

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 256
Action _____COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor Ian Duckles Phone 7-5633
 (X) Writing Workshop? (If not at IUP, where? when?) _____
 (X) Proposal for one W-course (see instructions below)
 (X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- () Department Contact Person _____ Phone _____
 () Course Number/Title _____
 () Statement concerning departmental responsibility _____
 () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
 () Course Number/Title _____
 () Proposal for this W-course (see instructions below)

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SIGNATURES:

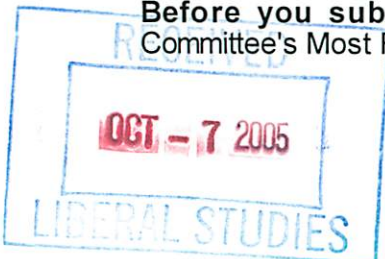
Professor(s) [Signature]
 Department Chairperson [Signature]
 College Dean [Signature] 10/6/05
 Director of Liberal Studies [Signature]

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COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Expository Writing	4	4	No	No	20%
Expository essay	2	6	Yes	Yes	40%
Critical Essay	1	8-10	Yes	Yes	40%
Peer Edits	3	2	No	No	N/A
Totals	9	20-22	NA	NA	100%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.			
2.			
3.			
Totals			

*Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade— at least 50% or more.

Writing Summary—Phil 326: Phenomenology and Existentialism

As a discipline, the primary method of communicating ideas and engaging in scholarly debates in philosophy is through writing. Consequently, in order to produce well-rounded, successful philosophers, writing must be an essential component of the major. In addition, the greatest contribution that the study of philosophy can make to a liberal arts education is to provide students the ability to think and write clearly about complex, multi-faceted issues. To this end, I seek to guide my students through the writing process, giving them the skills they need to be effective writers and thinkers.

I begin the process with a number of small journal entries, the primary purpose of which is to get the students engaged with and reflecting on the material they study. The focus of these early assignments will be expository; getting the students to accurately describe the material they have studied. This will culminate with two 3-4 page expository papers. As the course progresses, the focus of the assignments will shift, and the emphasis will now be on critically engaging with the material and evaluating the strengths and weaknesses of the philosophers being explored. The course will then culminate with an 8-10 page critical essay in which the students will be asked to describe and then critically examine one of the philosophers or philosophies studied in the course. Each of the essays will undergo a peer review process, as well as a one-on-one meeting with the instructor.

Philosophy 326: Phenomenology and Existentialism, is proposed for Type I W-Designation. The course is taught once every three to four semesters and is listed as a Liberal Studies Elective. Class size is limited to 25. Most students in the class are juniors and seniors, but sophomores and freshman may be admitted. Typically, about half the enrollees are philosophy majors or minors, while the remainder may have had little or no exposure to philosophy. Because philosophical reading and writing are peculiar, students who are new to philosophy are disadvantaged, but I try to address this problem using individual workshops on expository writing.

I. Four 1 Page Expository Writing Assignments to Encourage Careful Reading and Efficient Writing with Writing Workshops Early in the Semester (20% of grade).

These initial assignments will involve short, one-page responses that students will be asked to compose based on specific questions that I ask them of the texts they are reading. The primary goal of these assignments will be to focus the students on describing the philosophical argument that is being employed in a specific passage in a text they are studying. At this stage the students will not be asked to critically engage with the material, but instead to work at charitably reconstructing specific arguments and positions.

Connected with this assignment, students will be required to attend short (less than 30 minute sessions) with me to discuss and evaluate their writing. Because of the difficulty of the material the students will be asked to study (and the fact that many of the students may be new to the discipline of philosophy), the purpose of these meeting will be to provide students with direct feedback and assistance on what the instructor expects, and what strategies they need to develop at this stage to improve their writing.

II. Two 3-4 Page Expository Papers with Peer and Instructor Reviewed Draft Work. (20% of Grade for each paper)

These essays are essentially expanded versions of the above assignment, the key difference being that the student will need to provide a synoptic grasp of larger and more complex arguments and problem spaces. Students will be required to develop a draft, which they will then submit for peer review. The peer review comments will be due one week later, and students will then have a weekend to revise the draft in accordance with the peer reviewer comments. Students will then meet with the instructor to review the second draft. Students will then have one week to incorporate the instructor comments into the document that they will then submit as their final draft.

The key standard for evaluating these assignments will be the clarity and accurateness of the student's exposition of the issue under discussion.

III. One 8-10 Page Critical Writing Assignment to Foster Intellectual Courage and Determination, with Peer and Instructor Reviewed Draft Work (40% of grade)

In addition to being able to accurately comprehend difficult philosophical texts, it is also important for students to cultivate their own stance and attitude towards the material they are studying. To this end, this final assignment will ask students to critically engage with a specific argument or position that they have studied in the class. This assignment will ask them to first charitably reconstruct the argument, and then provide at least two, but not more than three important objections. Finally, the student is required to consider potential responses to the objections, and develop rejoinders.

