

13-1676
 LSC: App-3/13/14
 UWUCC: App-4/1/14
 Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

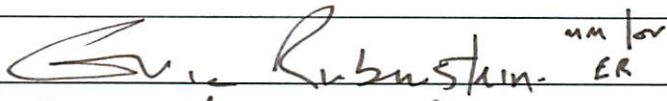
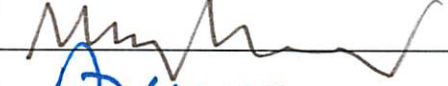

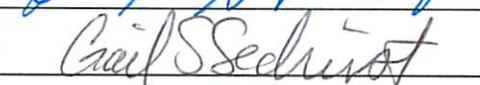

Professor Eric M. Rubenstein

Department PHIL

Email erubens@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)	 ER	2.17.14
Department Chair		2.17.14
College Dean		3/4/14
Director of Liberal Studies		3/14/14
UWUCC Co-chair(s)		4/1/14

Received

MAR 5 2014

Liberal Studies

TYPE I PROFESSOR COMMITMENT

PROFESSOR Eric M. Rubenstein

DEPARTMENT PHIL

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

PHIL 324: Ancient Philosophy

PHIL 420: Metaphysics

HNRC 499: The Human Experience of Time

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.

Writing assignments in my courses are designed to serve diverse functions. I will typically use short-writing assignments (1-page) to stress the importance of succinct, clear summaries of readings. Longer assignments focus on the clear, precise presentation of ideas, as well as good organization and structure. Basics such as grammar and sentence construction are addressed along the way. Peer-edits are used to encourage students to view their writing through the eyes of another, so that they can learn to recognize when they are relying too heavily on jargon, not providing enough background material, and in general, to ensure that the papers they are writing are intelligible to the reader. It also encourages them to develop the habit of writing a draft, letting it sit for a time, and then returning to it with fresh eyes.

My overarching goals are to have students develop the skills necessary for clear writing, which is a means to improving clear thinking: often students will not fully understand a point until they attempt to put it into words. The key, then, is to ensure that what they have written is clear, communicates what they intend it to, and is understandable to the reader. I aim to have students focus on making sure that what they have written says what they want it to say, which often requires re-writes, editing, and proof-reading. I intentionally structure my writing assignments in order to accomplish these objectives as much as possible.