Administration
Writing Center Journal
ADE Bulletin



40 YEARS

Of Service To Our
Community

MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT

MT. SAN ANTONIO
APR 30 11:55
PERSONNEL OFFICE

April 28, 1987

Mr. Walt Collins, Chairperson,
MSAC Sabbatical Committee,
Mt. San Antonio College,
1100 North Grand Avenue

Walnut, California 91789

Re: Follow up to phone call notification.
Please note the following adjustment
to my 9/1/86 revised sabbatical calendar for
campus visits in northern California

1987

March: San Francisco Area Colleges

UC Berkeley & College of Marin as scheduled
Stanford - started with contacts & visits and
on site interview of Dr. Charles Piper -
English Department, Composition Coordinator.
It was arranged because of the interruption
for spring break and testing dates in conflict
for me to revisit for observations in April.

April: Sacramento Area Colleges

Cal State Sacramento (*referral for 2 year college)
Chico State College
Butte College

*The TBD College: American River College
Sacramento plus Stanford revisited and
completed as scheduled for the year.

We have started assessment and analysis.

The Graduate School
Indiana University of Pennsylvania
Stright Hall
Indiana, Pennsylvania 15705

(412) 357-2222



April 28, 1987

Margaret J. O'Reilly
P.O. Box 282
San Dimas, California 91773

Dear Ms. O'Reilly,

Thank you for your application for admission to degree candidacy (Ph.D. in English).

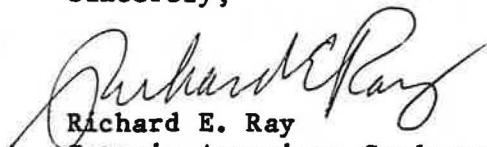
I'm sorry to say that we can grant you candidacy only on a conditional basis since you have not filed official GRE scores with the Graduate School. An official report of GRE scores is a candidacy requirement.

You need not reapply for candidacy. As soon as an official report of your GRE scores are on file in the Graduate School, candidacy will take effect.

I urge you to take the GRE as soon as possible. It is a mandatory step in the candidacy process and, therefore, also a requirement for graduation.

You can arrange to take the GRE at IUP by contacting Ms Ruth Riesenman in the Career Services office (412-357-2235).

Sincerely,


Richard E. Ray
Interim Associate Graduate Dean

RER/vjm

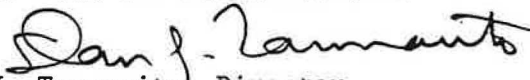
xc: Dr. Dan Tannacito

Half way!

May 5, 1987

SUBJECT: Margaret J. O'Reilly (480-18-3196)/Waiver of Ph.D. Internship/
Course Requirement

TO: Richard Ray, Interim
Assoc. Dean for Administration

FROM: 
Dan J. Tannacito, Director
Graduate Studies in Rhetoric and Linguistics

The department approves the waiver of EN 689, Orientation and Field Experience in the Community College, for Margaret J. O'Reilly due to her demonstrable equivalent experience as attested to by the attached letter from her administrative supervisor at Mt. San Antonio Community College where she teaches.

bjg

Enclosure

xc: ~~Jeanne~~ Jeanne O'Reilly



*Of Service To Our
Community*

MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT

6800 Larsen Ln.
Paradise, CA 96969
June 1, 1987

David M. Lynch, Dean
The Graduate School
IUP
Indiana, Pennsylvania 15705

Dear Dr. Lynch:

As a current doctoral candidate previously enrolled in the 1986 summer program at IUP, I request an exemption from the two consecutive summer school attendance requirements of IUP. I underestimated the extent of the time required to complete my contractual commitment sabbatical report to Mt. San Antonio College where I teach which is due upon my return this fall, 1987.

I also request exemption from the limit of having only two independent studies in the IUP graduate program, so that I may retain my research study affiliation with IUP until I am able to return to the Indiana campus and complete my studies.

Your understanding and compliance with these requests will greatly facilitate my remaining enrolled in the doctoral graduate program at IUP.

Sincerely,

M. Jeanne O'Reilly

cc: Dan J. Tannacito, Director
Don McAndrew, EN699 Advisor
Graduate Studies in Rhetoric and Linguistics



*Of Service To Our
Community*

MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT

6800 Larsen Ln.
Paradise, CA 91789
July 2, 1987

Donald A. McAndrew
Indiana University of Pennsylvania
110 Leonard Hall
Indiana, Pennsylvania 15705

Dear Don:

Enclosed find the Bibliography with 75 entries. I updated the list to include more recent publications and philosophies for the coordinators visited and interviewed and added to the number. I could never end as there seems to be no lack of research material; in fact, I get lost in the reading rooms and so intent on the reading that it becomes difficult to do the other part of it. It is a fascinating area of study.

Enclosed also find the first part of the writing for the observations. I'm constantly working at it now that I have sorted through and begun the organization of the mass of material.

I'm evaluating grid entries now and will mail the balance of your report when finished. I'd sure appreciate any other help or ideas for organization of all these data.

In February, I purchased a new IBM PC XT and the IBM Quietwriter Printer, Model 2. Of course, it is the greatest discovery ever for editing and filing. I'm still learning to use all of the Enable program software and have the usual horror stories to share about dumping files and all the other mistakes for people new to computers. A few you'll note: the italics for the Bib is not yet printing--I'm investing why my graphics isn't printing. Page breaks between the draft and final are still giving me some problems, and on--and on.

Say hello to the others in the IUP summer program. I hope to be there next summer.

Enclosures: EN 699 BIB
EN 699 Study Copy

ADDRESS above is current and will be until September.
PHONE: 916 - 877-6306 Please call collect to discuss the paper.

Best to all,

*Joanne
O'Reilly*

The Graduate School
Indiana University of Pennsylvania
Stright Hall
Indiana, Pennsylvania 15705-1081

(412) 357-2222

July 9, 1987

Ms. M. Jeanne O'Reilly
6800 Larsen Lane
Paradise, California 96969

Dear Ms. O'Reilly,

Thank you for your June 1, 1987 letter to Dr. Lynch requesting an exception to our doctoral residency requirement and to the 6-hour independent study limit.

I have consulted with Dr. Lynch and Dr. Tannacito on each request, and I am happy to say that the Graduate School will allow an exception to the residency requirement in your case.

However, we must deny your request to raise the hours permitted for independent study. The 6-hour limit was designed to preserve as much on-campus contact as possible in scholarly activities with professors and fellow graduate students. Our current residency requirements offer liberal options that are not available at most other universities. We think this a strength but at the same time know that some of the options limit the important on-campus contacts and interactions that are the strength of the full-year in residence required by most doctoral programs. In short, we believe that the 6-hour maximum is very liberal, given the residency options available at IUP. We would be extremely reluctant to extend it in any case, and could not do so after offering an exemption, as we have done in your case, to our residency policy.

Sincerely,



Richard E. Ray
Interim Associate Graduate Dean

RER/vjm

xc: Dr. Dan Tannacito
Dr. David Lynch
Dr. Evelyn Mutchnick
Dr. Don McAndrew

MT. SAN ANTONIO COLLEGE
Salary and Leaves Committee

TO: SABBATICAL PARTICIPANTS, 1986-87

Leo Baker
John Burns
William Kagy
Diane Lewis

Karlene Morris
/ Jeanne O'Reilly
Gary Toops

FROM: Walter W. Collins, Chairperson

DATE: October 5, 1987

SUBJECT: REPORT DEADLINE

Please be respectfully reminded that sabbatical reports are due no later than October 12, 1987, per the current collective bargaining agreements. Due to the stringent time lines faced by the Committee, late reports cause an inordinate work burden on the Committee.

Please submit two (2) copies of your sabbatical report to the Personnel Office no later than 4:30 p.m., October 12, 1987.

Thank you.

Oct. 12, 1987

To: Walt Collins,

MSAC Sabbatical Committee Chair

FROM: M. Jeanne O'Reilly

RE: IUP LETTER of Graduate Coursework
COMPLETED

Dear Walt,

As per our phone call earlier today, certification of grade and course completion may be obtained by phone from the English Department Graduate Offices, Rhetoric and Linguistics Division at Indiana University of Pennsylvania for sabbatical contract Independent Study course EN 699 in 2 parts for 6 units.

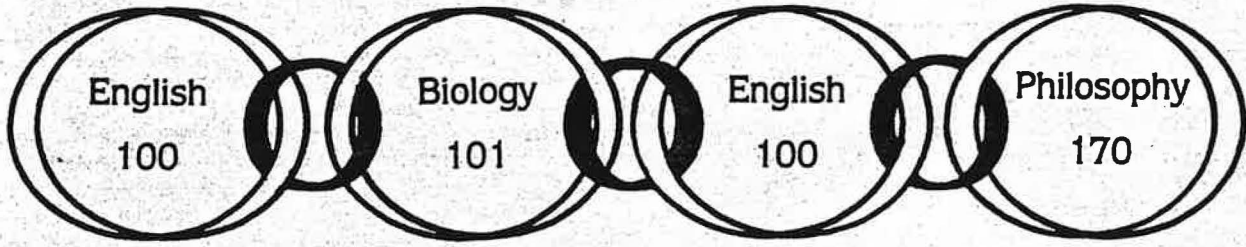
Other confirmation will be submitted when it arrives.

Thank you,

Jeanne O'Reilly

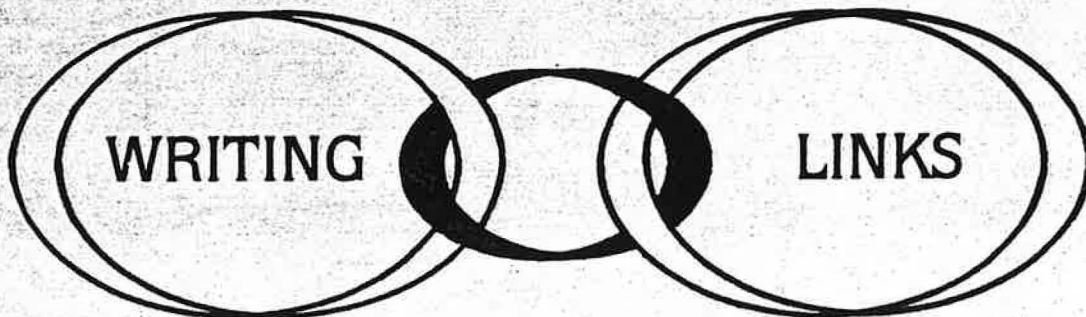
Appendix B

Sample Grid Form



A Unique Opportunity

Writing Links . . .



Writing Links

WHAT IS IT?

A unique pairing of transfer courses

Biology 101 and English 100

Philosophy 170 and English 100

to give you the opportunity to master the course content of Biology OR Philosophy while developing your writing skills.

WHY ENROLL IN WRITING LINKS COURSES?

Meet two general education requirements simultaneously
(See Gen Ed requirements in College Catalog, pp. 35-39)

Biology 101--Category A, Part I
English 100--Category D, Part I

OR

Philosophy 170--Category D, Part II
English 100--Category D, Part I

Benefit from smaller classes with individualized attention from instructors and closer interaction with fellow students

Through individualized content centered writing, better understand the close relationships among different disciplines in your general education experience

WHO CAN ENROLL?

Students who want to connect ideas and information learned in Biology 101 or Philosophy 170 with their English 100 writing assignments

Students who have Reading and Writing Clearance

WHEN? WHERE? HOW?

When you register for spring semester classes, enroll in either of the Writing Links combinations

Ticket #	Course Title	Day/Time	Room	Instructor
16588	English 100	9-10 MWF	520	Leyson
34000	Philosophy 170	10-11 MWF	520	Seaton

16587	English 100	8-9 MWF	615	Weintraub
21300	Biology 101	9-11 MW	615	Kerr
21540	Bio Lab 101L	9-12 F	425	Kerr

A Writing Across the Disciplines Project
Lois Powers, Coordinator

COURSE OUTLINE

**THE WRITE COURSE:
FRESHMAN COMPOSITION**

**From the desks of
Madge and Murray Heller**

**Fall 1986
Copyright**

COURSE OUTLINE

**THE WRITE COURSE:
FRESHMAN COMPOSITION**

**From the desks of
Madge and Murray Heller**

**Fall 1986
Copyright**

North Country Community College
Saranac Lake, New York

Once a thing is conceived in the mind, the words to express it soon present themselves.

Quintus Horatius Fraccus 65-8 B.C.
Roman Poet and Satirist

Course Number: COM 101

Course Title: Freshman Composition

Credit Hours: Three (3)

Prerequisites: Either successful completion of the Writing Placement Exam or COM 100.

Class Schedule:

Instructors: Madge and Murray Heller

Office Locations: 203 & 206 - Administration Building

Course Texts:

1. Stover, Harryette, Study Guide For The Telecourse - The Write Course: An Introduction To College Composition, Boston: Holt, Rinehart and Winston, 1984.
2. Irmscher, William F., The Holt Guide To English: Alternate Edition, Boston: Holt, Rinehart and Winston, 1984.

FACULTY OFFICE HOURS

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

If none of the above coincide with your schedule, make an appointment with your instructor at a time convenient for both of you.

Visit the Learning Lab for assistance with short-term, easy to deal with assignments or for tutoring for more difficult ones.

For a second viewing of a particular telecourse lesson, visit the Learning Resource Center and contact either Dr. Dick Boutelle or Mrs. Anne White.

COURSE DESCRIPTION

The Write Course is a telecourse which provides instruction in the basics of composition. Like traditional writing courses, it emphasizes writing as a process as well as a product. Also like traditional courses, it instructs students in shaping theses, planning papers and composing logical, unified sentences, paragraphs and essays. Unlike traditional courses, it is conducted through a series of lessons adapted for presentation via television. But, as in traditional courses, there is consistent interaction between students and their instructor, and an insistence on students accepting the responsibility for upgrading their literacy and competency.

At the beginning of The Write Course, students complete two assessment exercises. One is to assess their degrees of writing literacy; the other is to assess their degrees of writing competency. These allow students to identify factors contributing to illiteracy and incompetency.

Students requiring tutoring to upgrade these may contact the Director of the Learning Lab.

* * * * *

Editing and Revising: An essential part of composition work is correction and revision. This phase of writing, which involves students in identifying and correcting errors, reconsidering phrasing or re-thinking organization, can be the most important part of Freshman work. The importance of revision is stressed in all the telecourse lessons. However, Lesson 21 focuses solely on the revision process and demonstrates the impact of its effect in the non-academic world. (See pages 119-123 in the Study Guide.)

* * * * *

Course Requirements:

1. Purchase both texts.
2. For successful completion of The Write Course, students must view all telecast lessons, complete all written assignments and produce written work which demonstrates both competency and literacy. Demonstrated illiteracy indicates ignorance of the basic conventions of sentence composition and punctuation, and will not be rewarded with 3 college credits.
3. Criteria for writing and evaluating essays appears on pages 7 and 8. Students must demonstrate knowledge of these.
4. Students are advised to read the text of each telecourse lesson before viewing it. This ensures active rather than passive viewing. It also serves as excellent preparation. Students are also encouraged to complete all writing assignments suggested at the end of each lesson. Instructors will keep these on file in preparation for office conferences which will be required throughout the semester. Students will be told which assignments are to be turned in for a grade. Obviously, these should reflect increased competency and literacy as the semester progresses. Indeed, students accepting responsibility for doing skill upgrading exercises and assigned writings at designated times will find that the quality of their writing improves measurably. Two exit assessment assignments, one measuring competency, the other measuring literacy, will be completed at the end of the semester to determine this. Topics to be covered in each lesson are listed in

the Table of Contents in the telecourse guide. The handbook is divided into three sections: 1. Elements of Writing; 2. Toward Better Writing; 3. Special Kinds of Writing; and, if used wisely and well, may prove an excellent resource.

* * * * *

CONFERENCES

Often, much can be accomplished in a ten or fifteen minute individual conference with an instructor if the discussion is focused upon some special writing problem. If students have classes during the instructor's office hours, they may request a special appointment and are expected to show the courtesy of prompt attendance. Students should make it a point to have at least two office sessions: one before mid-term; the other before finals.

* * * * *

ATTENDANCE

Even though students' grades in Freshman English are based mainly upon their written work, they may not convert the course into a correspondence one by submitting their papers on assigned dates, but by failing to attend class sessions. The act of writing is intimately allied with reading, observing, thinking, responding, discriminating and verbalizing. Class sessions are, therefore, an integral part of the composition course whether they are concerned either directly with writing, or indirectly, with analysis and evaluation. Students missing more than three class sessions may be asked to drop the course. (See the Faculty Handbook regarding the College's attendance policy.)

In the event of illness or emergency, students are responsible for explaining absences and finding out what work has been missed. Athletes should see their instructor about their responsibilities immediately. No athlete is ever given permission by a coach to miss practice or a game in order to attend class. Similarly, no student is excused by an instructor from class to go to practice or a game. Students must set their priorities and adjust accordingly.

Tardiness is discourteous, disruptive and unacceptable.

EXAMINATIONS

All students are required to take a mid-semester and a final examination. Failure to appear at either, or failure to notify the instructor if attendance is impossible, usually results in a failing grade. Students should make personal accommodations to the scheduled examination dates and times. No examination will be released prior to those dates and times. Exam schedules are published each semester by the Dean of Academic and Student Affairs' Office.

* * * * *

CODE OF CONDUCT

It is the instructor's responsibility to ensure that each one in the class is ensured an ideal as possible environment conducive to learning. Students exhibiting a lack of decorum will be asked to leave.

* * * * *

MANUSCRIPT FORM OF ESSAY

Although some instructors may give special instructions for the preparation of themes, the following recommendations represent fairly standard practices.

1. Handwritten essays should be on standard theme paper, with ruling and with marginal line at the left, 8 1/2 x 11; typed essays on plain paper, 8 1/2 x 11.
2. Writing or typing should be on only one side of the paper.
3. Typewritten and computer copy should always be double spaced.
4. All handwritten essays should be in black or blue ink.
5. Standard conventions of indentation, pagination, and mechanics should be followed.
6. Final copy should be neat and legible. Papers with ragged edges will not be accepted by instructor.
7. Themes should be folded lengthwise, with the fold to the left; and endorsed with the following information:

Name, last name first
Course and section
Date
Instructor's name
Title of essay

8. See Student Essay Models for correct, acceptable format.

CRITERIA FOR WRITING AND EVALUATING

Paragraphs and essays will be written and evaluated in terms of content, organization and mechanics. Students are required to write all assigned paragraphs and essays for successful completion of the course. Since the course is designed for the express purpose of improvement of writing skills, no late papers will be accepted. (No incompletes will be given in this course.)

A. Lack of clarity in any part of a paper will subject it to heavy down-grading. The following are some of the most common errors which prevent clarity:

1. A run-on sentence, with or without comma splice.
2. A sentence fragment.
3. Frequent misspelling.
4. Indefinite references of pronouns.
5. Errors in agreement of subject and verb.
6. Shift in point of view.
7. Inaccurate punctuation.

Students whose writing demonstrates any of the above should plan on spending time under the supervision of the Learning Lab staff.

B. Grading.

1. The A paper shows originality of thought and forcefulness in the expression of its central ideas. It shows careful construction and organization of sentences and paragraphs. In addition, it displays a resourcefulness of vocabulary which is appropriate to the subject. No major errors, and for the most part, no minor errors appear in this paper.
2. The B paper is well planned, as shown in the development of a central idea, and reveals maturity and originality of thought. It may contain occasional minor errors of punctuation or diction, but it is expected to demonstrate control of the structure and development of the sentences and paragraphs.
3. The C paper is largely free of gross errors and, insofar as it is well organized and developed, it is effective. It shows, as the A and B papers do also, that the student is gaining mastery of the material of the course. Although it lacks some of the force and originality expected in the A and B papers, it expresses a clear thought.
4. The D paper shows little evidence of mastery of the course material. It is below the quality expected of most student writing.
5. An E paper is a failing one. It fails because it is not well planned, is hastily written, neglects to develop an idea, shows little or no evidence of the student's having acquired any of the factual material of the course, or contains major errors.
6. An Agg. paper equals aggregate. It means that students who had an excused absence from class completed the make-up assignment and maintained their grade average.

FINAL GRADE

To arrive at the final grade, the instructor will average those grades received on the paragraphs and essays written during the semester with those written for the mid-term and final examinations.

THE WRITE COURSE

<u>Program #</u>	<u>WCFE Playdate</u>	<u>Program Title</u>
1	9/17/86	The Beginning
2	"	Why Write?
3	9/24/86	The Writing Process
4	"	The Audience
5	10/1/86	Audience and Style
6	"	Discovering Ideas
7	10/8/86	The Drama of Thinking
8	"	Sharpening the Focus
9	10/15/86	Structuring the Topic
10	"	Beginning and Ending
11	10/22/86	Developing Form
12	"	Narration and Description
13	10/29/86	Process and Analysis
14	"	Definition
15	11/5/86	Argumentation
16	"	Paragraph Patterns
17	11/12/86	Sentence Patterns
18	"	Sentence Strategy
19	11/19/86	Words and Meanings
20	"	Word Strategy
21	11/26/86	Revision Strategies
22	"	Using the Writer's Tools
23	12/3/86	Discovering the Library
24	"	Writing a Research Paper
25	12/10/86	Writing About Books
26	"	The Essay Test
27	12/17/86	Writing at Work
28	"	Report and Proposal Writing
29	12/24/86	Style
30	"	New Directions

Above is a copy of WCFE's broadcast schedule for The Write Course and a list of titles of the telecourse lessons to be shown on the NCCC campus throughout the Fall semester.

