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LSC: App-5/1/14

uwucc: App-9/2/14

Senate: App 10/7/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT


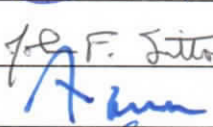
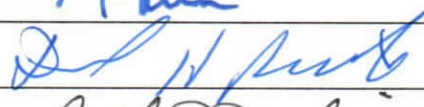
Professor Gwendolyn Torges

Department Political Science

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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)		3/31/2014
Department Chair	J. F. Jittom	3-31-2014
College Dean		4/2/14
Director of Liberal Studies		5/1/14
UWUCC Co-chair(s)	Gail Sechrist	9/2/14

Received

APR 21 2014

Liberal Studies

TYPE I PROFESSOR COMMITMENT

PROFESSOR Gwendolyn Torges DEPARTMENT Political Science

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

- PLSC359 Constitutional Law & Civil Liberties

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.

Case briefs:

This writing assignment, a case brief, is intended to help students distill a judicial opinion (which includes vast amounts of information and complicated legal theories) down to its essence. Case briefs are one of the most common assignments used by law schools, because writing a case brief forces a student to sift out only the most relevant facts and arguments. Condensing an appellate opinion (which typically range from 20 to 80 pages) down to one page, while still retaining enough information to adequately and accurately describe the rationale of the opinion, helps students to clarify their own thinking and their understanding of a case.

Justice analysis:

This writing assignment, an analysis of the jurisprudence of a current Justice of the U.S. Supreme Court, is intended to expose students to the ideas and interpretive method of an appellate judge. Students learn about the various approaches to Constitutional interpretation and then identify the approach of their Justice by reading opinions authored by their Justice. Students then get practice in analytical thinking by critiquing opinions about their Justice, and evaluating their Justice's interpretive method.

Simulation project:

This writing assignment, an appellate judicial opinion, requires students to emulate the decision-making and opinion-writing processes of appellate judges. A new case is selected from the current docket of cases before the U.S. Supreme Court, so that students get the chance to use actual primary source documents submitted by each side in the case to decide the case, and then to justify their decision in a written opinion. Emphasis is placed on the rationale section of the opinion, in which students articulate and explain the reasons why they decided the case the way that they did. This provides students with the chance to hone their ability to craft an argument.

Oral argument essay:

This writing assignment, an essay describing and evaluating an oral argument given before the U.S. Supreme Court, is intended to expose students to an important aspect of appellate litigation, and to give them experience describing and evaluating the persuasiveness of competing arguments. After learning what legal reasoning is, students can compare the real process to the ideal process learned in class. The assignment also requires students to restate complex legal arguments in clear, concise, non-legal language, thus honing their ability to assimilate and restate an argument.

In-class reflective writing:

This writing assignment, in-class reflective writings, is intended to provide students with a moment to clarify their thinking about a question for a few minutes before a class discussion. By forcing students to articulate their thinking on an issue before discussing it, these few minutes of writing help students identify and understand their own thoughts and opinions, and to ponder *why* they hold the opinion that they do. These moments of reflection also help ensure a higher quality of discussion and to avoid "off-the-cuff" types of comments.