

13-185

LSC: App-3/27/14  
UWUCC: App-4/8/14  
Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

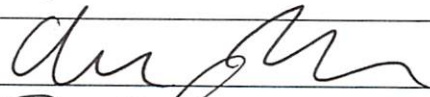
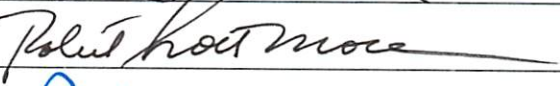

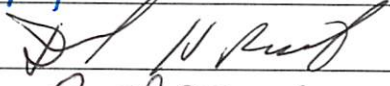
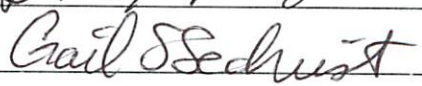
Professor Alan Bauml

Department History

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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)		3-5-14
Department Chair		2-13-14
College Dean		3/13/14
Director of Liberal Studies		3/27/14
UWUCC Co-chair(s)		4/8/14

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Liberal Studies

## TYPE I PROFESSOR COMMITMENT

PROFESSOR Alan Baumler DEPARTMENT History

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

ASIA 200 Introductions to Asian Studies  
HIST 332 Early China  
HIST 337 Modern Japan

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.

The writing assignments for HIST 332 Early China for Fall 2013 were

**Weekly ticket to class.** This was essentially an ungraded assignment where students were asked to bring in a paragraph or two each Monday summarizing the main points of one of the readings for the week. The purpose of it was to get them to do the readings and think about them before class.

**Exams** Two take home exams where students were given about a week to write essays on a couple of topics and analyzing a primary source. The purpose of these was to get students to synthesize some of the information from the readings and class discussion

**Analysis papers** The most important part of the class. Students had to select at least five of our primary and secondary sources and write analysis of each of them. They could pick whichever ones they wanted during the semester. These could be revised, and they also had the option of doing more than five and keeping the high scores. We did samples of an analysis of both primary and secondary sources in class, and usually discussed most of the readings in class at some point during the week. (Analysis papers were due the week after we had discussed the reading in class, while tickets to class were due the Monday of the week we would be discussing them.) The point of these was to have them engage seriously with both primary and secondary sources.