THE BASIC WRITING CERTIFICATE PROGRAM
AT CSU, CHICO

- * For teachers and prospective teachers of high school and college writing.
- * Preparation in linguistics and composition theory.
- * Practicums in tutoring and teaching college-level basic writers.
- * Optional practicums in ESL, literary editing, and secondary teaching.
- * May be completed in conjunction with the M.A. in English

Prerequisites: An appropriate B.A. or B.S. degree; admission to the Graduate School; English 175, Rhetoric/Writing, or its equivalent (may be taken in first semester of certificate work).

CORE COURSES

- * ENGL 222: Introduction to Linguistics, or ENGL 223: Structure of the English Language
- * ENGL 231: Seminar and Lab in Tutoring.¹ Prerequisite: English 222 or 223. May be taken concurrently.
- * ENGL 280: Teaching Composition. Prerequisite: English 231.
- * ENGL 301: Seminar in Bibliography and Methods of Research
- * ENGL 322: Expository Writing. Prerequisite: English 175 or 332--Advanced Theories of English as a Second Lang.
- * ENGL 326: Linguistics. Prerequisite: English 222 or 223.

Plus one additional course:

- * ENGL 232: Theory and Practice of English as a Second Language
or
- * ENGL 296: Literary Editing
or
- * EDUC 236E: Teaching Secondary English
or

Experience teaching English 17: Basic Writing Workshop.
(Students who have taught English 17 will substitute 3 graduate units of English of their choice to complete the Certificate's unit requirements.)

or

Teachers who have completed English 290 (Northern California Writing Project, invitational) may substitute these 6 units for English 231 in the Core and the one additional required course.

Application procedure: Apply to the Certificate Coordinator, Dr. Karen Hatch, English Department Graduate Advisor, Taylor 212, (916) 895-5289.

THE TECHNICAL WRITING CERTIFICATE PROGRAM AT CSU CHICO

THE CERTIFICATE

- prepares people for writing careers in business, industry or government.
- is open to all students regardless of major.
- complements a technical major, or may be augmented by technical training.
- can lead to a variety of career paths in the wide-open field of technical communications.

PREREQUISITES

Prerequisite Courses

English 1, Freshman Composition; ICST 11 or 12, Speech Communication; CSCI 10, Computer Literacy — or their equivalents (9units).

Recommended General Studies Courses

Although not required for the certificate, the following GS courses can be useful to technical communicators: Area B (all, esp. advanced courses); Area C (Phil 138, Econ 105); Area D (Econ 1,2,3, 165; Geog 101, 103; CSCI 110; AIP 103); Area E (Phil 116).

Word Processing Experience

While not included as a formal part of the certificate program, word processing is a minimum essential for technical writers: employers are quickly coming to expect more advanced skills in computerized publishing. Gaining experience in use of such tools is the responsibility of the individual student, but the Certificate Coordinator can assist you in identifying opportunities both on and off campus.

CORE COURSES

- ENGL 130, Report Writing, or ENGL 175, Rhetoric and Writing.¹
- ENGL 230, Proposal Writing. Prerequisite: 130 or 175 and consent of instructor.
- CDES 003, Introduction to Writing for Audiovisual Media.
- CDES 23, Visual Communication Concepts, or CDES 107, Systems of Graphic Communication.
- MGMT 149, Management of Organizations.
- ICST 114, Persuasion.
- ENGL 235, Topics in Technical Communication. Prerequisite: Proposal Writing.

Total: 20-21 units (plus 9 units prerequisites = 29-30 units²)

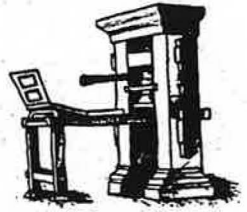
¹Students in professional majors such as engineering may be able to substitute a report writing course in their own disciplines (such as CE 119) for English 130.

²An internship experience of 1-3 units is also strongly recommended: see the Coordinator for opportunities.

APPLICATION

Since the Technical Writing Certificate must operate beneath a limited enrollment ceiling, for logistical reasons, admission will be competitive based on proof of writing skills, technical competency and professional commitment. Students seeking admission to the program should complete the prerequisites and ENGL 130 or 175 before applying to the Certificate Coordinator Dr. Lyn Relph, Trinity 213 (916) 895-5809, or through the English Department office, 895-5124.

THE LITERARY EDITING AND PUBLISHING CERTIFICATE PROGRAM AT CSU, CHICO



PURPOSE:

Many summer programs offer training in editing and publishing because of the current interest in publishing and the "information revolution." All are expensive and occur when many students have to work. The English Department offers a 23-25 unit Certificate Program in Literary Editing and Publishing that can easily be combined with other majors, such as English, Humanities, Arts, Social Sciences, and Communications. The certificate is designed to provide training in specific skills which complement the academic disciplines, and increase job possibilities where the discipline can be used. The program is open to all students. The primary requirements are literacy, good writing skills, and reading background.

BENEFITS:

The Certificate Program offers training in editing, copy-editing, selection procedures and standards, publishing procedures, graphics, printing technologies, marketing and distribution of literature. These skills open up the possibility of job opportunities in which the techniques and pleasures of language and literature study as well as those of other traditional academic disciplines can be profitably enjoyed. Jobs are possible in small press and scholarly publishing (as well as the very few in commercial and publishing houses), arts and literature magazines, newsletters, in-house and trade organization publications. Concentration on the editing of manuscripts also offers a student the opportunity to learn to edit and profitably rewrite his/her own work as a professional editor might.

SPECIAL ACTIVITIES:

Students in classes in this program edit and produce *Watershed*, CSUC's literary magazine; edit and produce *Great Expositions*, the best of the Freshmen essays, used as a text in the English 17 Program; serve as interns at Paradise's literary publishing house—Dustbooks; serve as interns with various publishers and editors in the area.

CORE COURSES

- **CDES 23** Visual Communication Concepts
- **CDES 60** Graphic Arts Principles
- **ENGL 150** Advanced Composition
- or
- **ENGL 130** Report Writing
- **ENGL 196** Intro. to Lit. Editing and Publishing in America
- **ENGL 296** Literary Editing
- **ENGL 275** Editing Manuscripts for Publication
- **ENGL 289** Internship

OPTIONS:

Optional courses making up the additional 5-7 units are designed to increase students' knowledge of various areas of editing and publishing, and vary for English and non-English majors.

For more information about the program and advising for those interested in enrolling, please contact Ellen Walker, Certificate Coordinator, 536 West Third Street, Room 200 (895-4417).

ENGLISH 121 (INDIVIDUALIZED)

FALL 1986

Individualized English Staff

Emanuel diPasquale

Albert Nicolai

Jerry Olson

Richard Strugala

Julia Meyers, Teacher Aide

ENGLISH 121 (INDIVIDUALIZED)

To begin with, you should understand that this is not a mini-course. Nor is it an especially "easy" course. Rather, English 121 (Individualized) is roughly equivalent to the forty-five hours you would spend in a classroom under the supervision of an instructor. Further, it requires neither more nor less work than required in the regular classroom course. In essence, this course is designed to help you acquire and develop those writing skills you will need to be successful in college and your chosen career. We might also add that we believe writing to be important for its own sake, for as you write, you come to discover things about yourself, your imagination, and your beliefs.

We are interested not only in the final product but also in the process of your writing. If you were in a regular class, we would watch you and work with you, but in Alternate English we cannot; therefore, we require you to turn in everything you used in preparing the final versions of your papers--outlines, notes, drafts, and whatever else you used to create the finished products.

TEXTBOOKS FOR COURSE

- Required:
- a. Marius, Richard and Harvey S. Wiener. The McGraw-Hill College Handbook. New York: McGraw-Hill, Inc., 1985
 - b. Kennedy, X.J. and Dorothy M. Kennedy. The Bedford Reader, 2nd ed. New York: St. Martin's Press, 1985

Recommended: An up-to-date dictionary of your own choice, preferably Webster's New World Dictionary, The American Heritage Dictionary or The Random House Dictionary

ATTENDANCE

You must come in at least once before each deadline with a complete unit ready for grading. You may come in any day and at any hour that your instructor is available, but you must sign up in advance on the sign-up sheets posted on the wall for the time that you wish. You will not receive credit for any essay your instructor has not gone over with you. Mrs. Meyers must approve your short writing assignment(s) and library work before you bring your essay to your instructor.

3

MIDDLESEX COUNTY COLLEGE
EDISON, NEW JERSEY

COURSE OUTLINE

Course Title: English I

Catalog No.: ENG 121

Class Hours 3 Laboratory Hours 0 Credit Hours 3

Other Hours (Specify)

Prerequisite:

A Passing Score On The New Jersey College Basic Skills Placement Test or a Grade of "C" or Better in English 010, Writing Skills for College

Textbooks for Course:

Catalogue Course Description:

Through a variety of writing projects requiring description, characterization, narration, illustration, process analysis, comparison and contrast, and definition, as well as through a documented essay, the student develops competence in clear, correct, effective written English. During the course, the student will write between 7,000 and 10,000 words, including drafts and revisions.

Objectives of Course: General Statement

The course will:

1. Help students recognize the practical value of varied types of reading and writing to their academic, professional, and personal lives; and expose them to a selection of readings that is culturally diverse.
2. Help students discover how violations of established usage (i.e. the conventions of written English) interfere with effective communication.
3. Help students develop competence in the use of written English that is clear, correct, effective, and appropriate to audience and purpose, moving from short writing assignments to longer ones and from the simple to the complex.
4. Help students change their perception of language from something they take for granted to something over which they exercise control. Help students use writing as a tool for discovering more about the subjects they address and about themselves, thereby requiring them to question their own motives, values and priorities. Finally, help students see writing as a way to confront ambiguity.
5. Help students gain confidence in and improve their ability to think clearly and communicate effectively.
6. Help students increase their awareness of the relationships among thinking, feeling, and communicating. Help students learn to critique written material by using the standard tools of analysis. Students should be encouraged to apply both moral and ethical perspectives to the material and to question established values.

7. Help students realize that writing is a complex process requiring planning, composing, revising and proofreading.
8. Help students to write in a variety of modes, beginning with descriptive, narration, and characterization, and then moving on to more complex processes of writing, such as definition, comparison and contrast, and process analysis.
9. Introduce students to the basic elements of library research, such as using the card catalogue and locating and using the various indexes, dictionaries, and encyclopedias, and help students use the techniques of summarizing and paraphrasing (with proper footnoting) to strengthen their own writing.
10. Show students how they can use insights gained from the assigned readings, both in their writing and in their daily lives.

Objectives of Course: Behavioral

The student will:

1. Develop an ability to grasp and use increasingly developed, varied, and percise language.
2. Demonstrate control over errors in grammar, syntax, usage, punctuation, and spelling.
3. Develop an ability to plan, compose, revise and proofread work, as well as to use analysis and evaluation from such sources as instructor and fellow students.
4. Develop an ability to organize facts, ideas, and opinions in a clear, coherent, and well-developed manner, using such techniques as description, narration, characterization, definition, illustration, process analysis, and comparison/contrast.
5. Be able to write effective, extemporaneous in-class papers.
6. Be able to write letters, memos, or requests for information and procedures with the public audience in mind.
7. Become familiar with the previously mentioned library resources and develop an ability to summarize, paraphrase, analyze, and evaluate various types of written material, including experiential and expository, and to use this material in the writing of a short documented essay.

Allocation of Time and Topics or Sequential Outline:

The instructor will:

1. During the first week of class, give students copies of the course outline and course objectives, as well as a statement of grading policies, practices, and criteria.
2. Administer a diagnostic writing sample during the first or second class period to help determine if the student has been properly placed.

3. Assign a number of in-class projects as preparation for a final in-class examination.
4. Assign a number of out-of-class writing projects. The total amount of work the student will be assigned should be between 7,000 and 10,000 words, including the in-class projects described in #3.
5. Assign a number of library projects designed to help the student become familiar with the resources available.
6. Make assignments from all texts that relate directly to the accomplishment of stated objectives. Encourage students to use the handbook as a learning guide to proofreading, editing, revising, and the general development of writing skills.
7. Engage in a variety of activities, such as pre-writing, writing, and revision, through which the student interacts with his or her peers and/or instructor to strengthen communication skills. Undertake and assign various activities and projects that will help the student develop as a speaker as well as a writer. Class participation is necessary in order to demonstrate the ability to express oneself and raise questions.

Procedure:

	Signature	Date
Departmental Approval & Signature of Chair	<u><i>Lucy B. Brown</i></u>	<u>6/1/85</u>
Division Council Approval & Signature of Chair	_____	_____
Review & Signature of Division Dean	<u><i>H. P.</i></u>	<u>6/6/85</u>
Evaluation & Approval of Curriculum Task Force & Signature of Chair	_____	_____
College Assembly Approval & Signature of Chair	_____	_____
Approval & Signature of College President	_____	_____

John [Signature]

ENGLISH 121 (INDIVIDUALIZED)

FALL 1986

Individualized English Staff

Emanuel diPasquale

Albert Nicolai

Jerry Olson

Richard Strugala

Julia Meyers, Teacher Aide

ENGLISH 121 (INDIVIDUALIZED)

To begin with, you should understand that this is not a mini-course. Nor is it an especially "easy" course. Rather, English 121 (Individualized) is roughly equivalent to the forty-five hours you would spend in a classroom under the supervision of an instructor. Further, it requires neither more nor less work than required in the regular classroom course. In essence, this course is designed to help you acquire and develop those writing skills you will need to be successful in college and your chosen career. We might also add that we believe writing to be important for its own sake, for as you write, you come to discover things about yourself, your imagination, and your beliefs.

We are interested not only in the final product but also in the process of your writing. If you were in a regular class, we would watch you and work with you, but in Alternate English we cannot; therefore, we require you to turn in everything you used in preparing the final versions of your papers--outlines, notes, drafts, and whatever else you used to create the finished products.

TEXTBOOKS FOR COURSE

- Required:
- a. Marius, Richard and Harvey S. Wiener. The McGraw-Hill College Handbook. New York: McGraw-Hill, Inc., 1985
 - b. Kennedy, X.J. and Dorothy M. Kennedy. The Bedford Reader, 2nd ed. New York: St. Martin's Press, 1985

Recommended: An up-to-date dictionary of your own choice, preferably Webster's New World Dictionary, The American Heritage Dictionary or The Random House Dictionary

ATTENDANCE

You must come in at least once before each deadline with a complete unit ready for grading. You may come in any day and at any hour that your instructor is available, but you must sign up in advance on the sign-up sheets posted on the wall for the time that you wish. You will not receive credit for any essay your instructor has not gone over with you. Mrs. Meyers must approve your short writing assignment(s) and library work before you bring your essay to your instructor.

Sometimes you will have made an appointment but we will be unable to see you. When that happens, tell Mrs. Meyers, and she will arrange a special office hour conference. If you must miss an appointment, call Mrs. Meyers at 548-6000, Extension 421 in advance and tell her so that your name can be crossed off the appointment sheet to make room for someone else. You must come in and make a new appointment yourself; Mrs. Meyers will not make one for you.

DEADLINES

The deadlines for each of the units are as follows:

Unit I-----Tuesday, September 16
Unit II-----Thursday, September 25
Unit III-----Monday, October 6
Unit IV-----Thursday, October 16
Unit V-----Monday, October 27
Unit VI-----Wednesday, November 5
Unit VII-----Monday, November 17
Unit VIII-----Wednesday, November 26
Unit IX-----Wednesday, December 10

CLASS PROCEDURES

Always come in at the beginning of the hour. After signing the attendance sheet on the table, be sure to put your name down on the sign-up sheets for your next appointment. Then fill out the top and bottom portions of the evaluation sheet. Your instructor will then go over your work with you in the order in which you signed in on the attendance sheet. Always bring your previous units with you so that your instructor can refer to them. During your consultation you will also confer with your instructor about your next essay assignment, the topic of which you should already have selected.

COURSE WORK

In addition to a final examination, you will have a total of nine units. Generally, each unit will be made up of your parts: a reading assignment, a short writing assignment or assignments, a library project, and a full-length essay of between 400 and 500 words. When you submit your units, you will submit everything (outlines, notes, rough drafts, and revisions, as well as the final versions). The full-length

essay for Unit III and for Unit VI will be written in person on a topic given to you when you come in. You do not need an appointment to write these essays (you may write them as soon as your instructor has seen the work for Unit II and Unit V), but you do need an appointment to have the essay read by your instructor. Unit VIII will be the rough draft of your documented essay, and Unit IX will be the final draft.

THE DOCUMENTED ESSAY

Since the documented essay is such an important part of the course, you will begin working on it almost immediately by learning how to use the library, how to use various bibliographical sources, how to set up a bibliography, and how to summarize, paraphrase, and footnote. By Unit V you will have chosen your topic, and by Unit VIII you will have written a rough draft (complete with footnotes and bibliography). The complete documented essay should be the equivalent of 3-4 typed, double-spaced pages (not including endnote and bibliography pages). The paper should include references to a minimum of 4 different sources. The research essay is all that is required for Unit VIII and Unit IX. Remember that you must bring all notes and rough drafts with you so that we can refer to them while reading the final version. Since The McGraw-Hill College Handbook includes two different methods of MLA documentation, your instructor will go over the material with you either during the first week of class or during the individual consultation regarding your topic and tell you which method of documentation you are to use.

GRADING

While each instructor has his own grading criteria, there are certain standards we all follow. First, if you miss a deadline (without an acceptable excuse), the grade on your paper may be lowered one letter grade. Even if you miss a deadline, you must still bring your work to class so that we can go over it with you because your final grade may be lowered one full grade for each essay we have not gone over with you. Failure to complete the research essay properly will result in a automatic "F" for the semester. (REMEMBER THAT A GRADE OF "C" IN BOTH ENGLISH I AND ENGLISH II IS REQUIRED FOR GRADUATION).

PLAGIARISM

Since this is a writing course, we assume that all work handed in by you has been written by you and that all revising and proofreading (including spelling) have also been done by you and you alone. Submitting work written wholly or in part by someone else means automatic failure for the semester. If the quality of your in-class essays--Unit III and VII and the final examination--differs markedly from that of the essays you write at home, we will assume that you have not been doing all the latter work entirely by yourself and you will receive no credit for it.

FINAL EXAMINATION SCHEDULE

- ENG 121-007 (Olson) - Friday, December 12 (8:00 a.m.-
8:55 a.m.)
- 121-011 (Nicolai) - Thursday, December 11 (8:00-
8:55 a.m.)
- 121-023 (Strugala) - Friday, December 12 (9:05 a.m.-
10:00 a.m.)
- 121-030 (Nicolai) - Thursday, December 11 (9:05 a.m.-
10:00 a.m.)
- 121-035 (diPasquale) - Thursday, December 11
(10:10 a.m.-11:05 a.m.)
- 121-037 (Olson) - Friday, December 12 (11:15 a.m.-
12:10 p.m.)
- 121-043 (Olson) - Friday, December 12 (12:20 p.m.-
1:15 p.m.)
- 121-053 (diPasquale) - Thursday, December 11
(12:20 p.m.-1:15 p.m.)
- 121-058 (Strugala) - Friday, December 12 (1:25 p.m.-
2:20 p.m.)
- 121-059 (Nicolai) - Thursday, December 11 (1:25 p.m.-
2:20 p.m.)
- 121-061 (Strugala) - Thursday, December 11 (2:30 p.m.-
3:25 p.m.)
- 121-063 (diPasquale) - Thursday, December 11
(3:35 p.m.-4:30 p.m.)

UNIT I - Description/Characterization: Deadline is Tuesday,
September 16, 1986

PART I - Library Assignment

Using the Card Catalog

- a) Using the card catalog in the M.C.C. Library, find 5 books in the M.C.C. Library collection by or about one of the following individuals (DO ONLY THE CIRCLED NAME). List each of the books according to the proper form as it would appear in your bibliography (refer to The McGraw-Hill College Handbook, pp. 472-479, for the proper form).

Erik Erikson Robert Graves Carl Jung
Gilbert Highet Martin Gardner Margaret Mead
Suzanne Langer William James Gay Wilson Allen
Walter Lord Oscar Handlin Karen Horney
John C. Gardner Langston Hughes D. H. Lawrence
Sylvia Plath John Kenneth Galbraith Ernest Hemingway
Roger S. Loomis James Fenimore Cooper

- b) Using the card catalog in the M.C.C. Library, find 5 books in the M.C.C. Library collection which would give you information about one of the following subjects (DO ONLY THE CIRCLED ONE). List each of the books according to the proper form as it would appear in your bibliography (refer to The McGraw-Hill College Handbook, pp. 472-479, for the proper form).

Women in Literature Censorship Divorce Child Abuse
Euthanasia Abolitionists Hypnotism Alcoholism
Migrant Labor Insanity Transcendentalism (New England)
Abortion Rights of Women Italian Renaissance
Population American Philosophy Leadership Leisure
Psychology of Learning Criminal Psychology

UNIT I (con't)

PART II - Reading

The Bedford Reader, pp. 1-19, 73-111

The McGraw-Hill College Handbook, pp. 3-50

PART III - Short Writing

Choose two of the following assignments. Write 200 to 300 words.

