

13-167C  
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 Carol Caraway

Department Philosophy

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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)	Carol L. Caraway	2-17-2014
Department Chair	[Signature]	2.17.14
College Dean	[Signature]	3/4/14
Director of Liberal Studies	[Signature]	3/14/14
UWUCC Co-chair(s)	Gail Sedquist	4/1/14

Received

MAR 5 2014

Liberal Studies

## **TYPE I PROFESSOR COMMITMENT**

PROFESSOR Carol Caraway

DEPARTMENT Philosophy

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

PHIL 421: Theory of Knowledge (Fall '13)

PHIL 223: Philosophy of Art (Fall '12)

PHIL 232: Philosophies of Love (Fall '09)

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-to-learn activity:

### Weekly Short Papers

Each week students will summarize, or answer questions about, all or part of an assigned reading. These weekly papers require the students to read the assignment and write about it to facilitate their learning of the course content. Students are not expected to understand the material fully at this point. As a result of this activity, students' initial understanding of the readings will improve, and they will attend class prepared to participate in meaningful discussion. These assignments ask students to practice intellectual empathy with the authors, to keep their own critical voice at bay, and to focus solely on understanding the readings.

Writing to communicate and critically evaluate course content:

### 1. Critical Evaluation Papers

These five-page papers require students first to summarize and then to evaluate critically one reading from each section of the course. Papers are to begin with a clear, accurate, and penetrating summary (in the student's own words) of the chosen reading. The second part of the paper is to be a thoughtful, carefully reasoned, and fair-minded evaluation of at least one significant point or argument in the reading. Students are not required to disagree with the author (although most students do so), but they are required to offer their own reasons for their agreement or disagreement. The first of these papers is peer edited in class based on guidelines I provide. Afterwards, students revise their papers and submit them to me at the next class. I then provide comments and a tentative grade on the papers. Students who wish to improve their grade are allowed to rewrite the paper in light of my comments. I encourage students to discuss their papers with me before rewriting. If the new draft addresses my concerns and shows improvement over the previous one, I raise the grade accordingly.

### 2. Essay Examinations

The midterm and final essay examinations are written out of class over a two-week period. Students are free to use their books, notes, etc. For each exam, students choose one from a list of questions or topics that I provide. These questions require students to comparatively evaluate two different theories, explaining the relevant aspects of the theories and evaluating their relative strengths and weaknesses. Students will generally argue that one theory is more reasonable than the other and defend this evaluation. Their position must be stated in the form of a thesis at the beginning of the essay. These essays emphasize both communication and critical evaluation of course content.