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LSC: App-3/13/14
UWUCC: App-4/1/14
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REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

Professor John L. Marsden

Department English

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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)	John L. Marsden	2-11-14
Department Chair	[Signature]	2/17/14
College Dean	[Signature]	3/4/14
Director of Liberal Studies	[Signature]	3/4/14
UWUCC Co-chair(s)	Gail Sechrist	4/1/14

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Liberal Studies

TYPE I PROFESSOR COMMITMENT

PROFESSOR John L. Marsden

DEPARTMENT English

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

ENGL 213: British and American Literature since 1900

ENGL 265: Law and Literature

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.

ENGL 213: British and American Literature since 1900

The multiple writing activities in this class are designed to accomplish a number of goals. The different modes of writing are fully integrated into course content, given my firm belief that writing is not a skill to be taught "in addition to" content but a means of advancing skills in critical thought and interpretation.

Students write three pages a week (40 per semester) in response to a packet of questions I provide at the beginning of each semester. Students are not required to react to each of the questions provided, but are encouraged to use some of the prompts as a way of thinking more deeply about each of the texts we consider. The students are not evaluated on the quality of the responses, but rather encouraged to use this "writing space" to explore their own reactions to the various texts in advance of class discussion. The intention here is to allow students to develop and test potential interpretations in a non-evaluated and thus ideally low-stress writing environment.

Students work together to produce a collaborative response to one of the novels. This is intended not only to have students negotiate interpretations with each other, but also to have them communicate with each other about writing decisions.

Students write short in-class essays. These are intended to allow students to demonstrate that they can, in writing, communicate effectively and integrate what they have learned.

Students write an extended term paper that is intended to allow them to explore, in more depth, areas of interest introduced during the semester. The paper is preceded by a draft, peer responses, and a brief presentation. The term paper is a formal assignment designed to encourage students to think about and develop skills in the necessary components of successful argumentation.