1. Write two descriptive paragraphs about a place you are fond of; it could be as small as your bedroom or as large as your home town. In the first paragraph, just give the facts in a neutral but precise way, without any special emphasis. In the second paragraph, convey the same information in a deliberately vivid and engaging way. In this paragraph, you may find that you'll have to add details that are missing from the first.
2. Write a paragraph or two in which, by means of an impartial description, you familiarize the reader with an illness you know intimately. (If you've never had such an illness, pick an unwelcome mood you know: the "blues," for example, or an irresistible desire to giggle during a religious service or some other solemn ceremony).
3. In one or two descriptive paragraphs, try to appeal to each of the reader's five senses.

PART IV - Essay Assignment

Choose one of the following topics upon which to write an essay of between 500-600 words.

1. Describe a favorite pet or other animal you have known well. Try to explain the animal's effect upon your life. Describe its idiosyncrasies and faults as well as those qualities which made it lovable. Use a light tone rather than one which is solemn and serious. (For a definition of "tone", see p. 583 in The Bedford Reader). Be specific.
2. Describe a place you loved as a child. Or, if you have ever returned to a favorite old haunt, describe the experience. Was it painful or pleasant--or both? What, exactly, made it so? Be specific. Do not rely on generalizations like "the experience was depressing." Instead, show the reader all the things that made it depressing.

3. Through the use of concrete details, describe a person about whom you have strong feelings or who is in some way a distinctive personality. Choose a person you know firsthand, not a fictional character nor anyone who has appeared on television or in the movies. Your purpose is to evoke in the reader the same feelings that you have about your subject. Do not rely solely on generalizations such as "He is stingy," but fill your paper with numerous specific examples of his stinginess. Limit your description to one or two dominant personality traits.
4. Describe in detail any changes which have taken place in your neighborhood during the past ten years. Be specific.
5. Write a characterization of a type, choosing your own subject: not a particular professor but the professor, truck driver, rock guitarist, grandparent, straight-A student, and so on. Treat your subject as a single individual, but be sure to include only those qualities that are common to the type.

UNIT II - Narration: Deadline is Thursday,
September 25, 1986

PART I - Library Assignment

Using The New York Times, The New York Times Index,
and The Readers' Guide to Periodical Literature.

- a) Using the microfilm reader, copy three headlines from page 1 of The New York Times on the day you were born. (Be sure to include the date.)
- b) Examine any volume of The New York Times Index. After you have examined it, copy a brief entry from it. After you have copied the entry, write down the year of the entry and the page number on which it appears in the Index. Then explain fully what your entry means. (Use the explanation pages in the front of your volume to assist you.)
- c) Copy any one entry from The Readers' Guide to Periodical Literature, and then use the explanation pages in the front of any of the volumes to answer the following questions.
 1. Who is the author of the article?
 2. What is the title of the article?
 3. What is the name of the periodical in which the article appears?
 4. What is the volume number of the periodical?
 5. What is the date of the periodical issue in which the article appears?
 6. On what pages in that issue will you find the article?
- d) Use one or more recent issues of The Readers' Guide to Periodical Literature to assemble a 5-reference bibliography of periodical articles about the following circled subject. List each of the articles according to the proper form as it would appear in your bibliography (refer to The McGraw-Hill College Handbook, pp. 472-479, for the proper form).

Golf Chile Oklahoma Healing (Psychic)
Bankruptcy Reducing Diet Children of Alcoholics
Fraud Uranium Sears Roebuck and Company
Refuse Collection John Updike Fluorocarbons
Refugees Insecticides (Injurious Effects)

Skateboarding Automobile Industry (Germany)

Hunting Benjamin Franklin Crying Kidnapping

United States (Economic Policy) Malpractice

PART II - Reading

The Bedford Reader, pp. 21-66

The McGraw-Hill College Handbook, pp. 51-92

PART III - Short Writing

Choose two of the following assignments and write about 200-300 words overall.

1. Choose a personal experience for which an old proverb such as "He who hesitates is lost," "Man proposes, God disposes," "Penny wise but pound foolish," etc. would make an appropriate title. Then narrate the experience briefly in such a way that your readers will see your point with little or no direct explanation from you.
2. In a brief essay, write about the progress and outcome of a recent sporting event and your reaction to the outcome. Include enough illustrative detail to bring the contest to life.
3. Write a brief essay entitled "High School Days" in which, with a humorous touch, you recount one or two anecdotes from your own experience, educational or otherwise.

PART IV - Essay Assignment

Choose one of the following topics upon which to write an essay of between 500-600 words.

1. Based on your own experience, write an anecdote about an encounter that did not proceed smoothly: an interview, a blind date, a business transaction, a reunion, or what ever else strikes you as a likely possibility. Include enough vivid detail so that your reader will be moved to agonize along with you.
2. Recall an important event in your life. Think about it and decide if you learned anything from this event. Did you learn something about life? About yourself? Did you change in any way as a result of the experience? Write an essay in which you narrate the event and discuss its meaning to you.

3. Write about an experience that caused you to feel some strong emotion such as anger, fear, sorrow, longing, joy, etc. Narrate the experience fully and try to convey through details the emotion you felt.
4. Write a narrative on one of the subjects listed on p. 71, #1 in The Bedford Reader.
5. Two essays in The Bedford Reader (Angelou and Thurber) take ordinary experiences and make them memorable.
 - a) Angelou describes what happens in a general store during the Louis-Carnera fight.
 - b) A likeable bumbler with poor eyesight finds college life hard--and relates the experience in a humorous way.

WRITE YOUR OWN NARRATIVE ABOUT AN UNFORGETTABLE EPISODE FROM YOUR OWN LIFE. You can relate the story to:

ethnic feelings or concerns
inadequacy in some situations because of physical
or other limitations
your sudden discovery of differences due to
geography, work, interests, etc.

UNIT III - Using Examples: Deadline is Monday,
October 6, 1986

PART I - Library Assignment

Using Specialized Periodical Indexes and the Essay and General Literature Index.

- a) Now that you have learned to use The Readers' Guide to Periodical Literature, you will find that the specialized indexes are similar. Go to the M.C.C. Library and examine them closely. In which specialized index would you find information about each of the subjects listed below? (WRITE ONLY THE NAME OF THE SPECIALIZED INDEX; DO NOT USE THE READERS' GUIDE TO PERIODICAL LITERATURE).

1. College Architecture
2. Atomic Power Plants
3. Advertising Agencies
4. Love Poetry
5. Historiography
6. Nursing Functions
7. Benjamin Franklin
8. Psychology of Learning

- b) Choose any volume of the Essay and General Literature Index and read the explanatory pages to learn what this index covers and how the information is given. Then copy any 2 entries and explain fully what each entry means.

PART II - Reading

The Bedford Reader, pp. 115-165

The McGraw-Hill College Handbook, pp. 267-314

PART III - Short Writing

Choose one of the following assignments and write between 200 and 300 words.

1. Examine some variety of verbal behavior for which you can collect enough examples. (Some possibilities are nicknames, sportswriter's colorful figures of speech, coined words, slang, the invented names of fast foods, the special vocabulary of a subculture such as runners or poker players, dialect and regional speech.) Like Rosenblatt, on pp. 156-161 in The Bedford Reader, give examples and then try to account for the phenomenon they exemplify.

2. Describe some familiar institution of contemporary life: supermarkets, drive-in movies, game arcades, or whatever else interests you. Be sure to include at least one extended example.
3. Describe, in great detail, one of your character traits (either positive or negative). For example: "I am an arrogant person" or "I am an honest person."

PART IV - Essay Assignment

This is your first in-class assignment. You will be given the topic when you come in to write it. Write the essay during two consecutive free hours you have between 8:00 a.m. and 3:00 p.m., but start the essay no later than 1:00 p.m. No appointment is necessary to write the essay, but an appointment is necessary, as usual, to go over it with your instructor.

UNIT IV - Comparison/Contrast: Deadline is Thursday,
October 16, 1986

PART I - Library Assignment

Since footnoting is an integral part of a research paper, you should begin learning the proper forms for the various types of material. In preparation for the writing of your own documented essay, read pp. 509-511 in The McGraw-Hill College Handbook and then do Exercise 33:15 on p. 517.

PART II - Reading

The Bedford Reader, pp. 167-202
The McGraw-Hill College Handbook, pp. 317-356

PART III - Short Writing

Choose one of the following pairs of words and compare/contrast their meanings. Write between 200 and 300 words. (DO NOT USE DICTIONARY DEFINITIONS.)

gang/group	individualistic/eccentric
intelligence/knowledge	colorful/vulgar
liberal/radical	envy/jealousy
tolerant/permissive	sympathy/pity
liberated/irresponsible	
macho/masculine	
feminist/feminine	
infatuation/love	

PART IV - Essay Assignment

Choose one of the following topics and use it as the basis of an essay of between 500-600 words.

1. Contrast the styles of two people in the same line of work. Show how their personalities affect the way in which they perform their jobs. You might choose two singers, two teachers, two actors/actresses, two policemen, two news/sportscasters, or two professional athletes.
2. In an essay filled with examples, contrast the jobs people dream of and the jobs they take. Focus on someone you know well and contrast the job he/she presently holds with the job he/she has dreamt of having.
3. In an essay replete with examples, contrast your expectations before an event (a date, a job interview, a trip, a party, a promotion) with what actually happened.

4. In an essay replete with examples, contrast men and women as consumers. Focus on two people you know well.
5. In an essay replete with examples, contrast two friends who exemplify different lifestyles.

UNIT V - Process Analysis: Deadline is Monday,
October 27, 1986

PART I - Library Assignment

In preparation for writing your documented essay, read pp. 467-551 in The McGraw-Hill College Handbook. (Note that these pages include two sample research (documented) papers.) After you have read the material, submit 3 topics on which you would like to do research (some possible topics are given below). Since the documented essay will only be about 3-4 typed, double-spaced pages, plus notes and bibliography, your topic should be narrow enough to be dealt with in that number of pages.

1. Can diet help prevent certain types of cancer?
2. What are the medical uses of marijuana? Choose one and explain.
3. Can solar energy help alleviate our energy problems? Discuss one use of the sun as an energy source.
4. Mandatory retirement? Yes or no?
5. What are the causes for suicide in teenagers?
6. Why has the shark survived for so long?
7. Why are cats so hard to domesticate?
8. What causes insomnia?
9. Is acupuncture medicine? Yes or no?
10. What conditions create endangered species? Focus on one such species.
11. Which birth method is preferable--Lamaze or LeBoyer?
12. Which birth control method is the safest and most reliable? Is there one?
13. What causes anorexia nervosa?
14. Can Vitamin C help control or eliminate the common cold?
15. How intelligent is the dolphin?
16. What are the advantages or disadvantages of cloning?
17. Is the Amish way of life something to emulate?
18. What was life like for women in ancient Greece?
19. What factors cause people to become prostitutes? Choose one and explain.
20. How do current advertisements reflect the influence of women's liberation?
21. How has women's liberation actually freed women?
22. How has women's liberation actually freed men?
23. How can you plan your own retirement?
24. How do funeral ceremonies in India or Sicily or China or Mexico contrast with ours? Concentrate on the foreign ceremonies.
25. How do marriage ceremonies in India or Sicily or China or Mexico contrast with ours? Concentrate on the foreign ceremonies.
26. Is the Shroud of Turin the real thing?
27. What causes mass hysteria? Focus on one such incident.

28. What have older people gained from the gray liberation movement?
29. Is enough being done to control violence in sports?
Focus on one sport.
30. What was your town like fifty years ago?
31. What are the causes for wife abuse?
32. What are the causes for husband abuse?
33. What are the causes for child abuse?
34. How do certain food additives poison us? Focus on one or two.
35. What are we doing to control noise pollution?
36. What forces twisted Galileo's life into a tragedy?
37. What historical figure do you admire the most?
38. What can we learn from ancient lost cities? Choose one such city.
39. Explain how democracy worked in ancient Athens.
40. What does our judicial system owe to Rome or to England?
41. Is the "Moonie religion" based on mind control?
42. Explain the influence of classical music on the Beatles or some other modern group.

PART II - Reading

The Bedford Reader, pp. 205-250

PART III - Short Writing

Choose one of the following topics and write an essay of between 200-300 words.

1. Write a process analysis in which you demonstrate both the right way and the wrong way to perform a simple task: e.g. squeezing a tube of toothpaste, shaving your legs or your face, handling phonograph records, ordering dinner on a first date, shining your shoes.
2. Step into a kitchen fantasy and describe how to make the world's greatest hot dog, hamburger, pizza, sundae, taco, etc. Use details which are imaginative and colorful.
3. Describe the process involved in performing a simple task which requires great physical strength or coordination: e.g. changing a tire, diving into a swimming pool, lifting weights, making a jump shot.
4. Think of some result that is usually arrived at by stages, e.g. developing a conscience, losing one's innocence, becoming an alcoholic. Write a brief essay of process analysis in which you set forth those stages in their usual order.

PART IV - Essay Assignment

Choose one of the following topics and use it as the basis of an essay of between 500-600 words.

1. In a detailed analysis, describe the process involved in one of the following.
 - a. How to flunk out of college
 - b. How to sleep through class with open eyes
 - c. How to win at an electronic game (focus on one specific game)
 - d. How not to impress a date
 - e. How to endear yourself to someone you despise
 - f. Any other humorous topic of your own choosing which lends itself to process analysis

2. Write a directive process analysis (a "hoe to" essay) in which you instruct someone in doing or making something. Draw on your won experience and knowledge for the details. Divide the process into steps and make sure that each step is detailed and fully developed. However, take care to make your writing vivid and interesting. Do not sound like a formula or like a set of directions for assembling a bicycle. Use essay form and try to make your reading enjoyable to read. Here are some sample topics. You may also invent your own topic as long as you clear it with your instructor.
 - a. How to meditate
 - b. How to teach a child to swim
 - c. How to make money playing football pools
 - d. How to prepare yourself for an intelligence test
 - e. How to catch a specific species of fish
 - f. How to tell a fish story
 - g. How to compose a photograph
 - h. How to buy a used motorcycle or car
 - i. How to organize your own rock group, your own landscaping business, or your own house cleaning service, etc.
 - j. How to belly dance
 - k. How to prepare for your own wedding
 - l. How to aid a person who is choking or who is in shock
 - m. How to build or fly kites
 - n. How to repair a mechanical device (television, stereo, auto transmission, etc.)

3. In a step-by-step-process, write an informative process analysis in which you explain how something happens. Note: this is not a "how to" essay. Use as much description as necessary and be sure to include time-markers, for the essay should be written in chronological

order. Here are some sample topics. With your instructor's approval, you might want to design your own topic. Try to rely on your own knowledge as much as possible, but if you use secondary sources, make sure to paraphrase and to footnote.

- a. How a student is processed during orientation or registration
- b. How to decide what to major in
- c. How an amplifier or any other electronic device works
- d. How a fire company responds to a fire or how the police arrest and book a suspect
- e. How birds feed their young (or some other process in the natural world, e.g. how sharks feed, how salmon spawn)
- f. How police control crowds

UNIT VI - Thesis and Support: Deadline is Wednesday,
November 5, 1986

PART I - Library Assignment

Begin working on documented essay.

PART II - Reading

The Bedford Reader, pp. 443-511

PART III - Short Writing

Choose one of the following and write a brief essay of
between 200-300 words.

1. Write a thesis statement something like this: "I would not buy another Ford" (or some other make of car). Now explain the reasons for your statement based upon your own experiences.
2. Write thesis in which you defend living in your home town, attending MCC, frequenting your favorite bar, etc. Support your thesis with facts.

PART IV - Essay Assignment

This is your second in-class assignment. You will be given the topic when you come in. Write the essay during two consecutive free hours you have between 8:00 a.m. and 3:00 p.m., but start the essay no later than 1:00 p.m. No appointment is necessary to write the essay, but an appointment is necessary, as usual, to go over it with your instructor.

UNIT VII - Definition: Deadline is Monday,
November 17, 1986

PART I - Library Assignment

Keep working on your documented essay.

PART II - Reading

The Bedford Reader, pp. 389-440

PART III - Short Writing

Choose one of the following assignments and write a brief essay of between 200-300 words. DO NOT USE DICTIONARY DEFINITIONS.

1. The twentieth century has brought us a number of new terms describing age-old phenomena. Choose one and write a detailed extended definition. Some examples are: genocide, holocaust, inflation, recession, fuel shortage, pornography, free love, military/industrial complex, metropolis, mass production, pollution, corporate America.
2. In two paragraphs, show how the same idea or term may be defined from opposing points of view. For example, you might define a "woman's place" as a feminist would and then as a male chauvinist would, or you might define "federal government" as a liberal would and then as a conservative would.

PART IV - Essay Assignment

Choose one of the following topics and use it as the basis of an essay of between 500-600 words.

1. Select a new phenomenon (a kinds of music, eating habit, a way of wearing hair, etc.). Then using plenty of examples, write a definition that will give the reader a clear understanding of the phenomenon you have named.
2. Write an essay in which you define an institution, a trend, a phenomenon, or an abstraction. Following are some suggestions.
 - a. Male chauvinism
 - b. Female chauvinism
 - c. Women's liberation
 - d. Reaganomics
 - e. A "free" spirit

- f. Sportsmanship
 - g. A "burn out"
 - h. What it means to be a member of a certain ethnic group
 - i. Fundamentalism
 - j. Hustling
 - k. Klepto- or any other mania you can think of (create one of you like)
 - l. Claustro- or any other phobia you can think of (create one if you like)
 - m. An addiction to computer games, to sports, to television, to "soaps," to cars, to exercise, etc.
3. After consulting with your instructor, choose a slang term and write an extended definition for it. For example, a fox, a dude, a WASP, a holy roller, a redneck, a spoiled brat, a hacker, a nerd, a rip-off, an old fogey, an air head, a dummy, a "trekkie." While you may consult a dictionary to gain a fuller understanding of the term, do not incorporate its definition into your paper.

UNIT VIII - Rough Draft of the Documented Essay:
Deadline is Wednesday, November 26, 1986

The purpose of the documented essay is not only to see if you can write a longer, more involved paper, but also to see if you can do research and properly integrate that research into a paper without being guilty of PLAGIARISM. (Reread pp. 517-520 in The McGraw-Hill College Handbook.) We will also look carefully at the notation system and the bibliography to be sure that the proper forms have been used. You must also have notes referring to at least four different sources.

Submit a rough draft of your documented essay complete with notes and bibliography. Be sure to underline your thesis statement. This draft should be the one you would base your final copy on. It can be handwritten or typed. In either case, it should be double-spaced.

UNIT IX - The Documented Essay: Deadline is Wednesday,
December 10, 1986

The only assignment for Unit IX is the completed documented essay. This must be typed. Before handing it in, proofread it carefully for any errors in spelling, punctuation, grammar, language usage, and syntax. Check the content to make sure everything that should be noted is noted. Also, recheck the notes and bibliography to make sure you have used the proper forms.

Remember, too, that you MUST turn in all notes, outlines, rough drafts, and anything else you use to create the finished product. If you do not, your instructor will not accept the paper.

NEW ESL LAB

STARTING THIS SPRING ARC WILL OFFER TWO SPECIAL SECTIONS OF ENGLISH 69 JUST FOR ESL STUDENTS

4081-13 TUES/THURS 1-3 PM 1ST NINE WEEKS D208

4081-14 TUES/THURS 1-3 PM 2ND NINE WEEKS D208

WE WILL OFFER THREE COURSES EACH SESSION:

1. SPEAKING AND LISTENING (CAREER ORIENTED) THURS 1-2 PM
PLUS
18 additional lab hours; 1 UNIT
2. ESL READING-SPECIFIC SKILLS - 27 hours - 1 UNIT
3. ESL IDIOMS - 27 HOURS - 1 UNIT

EACH COURSE WILL BE LIMITED IN ENROLLMENT. THESE COURSES ARE DESIGNED TO IMPROVE YOUR ENGLISH SKILLS FOR CAREER JOBS AND SCHOOL BY PROVIDING MORE PRACTICE SPEAKING, READING AND WRITING ENGLISH. THE LAB WILL BE STAFFED WITH AN INSTRUCTIONAL AIDE AND SEVERAL TUTORS.

IF YOU ARE INTERESTED, PLEASE CONTACT CAROL POTTORFF AND BARBARA CHAN OR YOUR COUNSELOR TODAY TO FIND OUT MORE ABOUT REGISTERING.

THESE SPECIAL SECTIONS ARE NOT IN THE CLASS SCHEDULE AND
WILL BE OFFERED TO OUR ESL STUDENTS ONLY.

