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LSC: App-2/20/14  
UWUCC: App-3/4/14  
Senate: App-3/25/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

Professor Brad Rives

Department Philosophy

Email rives@iup.edu

Please provide answers to these questions on the next page:

1. List up to three of the W courses that you have taught since your appointment as a Type I professor.
2. Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Approvals:	Signature	Date
Professor (s)	<i>Brad Rives</i>	1/29/14
Department Chair	<i>Mike</i>	1.29.14
College Dean	<i>Ann</i>	2/13/14
Director of Liberal Studies	<i>Scott H. Smith</i>	2/25/14
UWUCC Co-chair(s)	<i>Gail Sedquist</i>	3/4/14

Received  
FEB 14 2014  
Liberal Studies

## TYPE I PROFESSOR COMMITMENT

PROFESSOR Brad Rives

DEPARTMENT Philosophy

List up to three of the W courses that you have taught since your appointment as a Type I professor.

PHIL 360: Philosophy of Mind (Fall '09; Spring '12)

PHIL 420: Metaphysics (Fall '08)

PHIL 450: Philosophy of Law (Fall '13)

Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

### Summary Papers

These weekly one-page papers require students to summarize an argument in a reading assigned for the day the paper is due. These assignments are intended to accomplish four things. First, they provide students with an incentive to carefully read the assignment before coming to class. Second, they increase student participation as more students come to class prepared for meaningful in-class discussions. Third, they give students practice writing concisely. Fourth, they give students practice at expository writing. Students are often too eager to provide their own reaction or response to an article, and these assignments force them to focus solely on the charitable reconstruction of the main argument of the article.

### Short-Analysis Papers

These four-page papers are designed to give students an opportunity, before they write their thesis papers, to go beyond mere exegesis and begin to critically analyze and evaluate arguments and positions. These assignments require students to clearly articulate at least one objection to the argument under discussion. Students aren't required to defend the objection, but they are required to evaluate either the premises or the structure of the argument.

### Thesis Paper

The main goal of this 10-page paper is to give students the opportunity to articulate and defend a thesis of their choosing. This assignment requires students to clearly articulate their thesis at the outset of the paper, and to structure the paper around a defense of that thesis. Students must consider at least two objections to their thesis, or the reasons they provide in support of their thesis, and then reply to these objections. I meet with each student individually to discuss a draft of their paper and provide them with suggestions for improvement. This assignment thus gives students the opportunity to revise a paper in light of constructive criticism. The papers are assessed, in part, on the basis of how their revised paper incorporates my suggestions.