SIGN UP NOW

Required Texts: Tibbetts and Tibbetts, Strategies: A Rhetoric and Reader, Scott Foresman, 1984.
Corbett, The Little English Handbook, 4th Ed., Scott Foresman, 1984.
Benzel, et al, The Little English Workbook, 2nd Ed., Scott Foresman, 1984.
(Dictionary and Thesaurus optional)

- Week 1:** Strategies: Ch. 1, "Finding Ideas."
Handbook: "Format of Manuscript" (pp. 3-4).
Paper #1 written in class
- Week 2:** Strategies: Ch. 2, "The Writer's Stance"; begin "Mixed Strategies," (pp. 75-100).
Handbook: Grammar, Sections 20-24 (pp. 5-21).
Workbook: Pp. 1-42.
Paper #2 written in class
- Week 3:** Strategies: Ch. 3, "Making a Point: Your Thesis"; continue "Mixed Strategies," (pp. 75-100).
Handbook: Grammar, Sections 25-26 (pp. 22-26).
Workbook: Pp. 43-56.
Revision of paper #2 due
- Week 4:** Strategies: Ch. 4, "Organizing Clear Paragraphs and Papers"; Ch. 8, Description.
Handbook: Grammar, Sections 27-29 (pp. 27-39).
Workbook: Pp. 57-74.
Paper #3
- Week 5:** Strategies: Continue Ch. 4; Ch. 9, Narration.
Handbook: Grammar, Sections 30-33 (pp. 39-51).
Workbook: Pp. 75-85.
Revision of paper #3 due
- Week 6:** Strategies: Ch. 5, "Introductions, Conclusions, and Transitions."
Handbook: Style, Sections 40-42 (pp. 52-66).
Workbook: Pp. 86-111.
Paper #4
- Week 7:** Strategies: Continue Ch. 5; Ch. 11, Cause and Effect.
Handbook: Style, Sections 43-46 (pp. 66-75).
Workbook: Pp. 112-127.
Revision of paper #4
- Week 8:** Strategies: Ch. 6, "Improving Essay Content"; Ch. 12, Classification.
Handbook: Style, Sections 47-49 (pp. 75-80).
Workbook: Pp. 128-143.
Paper #5

- Week 9:** Strategies: Ch. 13, Illustration.
Handbook: Paragraphing, Sections 50-51 (pp. 81-90).
Workbook: Pp. 144-161.
Revision of Paper #5 due
- Week 10:** Strategies: Ch. 7, Revision.
Handbook: Paragraphing, Section 52 (pp. 90-97).
Workbook: Pp. 162-173.
Paper #6
- Week 11:** Strategies: Ch. 14, Definition.
Handbook: Punctuation, Sections 60-63 (pp. 98-110).
Workbook: Pp. 174-181.
Revision of paper #6 due
- Week 12:** Strategies: Ch. 15, Comparison-Contrast.
Handbook: Punctuation, Sections 64-65 (pp. 111-119).
Workbook: Pp. 182-185.
Paper #7
- Week 13:** Strategies: Ch. 16, Analogy.
Handbook: Punctuation, Sections 66-71 (pp. 119-131).
Workbook: Pp. 186-200.
Revision of paper #7 due
- Week 14:** Strategies: Ch. 17, Argumentation.
Handbook: Mechanics, Sections 80-86 (pp. 133-145).
Workbook: Pp. 201-211.
Paper #8
- Week 15:** Strategies: Argumentation, continued.
Handbook: Mechanics, Sections 87-90 (pp. 145-155).
Workbook: Pp. 212-229.
Paper #9 written in class

Course Description for ENGL 101

English 101 - Beginning College Writing

Catalog Description: Prerequisite: English 099, a satisfactory score on the English Placement Test, or exemption from the EPT. An introductory course in the fundamentals of expository prose. Emphasizes grammatical and basic rhetorical concepts and practices necessary for successful college writing.

Objectives: To improve expository writing skills.

Requirements: Seven to ten essays are required (depending on length), a total of 5,000 to 7,000 words. Assignments may include essays of narration, description, argumentation, definition, comparison/contrast, persuasion, etc. Revisions will be required as appropriate.

Instruction will be given in mechanics, organization, development, syntax, rhetoric, and style.

Materials: Appropriate textbooks may include handbooks, workbooks, rhetorics, writing texts, and essay anthologies.

Methods: Instruction will typically include a combination of lecture, discussion, small group activities, and individual conferences. In order to accommodate a variety of instructional techniques, classes may be flexibly scheduled. In every class, however, students and instructor will meet frequently and regularly throughout the semester.

Grading: A final grade will be assigned which reflects the quality of the student's writing. A passing grade requires that the student demonstrate writing competency appropriate to university writing standards.

Approved by English Council
February, 1985

THIS COURSE SATISFIES THE FRESHMAN COMP. REQUIREMENT AT UC AND CSUC

Jim Schmidt
895-2346 Office
342-7631 Home

Text: Readings for Writings
Recommended: American Heritage Dictionary,
50,000 Words

A minimum of six and a maximum of eight essays will be written during the 11-week quarter. Each paper will average 600-800 words. Most papers will be rewritten at least once. Rewrites do not count as a new essay.

Throughout the quarter we will study modes of exposition and practice writing in those modes. Papers will be due at a rate of about one paper every 10 days. Deadline extensions will be granted when justified.

A midterm will be given near the fifth week of the quarter. The final is a take-home.

ESSAY EVALUATION: Each of your essays will be evaluated in a 10-15 minute personal conference. Some of these conferences will take place during the scheduled class time, but most will happen outside of class, either before or after class, during office hours, or by special appointment.

All papers must be revised or rewritten until they achieve at least a "C" level. (See the handout "Grades and their Meaning.") The procedure for revision and rewrite will be discussed in the conference at the time the paper is evaluated.

All papers will be graded as a whole at the end of the quarter. To receive a "B" grade on your essay work you must have completed six essays by the end of the quarter. Six completed essays does not guarantee a "B".

All your work, including essays and other class assignments, must be collected in a notebook and turned in during the last week of the class.

GRADES: This class is graded A, B, C, D, F, I. Grades are awarded on how well you:

- 1) learn the material taught in class (paragraph and essay form, methods of paragraph and essay development, the writing process, patterns of exposition, technical vocabulary);
- 2) complete all reading assignments;
- 3) write 6-8 essays following the writing process taught in class. Rewritten papers must be completed within three school days from the time you receive the evaluated original;
- 4) respond to quizzes given at random during the quarter;
- 5) attend class (see attendance).

Class participation counts about 10%, if you participate. If you don't, it isn't figured in your final grade.

I will discuss your progress in class, and you may ask about your grade standing, at any time.

ATTENDANCE: A student may be absent twice without penalty. On the third absence I have the "legal" right to drop that student from the class. Not to worry. Built into the system are a couple of failsafe devices: Verified Illness and Authorized Absence. (A couple of swell fellas.) When applicable, these two allow a student to be somewhere else and in class at the same time. (Amazing, isn't it?) And the phenomenon happens all the time in class. Several students could have been declared legally dead last year, until ten

January 14, 1987

TO: All Current and Future English 1A Instructors

FROM: Linda Palmer

Several people have asked for a generic syllabus for English 1A. You'll find one attached here; you might want to consider it as you prepare your syllabus for this semester. There are several points about it you should note:

- it is truly generic--not attached to any particular textbook, general in its guidelines.
- my aim was to create a syllabus that you could use in full, adapting it to your liking, or that you could take parts of to integrate into and help shape your own syllabus.
- I have tried to link activities logically from day to day and within given days.
- readings are used both as models of the day's discussion point and as sources of discussion and writing topics.
- the syllabus includes a workshop for each of the five essays and the research paper.
- the syllabus is notably thin in its mention of sentence correctness and punctuation; this does not at all mean that I recommend ignoring these important aspects of the course but rather that I believe these aspects should be dealt with frequently and regularly, the specific order and extent of coverage (i.e. fragments and comma splices, subordination, passive voice, predication) to be determined by class needs.
- Any references to specific research or studies (i.e. Flower, Larson, the I-Search paper) are to articles and materials available in our office. (Information on the I-Search paper will be distributed to our pre-semester meeting.)

I hope you find this syllabus helpful as you prepare your own syllabus for English 1A. Let me know if you have any questions.

LP:br

GENERIC SYLLABUS: ENGLISH 1A

DAY 1:

- ** Introduction to Course
 - go over handout, requirements, purpose, syllabus.
- * Why Write
 - assign essay on 'why I write' (Orwell, Didion, etc.).

DAY 2:

- ** Diagnostic Essay
 - based on assigned essay (a question about why the students do or do not write, need to write, etc.).
- * Assign essay on 'how to write' (Didion or Woolf on keeping a journal, etc..)

DAY 3:

- ** How We Write (based on assigned essay and on research on the writing process: see especially Hairston and Flower).
 - * Return and discuss strengths/weaknesses of diagnostic essays (and discuss briefly the essay the diagnostic assignment was based on).
 - * Assign essay on revision (Donald Murray's is good).

DAY 4:

- ** How We Write: Revision
 - discuss importance of revision.
 - discuss revision strategies (Hairston is good on this; Flower and Hayes' research on this is particularly good).
- * Assign an excellent essay for next discussion, one that clearly shows the qualities of good writing (i.e. King's "I Have a Dream").

DAY 5:

- ** The Qualities of Good Writing
 - discuss assigned essay in terms of its strengths.
 - hand out and discuss English Department's Grading Standards for English 1A, perhaps still in terms of the assigned professional essay.

DAY 6:

- ** The Qualities of Good Writing
 - apply Grading Standards to a sample student paper (ideally a 'B' or 'C' paper from earlier semester or from our files).
 - possibly break students into groups (for first time) and have them identify the qualities of strong and/or weak writing in the paper before you point them out.

- * Give assignment for essay #1 (probably based on Day 5's professional essay discussion) and lead discussion of it (again, possibly breaking students into groups for brainstorming and then reconvening for class discussion).

DAY 7:

** Peer Editing: Advantages, Techniques, Manners

- * Workshop on paper #1 (for all workshops, students should bring appropriate number of xerox copies--depending on group size, usually 3--of whatever you want them to work on in workshop, i.e. intro., first page, full draft).
- * Assign professional essay to use in discussion of rhetoric.

DAY 8:

** Writing to Communicate: Rhetoric

- introduce Audience, Purpose, Message, Persona.
- discuss importance of being well-informed, forming thoughtful opinions, taking a stand, and communicating one's views to others.
- * Discuss assigned professional essay
 - discuss essay in terms of effective rhetoric.
- * PAPER #1 DUE AT BEGINNING OF CLASS

DAY 9:

** Writing to Communicate: Rhetoric

- continue discussion of audience, persona, purpose and message.
- * Assign research paper or I-Search paper and discuss research techniques, plagiarism, etc..
- * Assign library tour to facilitate research.

DAY 10:

** Rhetorical Importance of Correctness

- sentence correctness, perhaps based on essay #1, perhaps based on textbook order of sentence correctness discussion.
- * Return and discuss essay #1.
 - choose a strong student essay, or part of one, and discuss it in terms of effective rhetoric.

(Perhaps assign Richard Larson essay on critical thinking, which includes questions for systematic thinking.)

DAY 11:

**** Becoming Critical Thinkers and Writers**

•introduce Richard Larson's systematic questioning techniques (preferably revised, edited version available in office) or other exploratory questions, perhaps applying them to works of art, advertisements, etc..

•discuss connecting personal experience to new topics, learning what is worth discussing, and learning to observe facts, analyze their significance, discover relationships, and arrive at critical comments.

* Assign professional essay for discussion of critical thinking.

DAY 12:

**** Becoming Critical Thinkers and Writers**

•discuss professional essay, applying Larson questions.

* Assign essay #2, based on essay discussed today.

DAY 13:

Mar 10

**** Workshop on essay assignment #2.**

•use selected Larson questions or others as guidelines.

* Perhaps assign Linda Flower's essay on Writer-Based Prose.

DAY 14:

Mar 12

**** Writing That Communicates**

(Transforming writer-based prose to reader-based prose).

• discussion of the qualities of and problems with writer-based prose (based on Flower).

• use sample essay to help students learn to identify problems and revise.

* Assign professional essay, one that communicates clearly and fully.

* Essay #2 DUE.

DAY 15:

Mar 17

**** Writing That Communicates**

•further practice at identifying, transforming, writer-based prose.

* Discussion of Professional Essay in terms of clear, full communication.

* Assign essay #3 and discuss, assignment based on today's essay discussion.

8
DAY 16: Mar 19

- * Conferences to discuss essays 1,2,3.

9 { DAY 17: Mar 24

- * Writing Clearly: Maintaining Focus, Coherence
• thesis, introduction, essay coherence and order.

DAY 18: Mar 31

- * Workshop on Essay #3
- * Assign professional essay using definition as primary organizing strategy.

DAY 19: Mar 31

- ** Writing Strategies: Definition
- * Professional essay discussion
- * Assign professional essay using comparison and/or contrast as primary organizing strategy.
- * Essay #3 DUE.

DAY 20: April 2

- ** Writing Strategies: Comparison and Contrast
- * Professional Essay Discussion
- * Assignment and discussion for Essay #3 based on definition and/or comparison/contrast essays.

DAY 21: April 7

- ** Research Techniques
 - discussion of proper documentation.
 - discussion of research problems and solutions, dealing specifically with students' research and/or I-Search papers.
 - update on progress.
- * Return and discuss essay #3.

DAY 22: April 9

- ** Workshop on essay #4.
- * Assign causal analysis professional essay.

2 { DAY 23: April 21

- ** Writing Strategies: Causal Analysis
- * Professional essay discussion.
- * Assign professional narrative essay.
- * Essay #4 DUE.

DAY 24:

April
23

** Writing Strategies: Narration (and how to use narration in expository writing).

* Professional Essay Discussion.

* Give assignment #5 and discuss, based on causal analysis and/or narrative essays.

DAY 25:

* Workshop on essay #5.

DAY 26:

** Effective Writing: Sentence Style (rhythm, length variation, etc.).

* Essay #5 DUE.

DAY 27:

* Workshop on research paper.

DAY 28:

** Effective Writing: Language Choice.

* Return and discuss essay #5.

DAY 29:

* Course Conclusion/Summary.

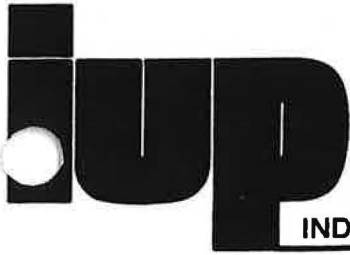
* Research paper DUE.

DAY 30:

* Course Conclusion/Summary.

WP305

LP:br



INDIANA UNIVERSITY OF PENNSYLVANIA • INDIANA, PENNSYLVANIA 15705

Director of Graduate Studies • 412-357-2264

TO WHOM IT MAY CONCERN:

Professor M. Jeanne O'Reilly, a doctoral student in our rhetoric and linguistics English program will be visiting twenty college campuses during the 1986-87 academic year to observe successful English writing programs. One of the primary purposes of her study will be to identify the factors which make such writing programs successful.

Since the nature and scope of her study is so encompassing, her time on each campus is necessarily limited. Your cooperation is, therefore, enlisted and appreciated to assist Ms. O'Reilly in making the appropriate contacts to facilitate her interviews and a classroom observation.

The effort to search for ways to improve teaching and learning is one which all of us in education must constantly pursue.

Thank you for any assistance you can extend to Ms. O'Reilly.

Very truly yours,

A handwritten signature in black ink, appearing to read 'Kenneth Wilson'.

Kenneth Wilson
Director of Graduate Studies
in English

KW/wg

the graduate school

INDIANA UNIVERSITY OF PENNSYLVANIA



February 14, 1986

Ms. Margaret J. O'Reilly
1391 W. Cypress
San Dimas, CA 91773

Dear Ms. O'Reilly:

The Graduate School has received your application and based on a departmental review of your credentials, we are pleased to grant you admission. Let me offer my congratulations and welcome you to Indiana University of Pennsylvania as a graduate student.

Initially, you are categorized as having PRE-CANDIDACY STATUS. This means that you may program six to twelve hours of graduate course work, after which you must apply with your College Dean for degree candidacy. Because approval to degree candidacy is a requirement in all degree programs, you should familiarize yourself with the candidacy process, as described on pp. 25-26 of the 198587 Graduate School Catalog.

Indiana University of Pennsylvania is looking forward to your enrollment. Please contact your departmental chairperson or Director of Graduate Studies to be assigned an official advisor and to arrange your program of studies. If you have further questions, please get in touch with me at (412)357-2222.

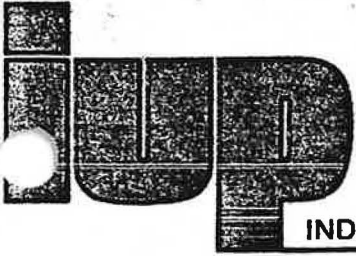
Sincerely,

David M. Lynch, Interim Dean
The Graduate School and Research

DML/tjd

cc: Dr. T. Kenneth Wilson, Graduate Coordinator, English Department
Dr. Bob J. Curey, Chairperson, English Department
Dr. Oliver Ford, Dean, College of Social Sciences and Humanities

Note: Your departmental advisor is Dr. T. Kenneth Wilson. If you have any questions, he may be reached by phoning (412)357-2264.



INDIANA UNIVERSITY OF PENNSYLVANIA • INDIANA, PENNSYLVANIA 15705

Director of Graduate Studies • 412-357-2264

February 24, 1986

Ms. Margaret J. O'Reilly
P.O. Box 282
San Dimas, CA 91773

Dear Ms. O'Reilly:

I have been informed by the Graduate School that you have been admitted to the Ph.D. program in Rhetoric and Linguistics. It is a pleasure to welcome you and extend to you the best wishes of the department for your future work with us.

I am looking forward to meeting you when you arrive on campus. As soon as it is convenient, we can begin to discuss your course of study.

If I can be of any assistance beforehand, please let me know.

Sincerely,

T. Kenneth Wilson /gmb

T. Kenneth Wilson
Director, Graduate Studies
in English

TKW/jnb



INDIANA UNIVERSITY OF PENNSYLVANIA • INDIANA, PENNSYLVANIA 15705

Director of Graduate Studies • 412-357-2264

November 14, 1985

Ms. Jeanne O'Reilly
P.O. Box 282
San Dimas, CA 91773

Dear Ms. O'Reilly:

Thank you for your inquiry about our Ph.D. programs. I am enclosing brochures describing each program in some detail. I hope they answer at least all of your larger questions.

I am also sending you other material you may find helpful. If you apply to the Graduate School, please send me a note letting me know that you applied and which semester you anticipate starting.

If I can be of assistance, please let me know.

Sincerely,

A handwritten signature in cursive script that reads "T. Kenneth Wilson".

T. Kenneth Wilson
Director, Graduate Studies
in English

TKW/jnb

Enclosures



INDIANA UNIVERSITY OF PENNSYLVANIA • INDIANA, PENNSYLVANIA 15705

Director of Graduate Studies • 412-357-2264

February 26, 1987

Ms. Margaret O'Reilly
P.O. Box 282
San Dimas, CA 91773

Dear Ms. O'Reilly:

Our records in the English Department Graduate Office show that you have completed a sufficient number of credits toward your graduate degree in English to apply for candidacy. I am enclosing the appropriate form for your convenience. The completed form should be returned directly to me.

Please make note that M.A. students are required to submit GRE GENERAL section (morning) scores, while Ph.D. students should have both GENERAL and ADVANCED (morning and afternoon) scores on file at the Graduate School before an application for candidacy will be completely processed.

If you need further advice about your program or about applying for candidacy, please let me know.

Sincerely,

A handwritten signature in black ink that reads "Dan J. Tannacito". The signature is written in a cursive, somewhat stylized script.

Dan J. Tannacito, Director
Graduate Studies in Rhetoric
and Linguistics

DJT/jnb

Enclosure

The Graduate School
Indiana University of Pennsylvania
Stright Hall
Indiana, Pennsylvania 15705-1081

(412) 357-2222



To: All Doctoral Graduate Students

From: Gerald J. Stacy
Associate Dean for Research *G. Stacy*

Re: Opportunities for Grants, Fellowships, Scholarship,
Traineeships, Awards and Competitions

After carefully researching grant and various other funded programming, the Graduate School is able to inform you of the following opportunities you may take advantage of:

Winterthur Museum - Robinson Doctoral Research Fellowships
Fellowships carrying stipends of \$1,000 each per month will be awarded to support doctoral research at the museum in the fields of 17th, 18th, and 19th century American Art, American decorative arts or American material culture.

Educational Testing Service - Up to ten graduate students in educational measurement or related fields will be selected to participate in ongoing research projects under the supervision of ETS staff for eight weeks during the summer. Each applicant must be a permanent resident of the U.S. and have completed 40 or more graduate credits in a doctoral program emphasizing educational measurement or a related field. The stipend is \$2,000 for the eight week period with a supplemental living allowance for participants who bring their spouses (\$350) and children (\$500). Travel expenses will be reimbursed.

National Science Foundation Grants for Improving Doctoral Dissertation Research - Graduate students are eligible for grants in support of doctoral dissertation research in the environmental, behavioral and social sciences. Grants are intended to provide funds for items not normally available from the student's university or other sources. Funds may not be used as a stipend for the student, for tuition, or for dependents of students or for travel to scientific meetings.

For more information concerning such opportunities, please contact the Grants Office, 121 Stright Hall or call 357-2223.

the graduate school

INDIANA UNIVERSITY OF PENNSYLVANIA



December 23, 1985

Margaret J. O'Reilly
1391 W. Cypress
San Dimas, CA 91773

Dear Ms. O'Reilly:

The Graduate School at Indiana University of Pennsylvania has reviewed your application for admission. You have been admitted to SPECIAL GRADUATE STANDING.

SPECIAL GRADUATE STANDING means that you may program and register for graduate courses except for graduate courses in the MBA/MS in Business programs. Courses completed under SPECIAL GRADUATE STANDING may be considered and applied toward a graduate degree program when you have requested in writing a status change to become a degree candidate. This change to a degree candidate must be requested before you have completed twelve semester hours in The Graduate School. Your admission as a Special Graduate Student is not admission into a degree program.

Registration information will be sent to you at the next mailing. This office will be looking forward to your enrollment in graduate course work. If you should have questions, please do not hesitate to get in touch with me. I may be reached at (412)357-2222.

Sincerely,

David M. Lynch, Interim Dean
The Graduate School and Research

DML/srh

cc: Evelyn S. Mutchnick, Advisor

NOTE: Your advisor is Ms. Evelyn S. Mutchnick. If you have any questions, feel free to contact her at (412)357-2222. You have been granted Special Graduate Standing to facilitate your Spring 1986 enrollment. Please be advised that this does not admit you into a degree program. In order to be considered for admission into the PH.D in English program, you must submit an official transcript from Mt. San Antonio College. Please follow Late Registration procedures found on page two of the Spring Schedule. This schedule is being sent to you under separate cover.

CHANGE OF SCHEDULE CARD

SEMESTER 19

SOC. SEC. NO.	LAST NAME	FIRST NAME	M.I.
480 18 3196	O'Reilly	M	J.

BUS	HEC	MAJOR
ED	H&SS	GRAD EN
FA	NS&M	
HS		

NAME OF ADVISER _____

AFTER THESE CHANGES MY LOAD FOR THIS SEMESTER IS HOURS.

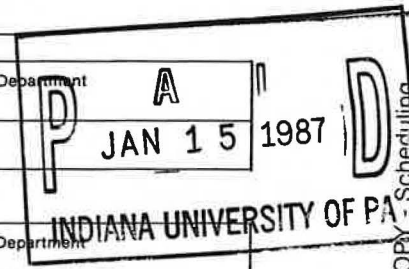
REASON FOR CHANGE _____

DROP

Dept. Abbrev.	Course No.	Sec.	Credit	Fill In Specific Hours							Signature Of Department Chairperson
				M	T	W	R	F	S		

ADD

Dept. Abbrev.	Course No.	Sec.	Credit	Fill In Specific Hours							Signature Of Department Chairperson
				M	T	W	R	F	S		
EN	699	003	3								T. K. W...



YOU MUST PRESENT YOUR REGISTRATION VERIFICATION FORM IN ORDER TO PROCESS DROP/ADD.

10/83

WHITE COPY - Scheduling instructor)
 YELLOW COPY - A
 GREEN COPY - Drop (instructor)
 PINK COPY - Student

Please type or print firmly

Revised
May, 1986

INDIANA UNIVERSITY OF PENNSYLVANIA INDEPENDENT STUDY/INDIVIDUALIZED INSTRUCTION APPROVAL FORM

Check One: Graduate Student _____ Undergraduate Student _____	Check One: Independent Study _____ Individualized Instruction _____	Check One: Year 19 ____ - 19 ____ Pre ____ Fall ____ Main ____ Spring <input checked="" type="checkbox"/> Post ____
---	---	---

SPECIAL INSTRUCTIONS

Students, together with faculty members supervising Independent Study or Individualized Instruction, are requested to initiate this Approval Form and have it processed through the approvals outlined in Section D, below as early as possible so that it may be received in the Office of the Associate Provost, 203 Sutton Hall, prior to the beginning of the semester or summer session for which it is being requested.

THIS FORM, ONCE ALL APPROVALS ARE RECEIVED, WILL BE USED TO REGISTER THE STUDENT FOR THE COURSE!

A. STUDENT INFORMATION

1. Student's SSN: _____

2. Student's Name: Bertrac Jeanne O'Reilly
FI MI LAST

3. Student's Mailing Address: P.O. box 282
San Diego, CA Number and Street 91775
City State Zip Code

B. COURSE INFORMATION

1. Course Number: EV 699 003
Dept. Number Section

2. Course Title _____

3. Credits: _____

C. FACULTY INFORMATION

1. Faculty Member's SSN: 126-36-9376

2. Faculty Member's Name D A McANDREW
FI MI LAST

NOTE: A one (1) page outline stating as a minimum the purpose, procedure, and evaluation mechanism of the Independent Study/Individualized Instruction experience that the above student is undertaking must be attached to this form before forwarding to your Department Chairperson.

D. APPROVALS

Advisor: _____ Date: _____

Faculty Member: DA McAndrew Date: 9/9/86

Chairperson: _____ Date: _____

College Dean: _____ Date: _____

COPIES (To be distributed by Dean's office):

- First White - Registrar
- Second White - Institutional Research
- Blue - Associate Provost
- Green - College Dean
- Yellow - Department chairperson
- Goldenrod - Faculty member
- Pink - Student

For Registrar's Use Only

Please type or print firmly

Revised
November, 1984

INDIANA UNIVERSITY OF PENNSYLVANIA INDEPENDENT STUDY/INDIVIDUALIZED INSTRUCTION APPROVAL FORM

Check One: Graduate Student _____ Undergraduate Student _____	Check One: Independent Study _____ Individualized Instruction _____	Check One: Year 19 <u>87</u> - 19 <u>87</u> Pre _____ Fall _____ Main _____ Spring <u>X</u> Post _____
---	---	--

A. STUDENT INFORMATION

1. Student's SSN: 4 6 0 1 8 - 3 1 9 6

2. Student's Name: Margaret Jeanne O'Reilly
FI MI LAST

3. Student's Mailing Address: P.O. Box 282,
Number and Street
San Dimas, CA 91773
City State Zip Code

B. COURSE INFORMATION

1. Course Number: EN 677
Dept. Number Section

2. Course Title ACQUIRING A FOREIGN LANGUAGE: SYNTAX, SEMANTIC OBSERVATIONS

3. Credits: 3

C. FACULTY INFORMATION

1. Faculty Member's SSN: 125-30-3744

2. Faculty Member's Name B H HUDSON
FI MI LAST

NOTE: A one (1) page outline stating as a minimum the purpose, procedure, and evaluation mechanism of the Independent Study/Individualized Instruction experience that the above student is undertaking must be attached to this form before forwarding to your Department Chairperson.

D. APPROVALS

Advisor: T. K. [Signature] Date: 9/4/86

Faculty Member: [Signature] Date: 9/4/86

Chairperson: [Signature] Date: 9/8/86

College Dean: _____ Date: _____

SPECIAL INSTRUCTIONS

Students, together with faculty members supervising Independent Study or Individualized Instruction, are requested to initiate this Approval Form and have it processed through the above channels as early as possible so that it may be received in the Office of the Associate Provost, 203 Sutton Hall, prior to the beginning of the semester or summer session for which it is being requested.

COPIES (To be distributed by Dean's office):

- White - Associate Provost
- Blue - College Dean
- Green - Department Chairperson
- Yellow - Faculty Member
- Pink - Student

Request for Independent Study Approval

Name: M. Jeanne O'Reilly Campus Phone: _____

Campus Address _____

Social Security Number 480-18-3196 Semester Hrs. Completed 9

Academic Advisor D.A. McAndrew Quality Point Average _____

Study Advisor D.A. McAndrew Major/School _____

Semester Hour Value 1 2 3 _____ For: Fall, Spring, Pre, Main, Post

-
1. Title of Study: Readings in Writing Program Administration
 2. Objectives of Study: To survey recent theory and practice in the administration of writing programs in 2 year and 4 year colleges and universities.
 3. Procedures: In depth reading of attached bibliography
 4. Description of Finished Product: 2 annotated bibliographies of 15 entries each, one focused on existing writing program design and administration, the other focused on potentials and problems in design and administration
 5. Method of Evaluation: The instructor will read, respond to and evaluate each bibliography, allowing the student to revise to a final version.
 6. Tentative Bibliography: (on back, if applicable)

Committee Recommendation

Approved

Returned for Clarification

Rejected

Writing Program Administration

HISTORY

Applebee, Arthur N. Tradition and Reform in the Teaching of English:

A HISTORY. Urbana, IL:, NCTE, 1974.

Hillocks, George, Jr. The English Curriculum under Fire: What are
the Real Basics? Urbana, IL: NCTE, 1982.

Hillocks, George, (ED) RESEARCH IN WRITTEN COMPOSITION

Moffett, James. Coming on Center: English Education in Evolution.

Montclair, NJ: Boynton/Cook, 1984.

Murphy, James J., ed. The Rhetorical Tradition and Modern Writing.

New York: MLA. 1982

TEACHER TRAINING

Daniels, Harvey A., and Stephen Zemelman. A Writing Project:

Training Teachers of Composition from Kindergarden to College.

Portsmouth, NH: Lawrence Heinemann, 1985.

Frederiksen, C.H., M.F. Whiteman, and J.F. Dominic, eds. Writing:
The Nature, Development and Teaching of Written Communication.

Hillsdale, NJ: Lawrence Erlbaum, 1980.

Gage, N.L., ed. The Psychology of Teaching Methods. Chicago:
U of Chicago Press, 1976.

Neel, Jasper, P., ed. Options for the Teaching of English.

New York: MLA, 1978

Reigstad, Thomas J., and Donald A. McAndrew. Training Tutors for
Writing Conferences. Urbana, UL: NCTE/ERIC, 1984.

PROGRAM ADMINISTRATION

Gere, Anne Ruggles, ed. Roots in the Sawdust: Writing to Learn

across the Disciplines. Urbana, IL: ncte, 1985.

Goodin, George. Competence and Curriculum in English. CE47 Jan.1985.

Griffin, C Williams, ed. Teaching Writing in ALL Disciplines.

San Francisco: Jossey-Bass, 1982.

Haring-Smith, Tori, ed. A Guide to Writing Programs: Writing

Centers, Peer Tutoring, Writing Across the Curriculum.

IL: Scott, Foresman, 1984

Olson, Gary A., ed. Writing Centers: Theory and Administration.

Urbana, IL: NCTE, 1974.

M. Jeanne O'Reilly

SABBATICAL
LOCATIONS AND SCHEDULES
EN 699 Independent Study

1987 California Itinerary

February

Los Angeles Area Colleges
UCLA
Fullerton J.C.
Cal-State University, Fullerton

March

San Francisco Area Colleges
UC Berkeley
College of Marin
Stanford University

*Began March 17 Dr. Fufer Coordinator
Delayed until April 13*

April

Sacramento Area Colleges

Cal State Sacramento *April 6-7-8*
2 year Sacramento College-TBD *American River April 9*
Chico State College *April 20-21*
Butte College *April 1st*
Stanford - Completed

May-June

Data Assessment
IUP Advisory Analysis
Complete MSAC Sabbatical Contract

*Committee notified by letter
4/28/87*

Revised 9/1/86

Appendix E

Placement For Remedial Classes

as Listed in Current Catalogs and College Materials

This section contains information for placement in the two year colleges visited for this study and, also, adds significant other data, including admissions and scoring equivalencies, and pertinent remedial on-site practice as listed in their catalogs.

ARC - American River College
1986-1987 Catalog
4700 College Oak Drive
Sacramento, California 95841

Admission

Any person who has earned a high school diploma or the equivalent, such as a certificate of proficiency issued by the State Board of Education, is eligible for admission to American River College. Non-high school graduates over 18 years of age, who demonstrate to the satisfaction of college authorities that they are able to profit by the instruction, may also be admitted. 10.

Assessment

To succeed in college, reading, writing and math skills are essential. To measure these skills, American River College provides an Academic Skills Assessment Inventory at no cost. Assessment is required of all persons planning to enroll in more than one course and intending to enroll in an English Composition, Chemistry 1A or an English as a Second Language course. Advanced math placement exams are also available upon request. The schedule of dates and times for these exams is available

at the Assessment Center located in the Student Services building.

Assessment should be completed before receiving counseling so the results may be used as a guide for selecting courses. Test results must be picked up in person at the Assessment Center. They should be retained in order that they may be presented at the first class meeting of English Composition, Chemistry 1A and English as a Second Language.

The American College Test (ACT) and the Scholastic Aptitude Test (SAT) are accepted in place of the Academic Skills Assessment Inventory. 10.

Butte College
1986-1987 Catalog
Pentz & Clark Roads
3536 Butte Campus Drive
Oroville, California 95965

Assessment

All students who are new to Butte College are required to complete the Basic Skills Assessment (BSA) prior to registering for classes, unless determined to be exempt. The BSA measures skill in reading, English, and math. This assessment takes 2 1/2 hours to complete and is comprised of multiple choice questions. The results are used for placement into reading, English, and math classes. A profile of the results will be available through the Assessment Center or from a Butte College counselor.

The purpose of the BSA is to help students be successful in their college experience. With a profile of the students' present skills, counselors can recommend courses where, with effort, academic achievement is likely. They can also suggest programs that will help students meet their vocational and educational goals. The BSA is administered throughout the year at various time and locations. There is no charge for the assessment, though preregistration is required. Please refer to the "Admission to the College" section for exemptions and specific information. 8.

Erie Community College
1986-87 Catalog
Buffalo, New York

English

All incoming students are required to take an English pretest which consists of two sections: reading and writing.

College Reading and Study Skills I or II (EN010 or EN011) or both is required of all students who place below a minimal level on the reading section of the English pretest.

Improvement of College Writing 1 or 11 (EN020 OR EN021) or both is required of all students who place below a minimal level on the writing section of the English pretest. 154.

Fullerton College
1986/87 Catalog
321 East Chapman Avenue
Fullerton, California 92634

PREREQUISITE SKILLS EVALUATION

(Placement Tests)

Most students who enroll in courses at Fullerton College must take the Prerequisite Skills Evaluation before their first registration. Evaluation scores are required in English and most other courses.

The Prerequisite Skills Evaluation Program can help make the student's College experience more successful. By evaluating his/her present learning skills we can suggest the courses where success is likely. We can also suggest programs to strengthen learning skills.

Courses may have two kinds of prerequisites: 1) a course prerequisite which requires the completion of one course before another can be taken, and 2) a skill prerequisite which identifies a minimum level of reading or writing skill necessary before a course may be taken. Course and skill prerequisite are clearly marked in the College Catalog and in the Schedule of Classes each semester.

The following students do not need to take the Prerequisite Skills Evaluation: 1) those students planning to enroll only in courses which have no skill or course prerequisite, 2) those students who can bring transcripts or grade reports showing successful completion of college reading dependent courses and writing courses, and 3) those students who require an alternate assessment because of a physical, communication, or learning handicap.

Test sessions are free and available by appointment throughout the year. It is recommended that perspective schedule the test a month prior to registration.

ACT or SAT scores are accepted in place of the Fullerton College tests. Students may bring copies of these tests for counseling purposes. 18-19.

Marin Community College
College of Marin Campus
Indian Valley College Campus
1986-87 Catalog
Kentfield, California 94904

Open Enrollment

It is the policy of this district that, unless specifically exempted by statute, every course, course section or class, the average daily attendance of which is to be reported for state aid, wherever offered and maintained by the district, shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets such prerequisites as may be established pursuant to Chapter II, Division 2, Part VI, Title 5 of the California Administrative Code, commencing with Section 51820. Where indicated, a student may, with consent of the instructor, satisfy a prerequisite by work that is deemed equivalent to that specified in the catalog. 8.

Middlesex County College
1985-1987 Catalog
Edison, New Jersey 08818

New Jersey Basic Skills Test (NJBST)

The New Jersey Board of Higher Education requires all public colleges within the state to test incoming students in reading and writing skills. Their purpose is to help place students in the courses appropriate to their background and needs.

Basic Skills Remediation Policies Overall Policy

These policies are designed to provide direction for students who are working to correct basic skills deficiencies in reading, writing, math computation and elementary algebra.

As a general rule, students should complete required remedial courses as early as possible to help insure success in other college courses. No credit-bearing courses in English/Mathematics may be taken prior to

successful completion of required remedial courses in these areas.

Full-time students must satisfactorily complete all required remedial courses in the first two semesters of study. When English and Reading are required, they must be taken during the first semester. During semesters prior to completion of all required remedial courses, full-time students should, wherever possible, carry no more than a combined total 15 credits or credit equivalents.

Part-time students must satisfactorily complete all required remedial courses in the first four semesters of study. Completion of remedial requirements should be in the following order:

1. Reading Skills
2. Writing Skills
3. Mathematics Computation
4. Algebra, if required for the curriculum

Reading Policy

Students needing remediation in reading must successfully complete the required reading course(s) according to the overall policy above. Credit-bearing courses will be limited to those from an approved list.

All students required to take both Reading Skills For College I and II must enroll in the appropriate course in the first semester.

Writing Policy

All students needing remediation in writing must successfully complete ENG 010 with a grade of 'C' or better before they may enroll in any credit-bearing English course. 9-10.

Motlow State Community College
1986-88 Catalog and Student Handbook
Tullahoma, Tennessee

Proficiency in Basic Academic Subjects

Acceptable preparation for post-secondary education may be defined as that preparation which improves the statistical likelihood that a student will success in achieving his or her academic goals, that those goals are consistent with accepted levels of quality, and that the likelihood is appropriate to the institution in which the student seeks that study. That preparation includes preparation in both basic academic competencies and subjects. The College Boards Academic Preparation for College describes the basic academic competencies as "broad intellectual skills essential to effective work in all fields of college study." In addition to these general competencies, outcomes acquired from specific

subject in the high school curriculum provide, as the College Board documents asserts, "detailed knowledge and skills necessary for effective work in college." In addition, specific majors at universities may presume additional subject knowledge. In short, there is an implicit assumption in the role and scope of all collegiate institutions and their curricula will build from rather than merely replicate expectations of previously acquired competencies. The assurance that this assumption is true constitutes the standards of an institution.

No high school curriculum can assure that a given student will acquire desired learning outcomes; however, the absence of certain components greatly increase the likelihood that the student will not acquire those outcomes and reduce the likelihood that the students will enjoy maximum benefits of a college experience. The justification for colleges recommending or requiring specific high school requirements for admission is to reduce the likelihood that a student will be unprepared for effective work in college and to increase maximum benefits a student may enjoy.

For students with the goal of a baccalaureate degree - which includes university students and those in transfer programs at community colleges - SBR asserts that those subject outcomes acquired ideally from high school study fall in six (6) areas: English, the arts, mathematics, science, social studies, and foreign language.

The requirements listed on the next page for SBR universities apply to all freshman applicants for regular admission. Undergraduate transfer applicants for regular admission who are deficient in any of these areas must have college courses that remove the deficiency. Universities may specify different requirements for special categories of applicants (e.g., GED, early admission, international students, students who graduated from high school more than five years prior to applying for college admission, adult students, and applicants who attended high schools not offering the required courses). Students admitted under alternative admissions categories will be required to remove the deficiencies. 25-26.

REMEDIAL AND DEVELOPMENTAL STUDIES

A complementary component of the testing process is a comprehensive program of remedial and developmental studies. Remedial and developmental courses are available in English and reading skills for students who need preparation for college-level work. The remedial and developmental courses are structured to provide learning experiences which will allow students to perform successfully when they enter the regular college curriculum.

REMEDIAL COURSES

Remedial Studies is a program of instruction that leads to proficiency in the Basic Skills Objectives defined by the Tennessee State Department of Education as mastery objective for the Tennessee Proficiency Test. Applicants who are placed in remedial studies will be admitted to the College on a controlled admissions basis and will be required to complete appropriate remedial courses. Following completion of required remedial courses, a student is required to successfully complete all corresponding developmental courses before enrollment in college-level courses.

DEVELOPMENTAL COURSES

Developmental Studies is a program of instruction designed to impart to the student a level of proficiency in the Basic Academic Competencies described by the Educational Equality Project of the College Board as required for successful pursuit of college studies. Applicants who are placed in developmental studies will be admitted to the college on a controlled admission basis. Applicants who are found to be deficient in a basic academic competency at the level of developmental studies may not be enrolled in a regular college-level course which requires that competency as a prerequisite until the exit criteria of the appropriate developmental studies course have been met.

POLICIES OF REMEDIAL AND DEVELOPMENTAL STUDIES STUDENT ATTENDANCE.

STUDENT ATTENDANCE. Student attendance in remedial and developmental courses will be mandatory; no cuts will be permitted. Instructors will interpose penalties at their discretion. The only exceptions to this policy will be extenuating circumstances, such as an illness or family emergencies. 90.

DROPS AND WITHDRAWALS. Students enrolled in remedial and developmental courses will not be permitted to drop or withdraw without extenuating circumstances. The Director of Remedial and Developmental Studies will recommend approval of drops or withdrawals only after verification of extenuating circumstances.

STUDENT FAILURE AND SUSPENSION. A grade of "C" or better is necessary for a student to successfully complete a remedial or developmental course and progress to the next course. When a student makes a "D" or "F" in any remedial or developmental course, it is necessary for the

student to repeat that course. If a student receives a "D" or "F" on the second attempt of a remedial or developmental course, the student will be suspended from the College for one academic term. When suspension occurs at the end of spring term, the student will not be eligible to re-enroll until the winter term of the next academic year. Following a third unsuccessful attempt at the same course, the student will be suspended for one academic year. A student may appeal suspensions through the existing channel provided by the Student Affairs Committee.

CREDIT HOURS AND GRADES EARNED IN REMEDIAL AND DEVELOPMENTAL COURSES. Credit hours earned in remedial and developmental courses may not be use to meet any degree requirement. These credits are institutional credit only and are "add-on" hours. the grades made in remedial and developmental courses become part of the academic record and will be used in determining quarterly GPA and cumulative GPA for retention, probation, and suspension purposes, as well as eligibility for financial aid and athletics, but will not be used when determining eligibility for the honor roll, deans's list or graduation honors.

TRANSFER OF CREDIT FOR REMEDIAL AND DEVELOPMENTAL COURSES. Credits earned in remedial and developmental courses at other Tennessee State Board of Regents institutions will be accepted subject to the limitations described above.

AAPP POST TEST. Students who have successfully completed the highest developmental level must take the appropriate discipline area AAPP post test as part of the exit provisions or the Academic Assessment and Placement Program. Comparison of exit teat scores to entry placement scores to determine student gain and progress.

FOLLOW-UP ON STUDENTS COMPLETING THE REMEDIAL/DEVELOPMENTAL PROGRAM. A file is maintained on each student who enrolls in any remedial or developmental course. This file is maintained following the student's exit from the remedial/developmental program. Faculty teaching the college-level curriculum are alerted to monitor all students in the first two weeks of classes for deficiencies. Any student may be advised by faculty to seek tutoring or aid from the writing center or reading center, or mathematics laboratory, and counseling center.

91.

North Country Community College
State University of New York
1984-86 Academic Catalog
20 Winona Avenue
Saranac Lake, New York 12983

PLACEMENT TESTING

North Country Community College adheres to an open admissions policy. Admission to the college, however, does not automatically guarantee admission to a particular curriculum or program. All freshman and transfer students who have not submitted an official transcript of their previous college work will be tested in composition and reading to insure proper placement. Certain specific curricula may require additional testing and/or a personal interview. 14.

Appendix F

Placement for Remedial Classes

as Listed in Current Catalogs and College Materials

This section contains information for placement in the four year colleges and universities visited for this study and, also, adds significant other data, including admissions and scoring equivalencies, and pertinent remedial on-site practices as listed in their catalogs.

California State University, Chico
1987-1989 Catalog
Chico, California 95929

Writing Center

Director: Tom Fox
Taylor Hall 107

Writing Skills Program

Course Preparation. The Writing Center can help you with any course-related writing assignment. Student tutors assist with brainstorming -- to help you find an idea or subject for a paper; rough drafts -- to help you improve sentence structure, organization, punctuation, and grammar; and other aspects of writing -- to help you with vocabulary, letters, term papers, correcting errors on returned papers, and understanding assignments. 33.

California State University, Fullerton
1985-87 Catalog
Fullerton, California 92634

Writing Assistance Center

Humanities 511

The Writing Assistance Center provides tutorial assistance primarily for students who are enrolled in English 099, 101, 106, 201, and 301 classes; however, tutors will assist students who seek help in writing for other English

classes, especially students who need to improve their knowledge of writing and grammar in order to complete their university requirements. The tutors provide individualized instruction adjusted to the learning pace and the achievement level of the student. They attempt to help the student to meet both the demands of academic writing and the standards of good, clear, concise prose.

The staff is trained to work with students who are preparing papers for a course or who need help in interpreting the instructor's comments on a completed paper. They do not proofread nor do they edit papers; rather they offer constructive suggestions designed to help the student master the techniques of proofreading and editing. The tutor's goal is to increase the student's competency, not to improve any given paper. If a student needs intensive work on grammar the tutor will provide one-to-one tutoring and will introduce the student to a variety of study materials, including written exercises, computer programs, and sound/slide instructional programs. 35.

California State University, Sacramento
1986-1988 Catalog
Sacramento, California

PLACEMENT EXAMINATIONS

The CSU requires new undergraduate students to be tested in English after they are admitted. These are not admission tests, but a way to determine if you are prepared for college work and, if not, to counsel you how to strengthen your preparation. These requirements and related procedures are outlined below. Information gained from these examinations is vital in advising students in appropriate course selection.

ENGLISH PLACEMENT TEST

Completion of the CSU English Placement Test (EPT) is required of all new undergraduate students unless the student meets one or more of the conditions of exemption. This applies to all non-exempt with fewer than 56 transferable semester units. It also applies to those non-exempt students with 56 or more transferable units who are subject to the 1986-87 or later campus catalog. These conditions shown below.

The results of the EPT test will not affect admissions eligibility but will be used to identify students who need special help in English in order to do college-level work.

This required test will determine whether you should enroll in English 1A (College Composition), English 1 (Basic Writing Skills), Learning Skills 15 (College Language Skills), or Learning Skills 12 (Reading for Structure and Meaning).

Failure to take the English Placement Test will prevent you from registering for English 1A, 1, LS 15 or 12. Failure to take English Placement Test before the end of your first semester on campus will prevent you from registering for any classes the following semester. Placement tests at other colleges or universities do not apply except for the EPT, which may be taken at and CSU campus.

All undergraduate international students (Visa) and permanent residents (green card holders) from non-English speaking countries must also take the English Diagnostic Test. The English Diagnostic Test will determine placement in the most appropriate ESL course for each student and will also indicate preparation needed to pass the Writing Proficiency Exam. Until this test requirement is met, foreign students and permanent residents will not be allowed to register for any classes. To register for the test or obtain additional information about this test, contact the Learning Skills Center. 44.

College of Liberal Arts
University of Texas at Austin
1985-1987 Catalog
Austin, Texas

Placement in English

Before enrolling in English 306, all students must have taken the achievement test in English Composition (ECT) of the College Entrance Examination Board.

Before seeing their advisors at registration, freshman students must have their ECT scores and must get an authorization to register for English 306 from the Freshman English Office, Parlin Hall 16.

Foreign students whose native language is not English must submit acceptable scores on the Test of English as a Foreign Language (TOEFL) for admission to freshman English.

For information regarding the ECT test and scores required for placement in English 306, see the General Information bulletin. 91.

Rutgers, The State University of New Jersey
Campus at New Brunswick
1985-1987 New Brunswick Undergraduate Catalog
New Brunswick, New Jersey 08903

Notice To All Students

Successful completion of 01:350:101 First Expository Writing, by course work or exemption, is prerequisite to enrollment in all other English department courses except those at the 100 level.... 59.

Some of the composition courses listed are:

01:350:099. COMPOSITION SKILLS (E-BA)

By permission only.

Training in the fundamentals of standard English grammar and mechanics; practice to develop confidence and fluency in writing.

01:350:100. BASIC COMPOSITION (3)

A basic writing course for students who need preparation for Expository Writing 101, leading to increased fluency, competence in standard English, and skills in organization.

The following higher level listings for courses are included here because their descriptions indicate advanced remedial or remedial content needs or interest and, therefore, seemed applicable to this section.

01:350:109. EFFECTIVE WRITING (4)

A one-term course for students whose academic backgrounds have not sufficiently prepared them for the demands of college writing; practice in exploring thoughts on paper, writing journals, preparing clear and convincing essays.

01:350:141. FUNDAMENTALS OF ENGLISH GRAMMAR (3) Major aspects of English grammar: parts of speech, clauses and other elements of sentence structure, punctuation, and common grammatical errors.

01:350:208. WRITING CENTER: WRITING SKILLS (E1.5)

An eight-week course. May not be used for major credit. May be repeated up to 3 credits.

Concentrated work in specific writing skills; vocabulary, grammar, spelling, test taking, and others.

01:350:209. WRITING CENTER: ADVANCED WRITING SKILLS
(E1.5)

Prerequisite: Permission of department. May not be used for major credit. May be repeated up to 3 credits. Concentrated work on problems in advanced writing. 60.

Stanford University
1986-1987 Stanford University Bulletin
Stanford, California

THE WRITING REQUIREMENT

All instructors expect that students will express themselves effectively in speech and writing. The Writing Requirement is designed to enable students to satisfy that expectation. 10.

The information given here refers to "nuts and bolts" student aid given through tutorial approaches.

Drop-in Tutorials -- a no-credit service to any student, undergraduate or graduate, who wants help with writing. Available through the Freshman English Office.

0 units

1C,2C. Writing Workshops: Tutorial -- Focus on individualized conferences. In addition to one class meeting a week to discuss general writing techniques, all students meet once a week with the instructor to discuss their own writing. 3 units 388.

State University of New Your at Buffalo
1984-1986 Bulletin
544 Capen Hall
North Campus
Buffalo, New York 14260

THE COLLEGE SKILLS PROGRAM

The Writing Program.

The State University of New York at Buffalo has developed a College Skills Writing Program as part of its new General Education Curriculum. The Writing Skills Program represents the first stage of the implementation of the General Education Curriculum. The program attempts to insure that the entering university students will develop competence in writing, one of the communications skills necessary to their academic and career achievement and success.

The ability to write clearly and concisely with elaborate skill is the basis for excellence in writing.

To write effectively, students must be able to express themselves fluently without spelling or syntactical error.

They must demonstrate the ability to reason and write at different levels of abstraction with some inventiveness and to organize available evidence for persuasive discourse. In short, writing at the university implies that the student has reached an appropriate level of maturity which enables him or her to employ considerable varieties of learning content meaningfully and effectively through written discourse for various purposes.

Two courses, Writing I (English 101) and Reading and Advanced Writing (English 201), focus on the development of these abilities. Writing I requires considerable writing practice with special emphasis upon exposition and description. Three credit hours are awarded to the student for successful completion of Writing I. Students who successfully complete this course are required to take English 201, Reading and Advanced Writing.

English 201, Reading and Advanced Writing, focuses on the development of writing skills in relation to regular reading assignments in cultural and literal sources. Program Requirements.

With the exception of those students who may be exempt as stated below, all entering students are required to take one or both of the writing courses. Each course must be successfully completed to fulfill the requirements. Although the courses may be taken at any time during the undergraduate academic career, it is recommended that students complete the requirement during the freshman year.

To determine the English writing proficiency of the entering students, each student is required to take a placement examination during the orientation period.

Exemptions and Special Circumstances:

Examination. The examination determines which writing course(s) are to be taken. Students who score sufficiently high on the examination are exempt from writing skills requirement; students who score are require to take pre-foundational courses in the University Learning Center, and then to complete the Writing courses 101 and 201; and, others who score in the mid-ranges of the test are placed in either Writing 101 or Writing 201.

4.

Considered "remedial," the following "basic" writing courses are equivalent to the traditional general education freshman composition courses.

Writing 101. First semester University's Basic Writing Skills requirement (General Education) and is normally followed by ENG 210. Variety of basic writing skills; exposition and descriptions; weekly writing assignments totaling 25 pages minimum per semester, meeting with

instructor every three weeks for individual conferences, and at least an hour per week outside class in the Writing Clinic required. LEC.

Writing Review 102. Essentially same as ENG 101, but reserved for students who require additional writing practice after having taken ENG 101. LEC. 45.

University of California, Berkeley
1986-87 General Catalog
Berkeley, California

Subject A Requirement

All University departments assume that you are proficient in reading and writing English and understand how to compose an essay on an academic topic. If you have not demonstrated proficiency upon entrance to the University, you must enroll in Subject A1, "Introduction to Language" or in a related course (see "Courses for Non-native Speakers" below) during your first semester of residence.

If you have not fulfilled the requirement after two semesters, you may not be eligible to enroll in the University for a third semester.

The Office of Admissions and Records accepts the following in fulfillment of the Subject A requirement (the examination cited in 1-4 below must be taken before you enter the University):

1. A score of 600 or above on the English Composition Test of the College Entrance Examination Board (CEEB).
2. A score of 3, 4, or 5 on the CEEB Advanced Placement Test in English.
3. A score of "Pass for Credit" on the California State University and Colleges English Equivalency Examination.
4. A score of 600 on the Test of English as a Foreign Language (TOEFL). (Restricted to non-native speakers of English who have had no previous academic work in an English-speaking country and who have taken the test before their arrival in the United States.)
5. A grade of C or higher in an appropriate transfer-level English composition course taken at another college or university.

6. A passing score on an essay examination administered by the Subject A Department. This examination may be taken only once.
7. A grade of C or higher in subject A1.

Fulfillment of the Subject A requirement is a prerequisite to enrollment in freshman reading and composition courses.
28.

Major Program

Students are required to include the following items in their programs: Freshman Reading and Composition (1A-1B).
174.

Subject A: English Composition

The Subject A Department offers courses in satisfaction of the Subject A requirement. Auditors are not permitted.

Lower Division Courses

1. Introduction to Language. (2) Three hours of lecture/discussion classes and one hour of tutorial per week. Prerequisites: Placement by examination. An introductory course leading to the proficiency in expository writing necessary for successful university work. Lectures, meetings, discussions, regular writing assignments focusing on the nature and functions of language. A grade of C or higher fulfills the Subject A requirement. Two units of baccalaureate credit but recognized as four units of work load in computing study list.

1C. Introduction to Language -- Continued. (2) Three 1-hour lecture/discussions per week for seven weeks. Prerequisites: Recommendation of Subject A1 instructor. An intensive, seven-week continuation course in basic English composition. Lectures, readings, discussions, regular assignments. A grade of C or higher fulfills the Subject A requirement. Two work load units in computation of study list.

2. Composition Review. (2) Two units of baccalaureate credit but recognized as four units of work load in computing study list. Three hours of lecture and mandatory conference per week. Prerequisites: upper division standing; placement exam; consent of instructor. Lectures and discussions intended to improve students' writing of expository and argumentative essays on assigned readings, in combination with a review of the basic principles of composition, style, grammar and usage. Fall

enrollments limited to science majors and professional school students; spring enrollments limited to humanities and social studies majors. A grade of C or higher fulfills the Subject A requirement. 337.

University of California, Los Angeles
1986-87 General Catalog
Los Angeles, California 90024

Entrance Requirements

All campuses of the University of California have the same undergraduate admission requirements.

Examination Requirement

All freshman applicants must submit scores from the following tests:

- (1) One Aptitude Test:
 - (a) The American College Test (ACT), composite score, OR
 - (b) The Scholastic Aptitude Test (SAT), total score.
- (2) Three College Board Achievement Tests (ACH) which must include:
 - (a) English composition AND
 - (b) Mathematics, level 1 or 2, AND
 - (c) Either English literature, foreign languages, sciences, or social sciences. 23.

University Requirements

Subject A.

Because proficiency in English composition is so important to successful performance in many courses, Subject A is the only requirement for graduation that you must satisfy before entering UCLA or during your first quarter in residence. You may meet this requirement by:

- (1) Scoring 3, 4, or 5 on the College Entrance Examination Board (CEEB) Advanced Placement Test in English, OR
- (2) Scoring 600 or better on the CEEB Achievement Test in English Composition, OR
- (3) Presenting transfer credit for an acceptable college-level course in English composition at another institution, OR

- (4) Passing a Subject A Placement Test required of all students that have not otherwise met the requirement.

If you do not meet the requirement in one of the ways described above, during your first quarter in residence at UCLA you must enroll in either English A or B (determined by performance on the Subject A Placement Test). Each course must be taken for a letter grade and passed with a grade of C or better. No credit toward a degree is granted for either course whether taken at UCLA or another UC campus. If you receive a final grade of C- or less, you must repeat the course during your next quarter in residence. You will not receive credit for any English course (except English A or B) unless Subject A requirement is satisfied. 33.

University of Florida
1986-87 Undergraduate Catalog
The University Record
Gainesville, Florida 32611

English

Beginning students are normally expected to complete 6 hours of English from among ENC 1101 (Expository and Argumentative Writing) and ENC 1102 (Writing about Literature)....

As a general rule, only students with a SAT score below 540 should consider ENC 1101 as necessary. All other students might be more academically rewarded by ENC 1102, ENL 2330, or the 2000-level survey courses, all of which have instruction in writing as well as reading. 219.

ENC 1101 Expository and Argumentative Writing.

Credits: 3

An introduction to the methods of exposition and argumentation. Ten papers are required.

ENC 1102 Writing About Literature.

Credits: 3

Writing about novels, short stories, drama, and poetry, primarily by American and British authors. Six papers are required. 220.

University of New Hampshire
1986-1987 Undergraduate Catalog
Durham, New Hampshire 03824

Admissions Tests Requirements

All candidates for admission to bachelor's degree programs are required to submit the results of College Entrance Examination Board Scholastic Aptitude Tests. While achievement tests are not required, a score of 500 received on foreign language achievement tests satisfies the foreign language requirement of the Bachelor of Arts degree programs. Students who have identified a specific major are encouraged to submit achievement test results relating to that major. For example, an engineering applicant could submit math and physics or chemistry test results. 7.

Two "basic" classes are listed:

401. Freshman English.

Training to write more skillfully and to read with more appreciation and discernment. Frequent individual conferences for every student. 4 cr.

402. Freshman Seminars: Approaches to Literature.

Intensive study of a specific topic, theme, genre, major figure, or period of English or American literature. No credit toward the English major.... 4 cr. 131.

Vanderbilt University
1986-87 Undergraduate Catalog
USPS 387-270
Nashville, Tennessee 37240

Standardized Test Requirements

Aptitude Tests. To be considered for admission, a student must submit SAT or ACT scores to the Undergraduate Admissions Office no later than February of the senior year. 46.

Achievement Tests. Vanderbilt uses scores on College Board Achievement Tests to determine class placements. Students enrolling in the College of Arts and Science and Blair School of Music must present scores on English Composition (with or without essay).... Students enrolling in the School of Engineering or Peabody College must present scores on tests in English Composition (with or without essay).... 47.

Basic freshman composition:

100W. Composition. For students who need to improve their writing. Emphasis on writing skills, with some analysis of modern nonfiction writing and discussion of theories of style. (3) 167.



iup

MAIN
1986

STUDENT 480183196 G
JEANNE M. O'REILLY

Jeanne M. O'Reilly
SIGNATURE

Non-transferable. Replacement fee will be charged.
Report a lost or stolen card to:
Student CO-OP Office • IUP • Indiana, PA 15705

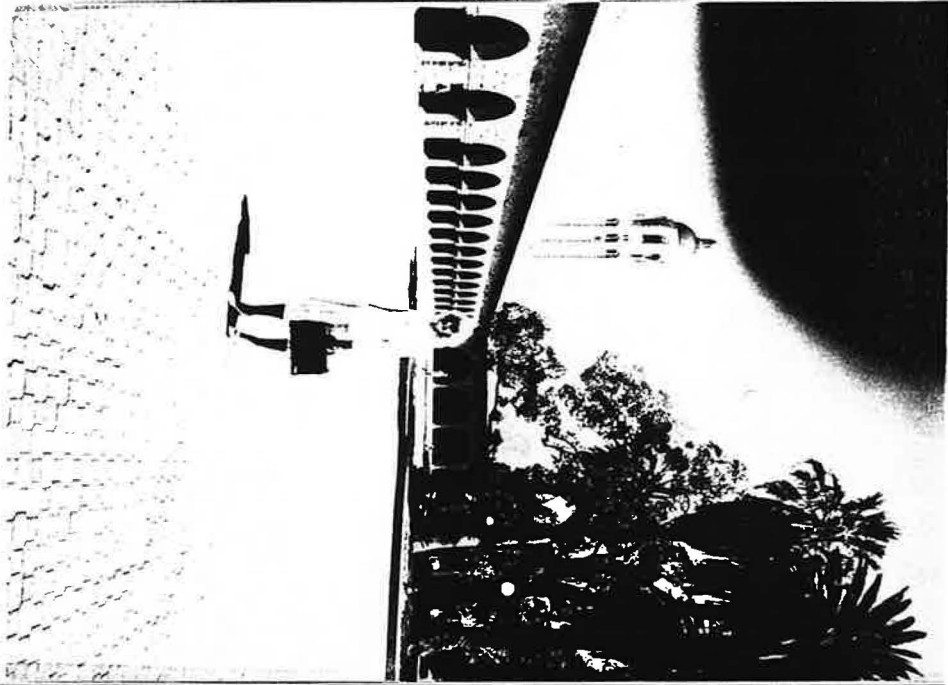
Download Lancaster, 1

PA 8/86

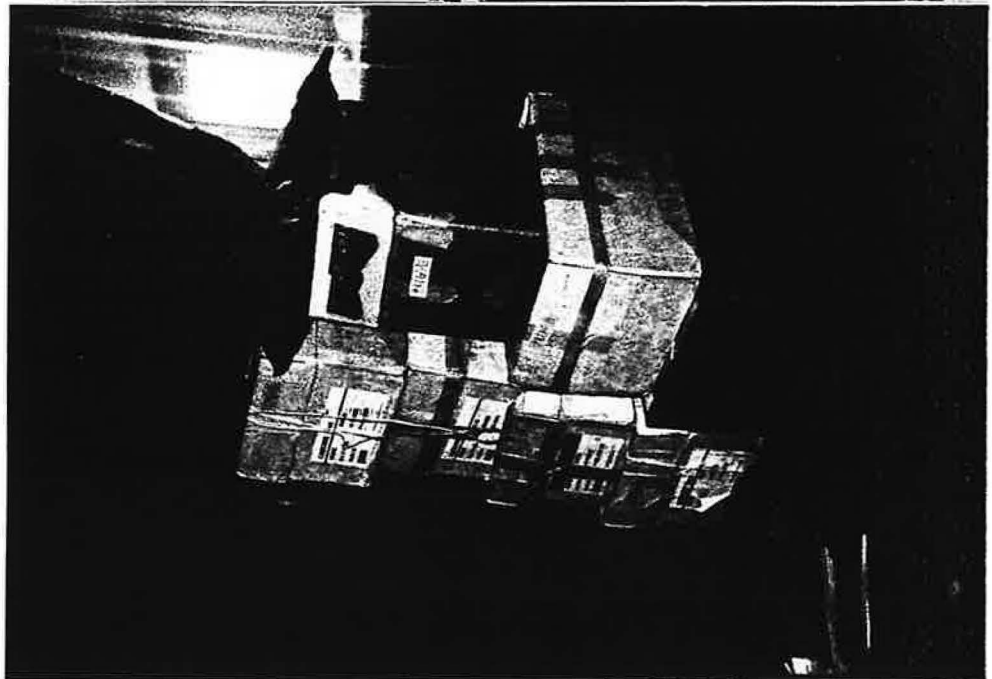
*Cargo
Trailer
purchased
for Books
and Research
Supplies*



STANFORD



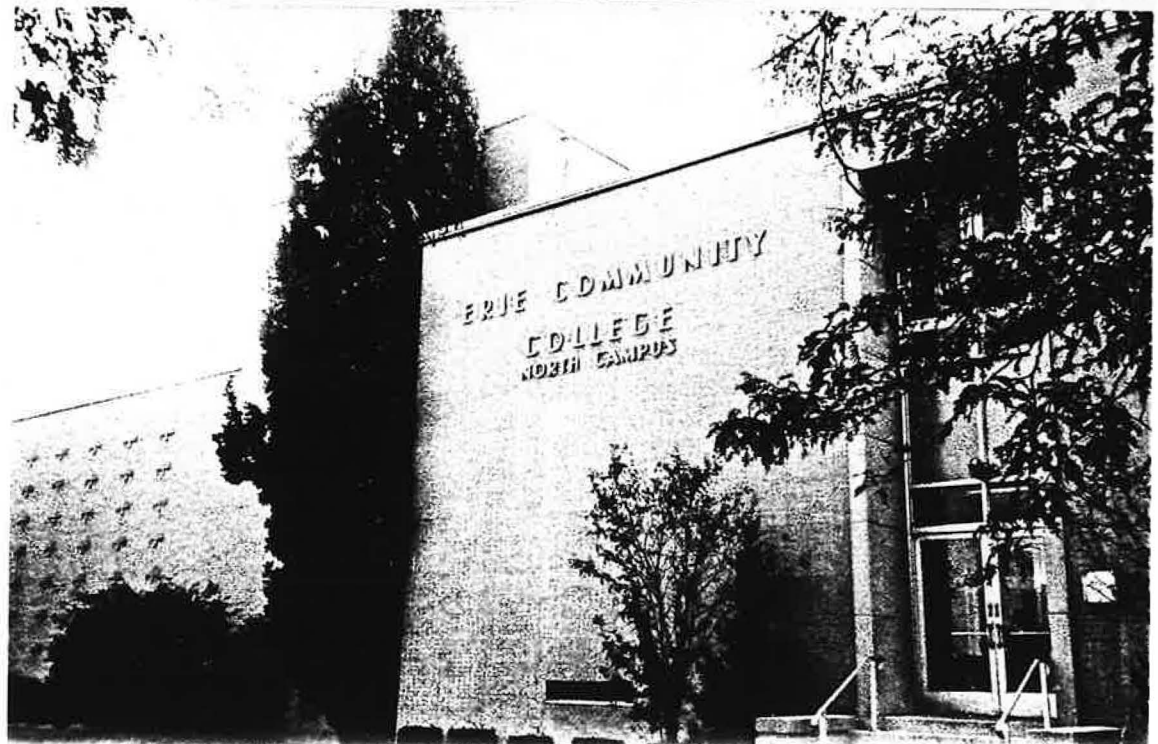
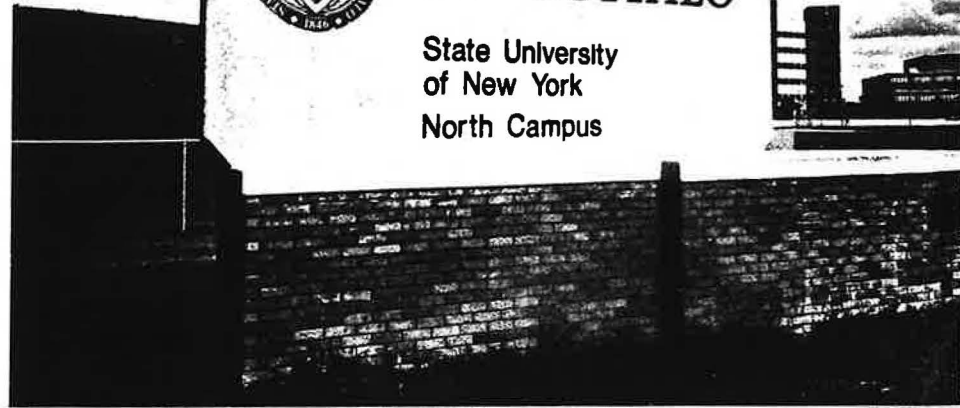
BOXED
MAILED
MATERIAL
FROM
20 COLLEGES





UNIVERSITY AT BUFFALO

State University
of New York
North Campus



UCLA
 034 166-55-25 3 40
 O'REILLY JEANNE M
 F 10 22 1923 OPR OJNS 10-84
 PO BOX 282 SAN DENAS 91773
 331-4108
 PLEASE

LIBRARY COURTESY CARD



California State University Fullerton



SIGNATURE

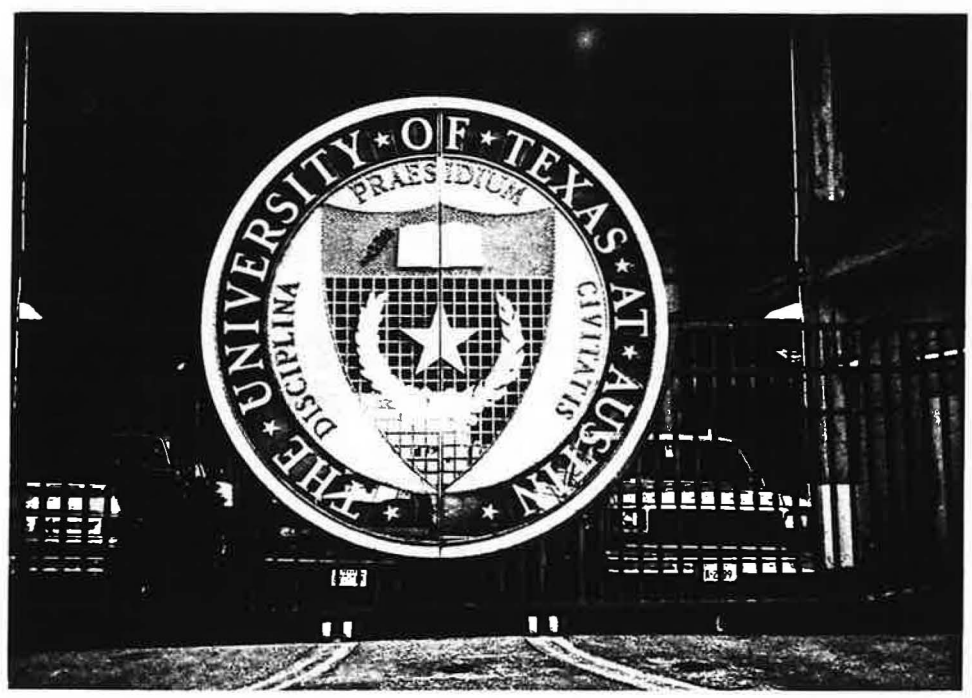
M. Jeanne O'Reilly

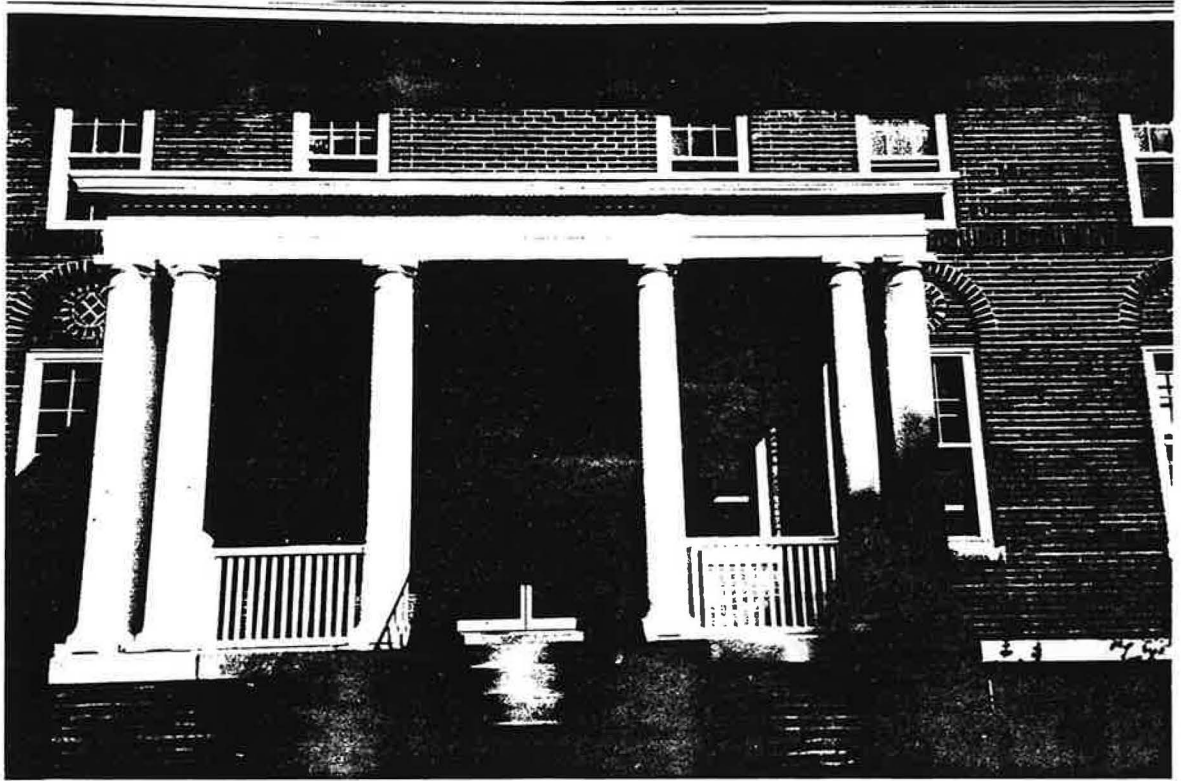
IF FOUND, PLEASE DROP IN ANY MAIL BOX. RETURN POSTAGE GUARANTEED BY CALIFORNIA STATE UNIVERSITY, FULLERTON, CA 92634.

CALIFORNIA STATE UNIVERSITY, CHICO
 MERIAM LIBRARY
 NON-AFFILIATED USER CARD

Card # 96
 SS# 480183196 Expires 8/31/87
 Name O'REILLY, JEANNE
6800 LARSEN LN.
 Permanent address PARADISE, CA. 95969
 Approved by *M. Jeanne O'Reilly*
 Borrower's Signature
NOT TRANSFERABLE

UCLA Library Card
 O-COURTESY
 2 1158 00313 0912
 OREI22OCT 0040
 RENEW AFTER FEB. 28, 1987
 Alternate Patron No. JEANNE O'REILLY
 Borrower Name *M. Jeanne O'Reilly*
 Signature
 THIS CARD. It must be presented for renewal of Library privileges.





1. North Country Community College
Saranac, New York
2. Vermont - New Hampshire Area
Fall Leaves

Appendix H

BIBLIOGRAPHY

Annotated and compiled by M. Jeanne O'Reilly

Research History
 Program Administration
 Evaluation
 Classroom Application

This bibliography lists selections from the IUP recommended reading list; as well as more recent publications by those same authors, recommendations from the Writing Program Coordinators at the 20 visited colleges included in this study, or from instructors at those colleges whose classes were observed; plus other related publications from IUP graduate course work and research in Rhetoric and Linguistics.

Research History

Applebee, Arthur N. (1974). Tradition and reform in the teaching of English: A history. Ill.: Urbana. Discusses the growth and independence of American curriculum and American college English departments from the late 1800's. Relationships between the European models and current American models are historically documented.

Hillock, George, Jr. (1986). Research on written composition. Research on the composing process. ERIC, Ill.: Urbana, NCTE. Appraises 70's and 80's research on the act of writing. New data: rewriting occurs at varying levels of abstraction; writers seemingly compose in mental units; writing and editing are co-composing skills.

Moffett, James. (1984). Coming on center: English education in evolution. New Jersey: Boynton/Cook. Takes an historically based look at education; by examining the social changes of the past, the evolutionary trends of today, with some suggestions of the probability of more change in the future.

Program Administration

Beach, Richard and Lillian S. Bridwell. (Eds.). (1984). New directions in composition research. New York: Guilford. [One of a series of books entitled, Perspectives in writing research, coordinated and edited by Linda S. Flower and John R. Hayes.] Surveys diverse research current in the field of writing.

- Beaumont, P. A. (1978). A descriptive study of the role of the tutor in a conference on writing. Unpublished thesis, University of San Diego. Describes the tutor's contribution to the writing conference.
- Donovan, Thomas R., and Ben McClelland. (Eds.). (1980). Eight approaches to teaching composition. Ill.: Urbana, NCTE. Belongs philosophically with other authors noted in this bibliography as: Emig, Cooper, Odell, Murray, and Britton. The editors acknowledge Young and Bizzell's assertion of a paradigm shift now in process, with the move being away from grammar and analysis to composition as a process with the students being actively involved throughout. Methodology based on philosophical beliefs of college teachers.
- Emig, Janet. (1983). The tacit tradition: the inevitability of a multidisciplinary approach to writing research. Aviva Freedman and Ian Pringle (Eds.). (AR, : Conway, L&S Books, Canadian Council of Teachers of English, 1980). Reprinted by Janet Emig 1983. Examines Kuhn's paradigm meanings and discusses how others in the scientific field arrived at common beliefs, necessary natural developments to a paradigm shift. Recognition of a shift to a multidisciplinary approach in writing research.
- Emig, Janet. (1983). The web of meaning: Essays on writing, teaching, learning, and thinking. Edited by Dixie Goswami and Maureen Butler. New Jersey: Upper Montclair, Boynton/Cook. This famous book on theory combines in one volume, eleven of Emig's talks and essays with the two ideas most prevalent being the understanding of the need for a multidisciplinary approach to writing, as well as the importance of understanding the composing process and, thus, the importance of transactional writing as part of that composing process. Emig's writing and knowledge are intellectually provocative. [Interviewed at Rutgers, October, 1986].
- Farmer, W. L. Individualized evaluation as a method of instruction to improve writing ability in freshman college composition. Unpublished dissertation, Southern Illinois University, 1976. (ERIC Document Reproduction Service No. ED 133 759). Good support for the more personalized conference approach as in a one-to-one setting.
- Fulwiler, Toby, and Art Young. (Eds.). (1982). Language connections: Writing and reading across the curriculum. Ill., Urbana: NCTE. An examination of the writing across the curriculum program at Michigan Technological University. Twelve pertinent essays. Annotated bibliography.
- Griffin, C. Williams. (Ed.). (1982). Teaching writing in all disciplines. San Francisco: Jossey-Bass. New Directions for Teaching and Learning. No. 12, Kenneth E. Eble and John F.

Noonan, Editors-in-Chief. Assesses writing across the curriculum from the perspectives of fourteen contributors including Fulwiler, Drenk, Thaiss, Miamon, and Griffith in ten chapters with practical suggestions and applications.

Judy, Stephen N. and Susan J. Judy. (1981). An introduction to the teaching of writing. New York: Wiley. The authors follow the path of WAC -- writing across the curriculum -- and advocate and encourage the practice of writing on a regular basis for all the disciplines within the classroom situation, rather than writing as an imposed and enforced requirement for students. Student concerns and conference methods are featured, while grades and instructor injected negative comments are discouraged as not being constructive for the students learning or writing application.

Judy, Stephen N. [Published as Stephen N. Tchudi, now known as here -- Stephen N. Judy] (1986). Teaching writing in the content areas: College level. National Education Association of the United States. Comprehensive multidisciplinary approach with projects, evaluations, examples, workshops, and policy statements.

Kasden, Lawrence N., and Daniel R. Hoerber. (Eds.). (1980). Basic writing: Essays for teachers, researchers and administrators. Ill., Urbana: NCTE. Good basic reference especially for understanding the beginning writer. An interesting look by Bruffee on the value of peer tutoring. Recommended for writing program administrators.

Krashen, Stephen D. (1984). Writing, research, theory, and applications. Great Britain: Redwood. The book is part of the Language Teaching Mythology Series and concludes by stating that our students are dependent on linguistic research to learn to write, but that an effective writing instructor need not, necessarily, be a linguist or a research analyst to apply the principles learned. The main point here is that writing should not teach form or grammar directly, but, rather, that form should be inferred or learned indirectly through reading and practice.

Lindemann, Erika. (1982). A rhetoric for writing teachers. New York: Oxford University Press. Works through the writing process by examining the steps involved. Emphasis on current research in the areas of cognition as important for composition teachers and points out, as equally important, the need for some linguistic study. Writing program administrators and teachers can benefit from Lindemann's first hand shared experience in designing writing courses by examining her examples for course models, plans, outlines, and comments on teaching performance.

- Mayher, John s., Nancy B. Lester, and Gordon M. Pradl. (1983). Learning to write - writing to learn. New Jersey, Upper Montclair: Boynton/Cook. Emphasizes the need for learning community from the British-American one to the more immediate campus-colleges and classroom student-teacher. Such collaborative communities benefit all involved in the process of writing and learning.
- McQuade, Donald A. (ED.). (1986). The territory of language: Linguistics, stylistics, and the teaching of composition. Southern Illinois University Press. A series of essays reflecting research and scholarship in composition. A reprint of 15 earlier essays from a 1979 printing, this current edition adds 10 new essays with the earlier ones revised to reflect more current research. Provides a readable source book for nonspecialists showing interconnections for linguistics, stylistics, and the teaching of composition. [Interviewed at UC, Berkeley, March 1987].
- Moffett, James. (1968). Teaching the universe of discourse. Boston: Houghton. Works with students at the secondary level to create a special curriculum in language - arts. Interesting as a forerunner of the move away from linguistics analysis to a concentration of reading and writing.
- Mosenthal, Peter., Lynne Tamor and Sean A. Walmsley. (Eds.). (1983). Research in writing: Principles and methods. New York: Longman. Essays in eleven chapters by prominent authors in the field of research and practice based on discussions and presentations following the Conference on Writing Research at SUNY in Albany, May, 1980.
- Newkirk, Thomas. (ED.). (1986). Only connect: Uniting reading and writing. New Jersey: Boynton. A collection of papers based on talks given at a Conference in October, 1984, at the University of New Hampshire where Newkirk is the current Coordinator of Composition. The book reflects the thinking of many of the conference presenters in that the study of composition as the study of literature may have more in common than that of combining the study of composition with the sciences. This is a switch in Newkirk's earlier philosophy, but the approach he now embraces. [Interviewed at the University of New Hampshire, October, 1986.]
- Olson, Gary A. (ED.). (1984). Writing centers: Theory and administration. Ill., Urbana: NCTE. Gives format, theory behind need, and administrative basics for setting up and running writing centers.
- Reigstad, Thomas J. and Donald A. McAndrew. (1984). Training tutors for conferences. Ill., Urbana: ERIC. NCTE No. 55065. The book promotes the benefits of good one-to-one instructor/student conferences, and also gives model examples

to follow. A useful "Source cited" (41-43) Listing is an aid to the rhetoric and linguistics researcher.

Winterowd, W. Ross. (1986). Composition/rhetoric -- a synthesis. Carbondale: Southern Illinois Press. Uses an attitudinal approach of Burke's to find support for Janet Emig's transactional approach to process, rather than one that features the form of process which is seen as short-circuiting the writer, current research, and theory. In brief, the composing process is an individual one and what the writing instructor needs to do is to support the students search for a private voice while, wisely, not separating the two.

Young, Art and Toby Fulwiler. (Eds.). (1986). Writing across the disciplines: Research into practice. New Jersey, Upper Montclair: Boynton/Cook. The editors, who are also contributors, combine in four useful sections, information about the topic by examining the areas of Community and Purpose; Evaluation: Assumption and Discoveries; Research on Writing and Learning, and Problems and Perspectives of writing across the disciplines.

Evaluation

Cooper, Charles R. (ED.). (1981). The nature and measurement of competency in English. Ill., Urbana: NCTE. Surveys the administratively sensitive area of placement testing and competency, for language, reading, writing, television, and film.

Cooper, Charles R., and Lee Odell. (Eds.). (1977). Evaluating writing: describing, measuring, judging. Ill., Urbana: NCTE. A good look at holistic methods by the editors, plus five other essays on assessment of students' writing abilities.

Cooper, Charles R., and Lee Odell. (EDS.). (1979). Research on composing: Points of departure. Ill., Urbana: NCTE. A grouping of essays originally prepared for a conference at SUNY, Buffalo, 1975. The essays approach the research of that time in an exploratory manner, accepting the need for more research at every level. Interesting in that the differences in the approaches and beliefs of composition theory leaders, such as Elbow, Emig, and Murray are discussed with the SUNY Conference providing the forum.

Davis, Barbara Gross, Michael Scriven, and Susan Thomas. (1981). The evaluation of composition instruction. Inverness: Edgepress. A how-to book on methods of evaluating composition instruction which cautions the evaluator not to look at any one feature of teacher

instruction as being all pervasive; rather there are many factors to be considered both for the teacher and the students, and all bring a varying degree of physiological, psychological, environmental, and sociological readiness to the classroom and to the process of reading and writing. [This reading provided a useful mental set for my classroom observations at the 20 colleges.]

Classroom Application

- Bartholomae, David and Anthony Petrosky. (1986). Facts, artifacts, and counterfacts: Theory and method for a reading and writing course. New Jersey: Boynton. Collaborative text of authors' and four other contributors. Chapter 3 through 7 with useful Notes, feature practical applications of teaching methods; case studies that show student writers' working to create a sense of self; classroom discussion approaches, and editing techniques and analysis.
- Elbow, Peter. (1973). Writing without teachers. New York: Oxford University Press. Master Teacher Peter Elbow gives strong counsel on creativity in composing through student freewriting and freedom from teacher editing interference.
- Elbow, Peter. (1981). Writing power - techniques for mastering the writing process. New York: Oxford University Press. Elbow describes it best; for the writer, this book is all about getting power-magic-control over ones own thoughts so that "your readers...actually experience your meaning or vision." Pages 375-77 list an annotated Bib on Publishing, prepared by z. C. Armbruster, which is immensely helpful for the beginning writer seeking publication.
- Odell, Lee and Dixie Giswami. (EDS.). (1985). Writing in nonacademic settings. New York: Guilford. The editors have gathered a group of professional and technical writers to advocate the importance of writing for real audience rather than the academic one but carefully qualify that there is no need to necessarily believe that the two needs are not the same. Never the less, there is a strong suggestion that the workplace can teach composing truths. [See Ong]
- Shaughnessy, Mina P. (1977). Errors and expectations. New York: Oxford University Press. Another good reference source by a name we've learned to respect. An analysis of basic writing problems during the composing process.

Appendix I

PERIODICALS: Articles and Journals

Annotated and compiled by M. Jeanne O'Reilly

- Bazerman, Charles. (September 1981). What written knowledge does: Three examples of academic discourse. Philosophy of the Social Sciences, 11, 361-87. Analyzes the manner in which writers in a variety of disciplines use discourse as knowledge.
- Beach, Richard. (May 1979). Self-evaluation strategies of extensive revisers and non-revisers. CCC, 27, 160-64. Finds that extensive revision for students tends to help them solve problems that can lead to a better development of ideas; whereas students using limited revision tend to concentrate less on content and more on form.
- Bizzell, Patricia. (March 1979). Thomas Kuhn, scientism and English studies. College english, 40, 764-71. Discusses the misinterpretation of Kuhn's comments on paradigm shifts and the impact this has had on the field of composition. Stresses the need for a continued rhetorical process of debate to attain knowledge.
- Blom, Thomas E. (1984). Response to Maxine Hairston 'Composition and the winds of change.' CCC, 35, 489-94. Argues against using a scientific model for analysis of writing instruction as, in using Kuhn, Hairston has by suggesting a paradigm shift in composition teaching. [See also Hairston's reply.]
- Bruffee, Kenneth. (December 1978). The Brooklyn plan: Attaining intellectual growth through peer-group tutoring. Liberal Education, 64, 447-69. Describes a tutor-training program in which tutors trained in an advanced composition course tutor other students in expository writing. All benefit through increased confidence and writing performance.
- Burhans, Clinton Jr. (1983). The Teaching of writing and the knowledge gap. College English, 45, 639-56. Questions recent research concerning a paradigm shift in composition instruction but relies on college catalogs for proof that older rhetorical instruction methods are still predominant.
- Coe, Richard M. (October 1981). If not to narrow, then how to focus: Two techniques for focusing. CCC, 32, 272-77. Suggests a newer approach for students than the method of narrowing a topic to one particular aspect. Students should be advised to select a topic, examine possible contradictions, and shape a thesis based on resolving a particular contradiction.

- Comprone, Joseph. (December 1978). Kenneth Burke and the teaching of writing. CCC, 29, 336-40. Creates an understanding of Burke by posing questions about Burke's theories.
- Connors, Robert J. (1983). Composition studies and science. College English, 45, 1-20. Questions Hairston's position on scientific theory as a basis for use in composition studies.
- Diamond, C. J. Patrick. (October 1982). On different level: Two pedagogics of written expression. Illinois Association of Teachers of English Convention. ERIC ED 232 192. Groups English teachers in the public schools with tow different traditional beliefs, and, thus, inescapable conflict.
- Fahnestock, Jeanne, and Marie Secor. (February 1983). Teaching argument: A theory of types. CCC, 34, 20-30. Argues for "rhetorical/generative" approach to writing instruction rather than the "logical/analytic, content/problem-solving" method.
- Faigley, Lester and Stephen Witte. (December 1981). Analyzing revision. CCC, 32, 400-14. Classifies revision as being surface or text based, but the reasons why writers revise is unknown as far as research studies disclose; however, the use of revision is part of the composing process.
- Faigley, Lester. (October 1980). Names in search of a concept: maturity, fluency, complexity, and growth written syntax. CCC, 31, 291-300. Stresses recent writing pedagogy is wrong to place so much emphasis on Hunt's approach to testing the maturity of student writers by measuring T-units and clause lengths; whereas, true maturity is best reflected in writing that works with content and aim to achieve an overall coherence and superior quality.
- Fiore, Kyle, and Nan Elsasser. (February 1982). 'Strangers no more': A liberatory literacy curriculum. College English, 44, 115-28. Shows how the use of 'generative themes' benefited the thinking and the writing for a group of adult Bahamian women in a college writing class. [Generative theme approaches were being used in freshman composition classes I observed at Stanford, April 1987].
- Flower, Linda, and John R. Hayes. (December 1981). A Cognitive process theory of writing. College Composition and Communication, 32, 365-87. Examines cognitive reasons for some student's poor writing by using their personal narratives to reveal developmental lacks in their composing process.
- Hairston, Maxine. (1982). The winds of change: Thomas Kuhn and the revolution of teaching writing. CCC, 33, 76-93.

- Uses Kuhn to suggest a similar scientific method for seeing a paradigm shift in composition instruction.
- Hamilton, David. (March 1980). Interdisciplinary writing. College English, 41, 780-96. Sees a need for all teachers to use writing as a mode of learning and advises writing teachers not to simply correct papers that are written for other disciplines, nor should they serve as uninvolved audiences; instead all teachers should encourage practice for students' benefit.
- Hartwell, Patrick. Grammar, grammars , and the teaching of grammar. College English, 47, (2), 105-27. Defines the many different types of "grammar" and uses current research to reinforce the move away from traditional grammar instruction as being ineffective, while advocating that increased attention be given to reading programs which he sees as most successful when started in the home while children are young and learning their own natural order of language, a form of grammar usage, in their early environmental surroundings.
- Matott, Glenn. (February 1976). In search of a philosophical context for teaching composition. College Composition and Communication, 27, 25-31. Discusses the impact of existentialism in writing instruction and advocates an outward focus corrective position using an "I-Thou" approach. [Interesting to compare with more current approaches on self-expression as an avenue to student voice writing].
- Mosenthal, Peter. (1983). Defining classroom writing competence: A paradigmatic perspective. Review of Educational Research, 53, 217-51. Moves from a "skills" model to a "sociopolitical" model by sketching 6 paradigms for composition research. [Article is seen as suggestive].
- Ong, Walter J., S. J. (September 1978). Literacy and orality in our times. ADE Bulletin, 58, 1-7. Clarifies the differences between conversation and writing methods of communication.
- Ong, Walter J., S. J. (January 1875). The writer's audience is always a fiction. PMLA, 90, 9-12. Discusses the manner in which writers project to create audience, creating a certain acceptable style and voice. Classic.
- Perl, Sondra. (December 1980). Understanding composing. CCC, 31, 363-69. Shows outlining techniques as being counterproductive because of research on writers' behavior suggesting that a more personal and "felt sense" of writer involvement is essential to good writing.
- Scott, Patrick. (October 1982). Research paradigm shifts and their consequences for english composition researchers. University of South Carolina Conference on Education Issues

- and Research, Colombia. ERIC ED 232 192. Points out the problems with the many different research approaches now being promoted.
- Sommers, Nancy I. (1978). The need for theory in composition research. College English, 30, 46-49. Looks at the writing process as a theoretical one and questions the research trend toward methodology.
- Stallard, C. K. (Winter 1974). An analysis of the behavior of good student writers. Research in the Teaching of Writing, 8, 206-18. Uses twelfth-grade writers in a study to find that the good writers used more time in planning, rereading, and revised more than the poorer writers. Both researched groups revised to correct spelling and mechanics.
- Tallman, John Gary. (March 1982). Paradigms and problems: Thomas Kuhn and 'Composition Revolutions.' College Composition and Communication Convention, San Francisco. ERIC ED 216 379. States that composition is only "subparadigmatic," and (as others) cautions not to use scientific methods for writing research.
- Witte, Stephen, and Lester Faigley. (May 1981). Coherence, cohesion, and writing quality. CCC, 32, 189-204. Examines the researchers (Halliday and Hasan) claims of semantic ties (punctuation forms, reference words, conjunctions, word repetition, and the particular order of words in a sentence) as being a reflection of writing coherence ability. Witte points out that coherence in writing calls for more than these skills; in particular, good writing requires an appropriate context for a selected audience.

Appendix J

Writing Program Administration

EVALUATION

- Cooper, Charles R., ed. The Nature and Measurement of Competency in English. Urbana, IL: NCTE, 1981.
- Davis, Barbara Gross, Michael Scriven, and Susan Thomas, eds. The Evolution of Composition Instruction. Inverness, CA: NCTE, 1974.
- Diderich, Paul. Measuring Growth in English. Urbana, IL: NCTE, 1974.
- Greenberg, Karen, Harvey Wiener, and Richard Donovan. Writing Assessment: Issues and Strategies. White Plains, NY: Longman, 1986.
- Millman, Jason, ed. Handbook of Teacher Evaluation. Beverly Hills: Sage Publications, 1981.
- Witte, Stephen P., and Lester Faigley. Evaluating College Writing Programs. Carbondale: Southern Illinois UP, 1983.

TEACHER TRAINING

- Daniels, Harvey A. and Stephen Zemelman. A Writing Project: Training Teachers of Composition from Kindergarten to College. Portsmouth, NH: Lawrence Heinemann, 1985.
- Frederiksen, C. H., M.F. Whiteman, and J.F. Dominic, eds. Writing: The Nature, Development and Teaching of Written Communication. Hillsdale, NJ: Lawrence Erlbaum 1980.
- Gage, N.L., ed. The Psychology of Teaching Methods. Chicago: U of Chicago Press, 1976.

Neel, Jasper, P., ed. Options for the Teaching of English.

New York: MLA, 1978.

Reigstad, Thomas J., and Donald A. McAndrew. Training Tutors
for Writing Conferences. Urbana, UL: NCTE/ERIC, 1984.

PROGRAM ADMINISTRATION

Gerg, Anna Ruggles, ed. Roots in the Sawdust: Writing to
Learn across the Disciplines. Urbana, IL: NCTE, 1985.

Goodin, George. Competence and Curriculum in English. CE47
Jan. 1985.

Griffin, C Williams, ed. Teaching Writing in ALL Disciplines.
San Francisco: Jossey-Bass, 1982.

Haring-Smith, Tori, ed. A Guide to Writing Programs: Writing
Centers, Peer Tutoring, Writing Across the Curriculum.
IL: Scott, Foresman, 1984.

Olson, Gary A., ed. Writing Centers: Theory and
Administration. Urbana, IL: NCTE, 1974.

Steward, Joyce S., and Mary R. Croft, eds. The Writing Lab:
Organization, Management, and Methods.

Tchudi, Stephen N. Teaching Writing on the Content Areas:
College Level. National Educational Association, 1986.

Thaiss, Christopher J., ed. Writing to Learn: Essays and
Reflections on Writing across the Curriculum. Dubuque:
Kindall/Hunt, 1983.

Young, Art, and Tobi Fulwiler, eds. Writing Across the
Disciplines: Research into Practice. Upper Montclair,
NJ: Boynton/Cook 1986.

PROGRAM ADMINISTRATION JOURNAL ARTICLES

Brause, Rita S. "New Rolls for English Educators." EE 17
(1985): 204-208.

Bartholomae, D. "Inventing the University." Mike Rose, ed.
When A Writer Can't Write. NY: Guilford, 1985.

Newkrik, Thomas. "Direction and Misdirection in Peer
Response." CCC 35 (October 1984) : 300-311.

Purves, Allen C. "In Search of an Internationally - Valid
Scheme for Compositions." CCC 35 (December 1984) : 426-
438.

Rose, Mike. "The Language of Exclusion: Writing Instruction
at the University." CE 47 (April 1985) : 341-359.

Appendix K

United States Eastern and Southern Colleges Visited in 1986

The listing of the 20 colleges included here, the names of the coordinators of writing, and the listing of instructors at each college were current at the time of the visits. The use of any of this material is limited to educational purposes, and it is protected under the study conditions as represented to the colleges visited.

1. State University - New York - SUNY

Amherst Campus, New York

English Department Chairman: Robert R. Edwards

Coordinator of Freshman Composition: Stefan Fleisher

Freshman Composition Instructor: Mary Galbraith

Observed Classroom Instructor: Irene Piper

2. Erie Community College (2 Year)

North Campus, Buffalo, New York

[Referral from SUNY - Amherst]

English Department Chairperson: David Fusani

Coordinator of Freshman Composition: David Fusani

Freshman Composition Instructor: Irene Bania

3. North Country Community College (2 Year)
Saranac Lake Campus, New York
[SUNY - Community College Network]
Chairperson of the Humanities Division: Howard Matt
Coordinator of Freshman composition: Howard Matt
Freshman Composition Instructor: Madge G. Heller

4. University of New Hampshire
Durham, New Hampshire
English Department Chairperson: Carl Dawson
Coordinator of Freshman Composition: Thomas Newkirk
Freshman Composition Instructor: Bruce Ballenger
Observed Classroom Instructor: Donald Murrayl

5. The State University of New Jersey - RUTGERS
New Brunswick, New Jersey
English Department Chairperson: Thomas Van Laan
Coordinator of Freshman Composition: Kurt Spellmeyer
Freshman Composition Instructor: Kurt Spellmeyer
Observed Classroom Instructor: Molly Brodsky

- 6, Middlesex Country College (2 Year)
Edison, New Jersey
[Referral from Rutgers University]
English Department Chairperson: Santi Buscemi
Coordinator of Freshman Composition: Jerome Olson
Freshman Composition Instructor: Jerome Olson

7. Vanderbilt University

Nashville, Tennessee

Director of Undergraduate Studies: Roy K. Gottfried
Coordinator of Freshman Composition: Ellen Caldwell
Freshman Composition Instructor: Christopher Metress
Observed Classroom Instructor: Ellen Caldwell

8. Motlow Community College (2 Year)

Tullahoma, Tennessee

[Referral from Vanderbilt University]

Associate Dean, Liberal Arts: Stephen Kay Clark
Coordinator of Freshman Composition:
Linda C. Rollins
Freshman Composition Instructor: Linda C. Rollins

9. University of Florida at Gainesville

Gainesville, Florida

English Department Chairperson: Melvin New
Coordinator of Freshman Composition: Jerri Scott
Freshman Composition Instructor: John Franklin
Observed Composition Instructor: Murray Sellers

10. The University of Texas at Austin

Austin, Texas

English Department Chairperson: W.O.S. Sutherland
Director of Writing -- Coordinator: Lance Bertelsen
Freshman Composition Instructor: Kay Halasek
Observed Composition Instructor: Kristine Hansen

Western United States California Colleges Visited in 1987

11. University of California, Los Angeles - UCLA

Los Angeles, California

UCLA Writing Programs Director:

Charles L. Batten, Jr.

UCLA Assistant Director of Writing:

Mike Rose

Coordinator of Freshman Composition: Cheryl Pfoff

Freshman Composition Instructor: Michael Bowen

Observed Composition Instructor: Cheryl Giuliano

12. California State University, Fullerton

Fullerton, California

English Department Chairperson: Thomas Klammer

Coordinator of Freshman Composition: John White

Freshman Composition Instructor: Howard Seller

Observed Classroom Instructor: Catherine E. Metcalf

13. Fullerton College (2 Year)

Fullerton, California

English Department Chairperson: Lois Powers

Coordinator of Freshman Composition: Lois Powers

Freshman Composition Instructor: Lis Leyson

Observed Instructors: Gloria Weintaub, Jim Kerr

14. Marin Community College (2 Year)

College of Marin Campus, Kentfield, California

English Department Chairperson: Leonard A. Weiss

Freshman Composition Instructor: David Rollison

Observed Classroom Instructor: Janet McIntosh

15. University of California, Berkeley

Berkeley, California

English Department Chairperson: Carol Christ

Writing Program Director: Don McQuade

Coordinator of Freshman Composition: Don McQuade

Freshman Composition Instructor: Bill Taliaferro

16. Stanford University

Stanford, California

English Department Chairperson: Albert J. Gelpi

Director of Freshman English Program:

Charles N. Fifer

Coordinator of Freshman Composition:

Charles N. Fifer

Freshman Composition Instructor: J.M. Massi

Observed Composition Instructor: Cynthia Ward

17. Butte College (2 Year)

Oroville, California

[Referral from Chico State]

English; Language Arts Coordinator:

Hannie J. Voyles

Coordinator of Freshman composition:

Hanni J. Voyles

Freshman Composition Instructor: James. B. Schmidt

Observed Composition Instructor: Lynette Hutting

18. California State University, Chico

Chico, California

English Department chairperson: Carol Burr

Coordinator of Freshman Composition: Lois Bueler

Freshman Composition Instructor: Lois Bueler

Observed Composition Instructor: Diane Hilzer

office for the Coordinator of Writing without formal contact being made through the English Department.

On the other hand, on some very small campuses, one person often would hold a multitude of titles and associated responsibilities as, for example, the Dean of Humanities and Language Arts, the Chairperson of the English Department, and also, the Coordinator of Freshman Composition. In at least instance, at a smaller campus, the English Department Chairperson/Coordinator was off campus during my visit, and the recommendations for classroom observations were made by the department member officiating as proxy. (Erie County College, Buffalo, New York)

Initial campus contact was generally made by telephone directly to the English Department which might result in a referral back to some higher office for clearance; but in every case, upon entry to a campus, direction for interview accessibility to the English Department and Chairperson were followed according to campus protocol. Referrals to the designated Coordinator of Freshman Composition always accommodated protocol.

Instructor - Classroom Selections

On each campus, a formatted methodology was followed with the instructor and class observed being chosen from recommendations made by the Coordinator of Freshman Composition. Some allowances in determining choices from among the recommendations were made as necessitated by campus

schedule, instructor schedule, individual study programs, and the availability and cooperation of the composition instructors and aids.³

Further, while it was possible on some campuses to observe two or more types of composition classes, only one freshman composition class for each campus IUP study was mandated and, ultimately, included for the descriptive analysis and evaluative purpose of this study.

Permission to observe a class and to interview an instructor always was granted by the instructor, with the coordinator most often acting as intermediary. On a few occasions, after an instructor had been observed and, then, interviewed, a change of mind occurred. Such requests (2) have been honored with no stigma attached or implied.

Because of individual college programs, the freshman composition instructors represented in this study include tenured fulltime English Department faculty, writing coordinators, and frequently, nontenured part time instructors, with some instructional aids and graduate students.

At the four year colleges, graduate assistants and teaching aids were most often involved as part of that

³Mathew B. Miles and A Michael Huberman. Quantitative data analysis: A Source Book of New Methods. Beverly Hills: Sage. 1984. The recommendation and introduction of this source book used for the 20 college study was the direct result of an orientation to quantitative data analysis generously provided by Dr. Michael Williamson of Indiana University of Pennsylvania in the summer of 1986.

particular college degree program while working toward a Master of Arts or Doctorate in a related field.

At neighboring two year colleges through a reciprocal arrangement, graduate students from state teaching college programs earned degree course credit by teaching a composition class.

College Selections

Colleges included in the study were known to me through writing program director's publications (McQuade, Newkirk, Rose, and others), college programs (UCLA and Austin), conference reports and journal articles (see Bibs). The two year colleges were chosen through recommendations from the related four year colleges; additionally, for the eastern and southern colleges, selections were recommended by two members of my doctoral advisory committee at Indiana University of Pennsylvania.

16. Stanford University

Stanford, California

English Department Chairperson: Albert J. Gelpi

Director of Freshman English Program:

Charles N. Fifer

Coordinator of Freshman Composition:

Charles N. Fifer

Freshman Composition Instructor: J.M. Massi

Observed Composition Instructor: Cynthia Ward

17. Butte College (2 Year)

Oroville, California

[Referral from Chico State]

English; Language Arts Coordinator:

Hannie J. Voyles

Coordinator of Freshman composition:

Hanni J. Voyles

Freshman Composition Instructor: James. B. Schmidt

Observed Composition Instructor: Lynette Hutting

18. California State University, Chico

Chico, California

English Department chairperson: Carol Burr

Coordinator of Freshman Composition: Lois Bueler

Freshman Composition Instructor: Lois Bueler

Observed Composition Instructor: Diane Hilzer

19. California State University, Sacramento

Sacramento, California

English Department Chairperson:

Vernon T. Hornback, Jr.

Coordinator of Freshman composition: Linda Palmer

Freshman Composition Instructor: Sharyn Stever

Observed Composition Instructor: Linda Palmer

20. American River College (2 Year)

Sacramento, California

[Referral from California State, Sacramento]

Assistant Dean, Communications/Humanities:

Robert Frew

English Department Chairperson: Robert E. Mehaffy

Coordinator of Freshman Composition: Robert E. Mehaffy

Freshman Composition Instructor: Robert E. Mehaffy

Observed Classroom Instructor: Richard C. Guches