As with the previous essays, students will be required to develop a draft, which they will then submit for peer review. The peer review comments will be due one week later, and students will then have a weekend to revise the draft in accordance with the peer reviewer comments. Students will then meet with the instructor to review the second draft. Students will then have one week to incorporate the instructor comments into the document that they will then submit as their final draft.

The key standard in evaluating this assignment will be the clarity and accurateness of the student's exposition of the issue under discussion, the quality of the objections, and the effective consideration of possible refutations. In addition style and clarity will also be important.

Philosophy 326: Phenomenology and Existentialism

Catalog Description: A study of the phenomenological method as developed by Edmund Husserl and of the subsequent phenomenological movement as exemplified in the works of such representative figures as Heidegger, Merleau-Ponty, and Paul Ricoeur and of existentialism both as an independent movement of thought and as influenced by phenomenology and exemplified in the works of such representative figures as Kierkegaard, Jaspers, Marcel, Buber, and Sartre.

Course Description: The German philosopher Immanuel Kant (1724-1804) argues that the way we experience the world is due, at least in part, to something that our minds bring to bear on reality. That is, the world is not the way it is independently of some contribution of our minds. What are the implications in this shift in perspective for how we should live our lives? In this course we explore the implications of this radical shift in epistemological perspective by examining the ways in which this new presuppositions plays out in the philosophical positions of phenomenology and existentialism.

Course Objectives:

- A. To teach students something about this important area of philosophy and get them to engage with some important philosophical texts.
- B. To provide students with the tools and resources to accurately examine and write about difficult philosophical positions.
- C. To foster the development of intellectual courage and determination in the articulation and defense of an original philosophical view.
- D. To assist students in becoming more effective writers.
- E. To assist students in becoming better and more authentic persons. More so than in many other areas of philosophy, existentialism forces us to engage with the question of what personhood is, and what it means to be a fully realized person. In examining the texts of this course, I hope that you will begin to get a sense of what is at stake in these question, and you will begin to develop some of the tools and resources to answer them in your own lives.

Texts

All the texts are available for purchase in the bookstore. Though you need not buy copies of the films, they are texts for the course and you do need to make arrangements to view them.

PR: *The Phenomenology Reader*, Dermot Moran, Timothy Mooney, eds.

NFU: *Notes from Underground* by Fyodor Dostoevsky, trans. Michael R. Katz

GM: *On the Genealogy of Morals* by Friedrich Nietzsche, trans. Walter Kaufmann

FT: *Fear and Trembling* by Søren Kierkegaard, trans. Alastair Hannay

W: *Walden* by Henry David Thoreau

GD: *Ghost Dog: The Way of the Samurai* a film by Jim Jarmusch

ALTA: *All That Heaven Allows* a film by Douglas Sirk

Grading: Your final course grade will be determined as follows:

- 4 one-page Expository Writing Assignments. (20%)
- 2 three-page Expository Essays. (40%)
- 1 8-10 page Critical Essay. (40%)

In addition, you will be expected to peer edit each of the essays. Though you will not be graded on your peer editing, participation in this aspect of the course is mandatory. I.e., failure to participate in peer editing will result in an F in the course.

IUP Academic Integrity Policy: Please read the IUP Academic Integrity Policy and Procedures. It is your responsibility to know what kinds of activity are forbidden by this policy, and ignorance of promulgated policy is no excuse. The policy can be found in the Online Catalog by scrolling down the page at:

<http://www.iup.edu/registrar/catalog/acapolicy/>

I will not tolerate any violations of this policy. All alleged violations of the Academic Integrity Policy will be resolved either by Documented Agreement (Procedure Option II) or Formal Adjudication (Procedure Option III). Option II will be taken only with the student's consent, because only Option III provides the student a right of appeal. Options II and III both ensure that the violation, if factually established, will be on record in the university database of disciplinary files, thereby pertinent to the severity of sanctions in future violations, if any.

Phil 326: Phenomenology and Existentialism

First Expository Essay

Develop a clear and effective 3 page expository essay on the following question:

What is Husserl's method of "epoche"? How is it an essential feature of his phenomenological method?

Your essay should be typed, double-spaced, with 1" margins. You should use a 12-point Times font. The pages should be numbered and the entire essay should be stapled.

Guidance: The main purpose of this essay is to help you develop the skills necessary to accurately explain through writing difficult philosophical positions. In writing this essay, you should first try and define Husserl's notion of epoche. You should then try to explain what role or function this technique plays in Husserl's overall theory. That is, why does Husserl think we need to bracket the external world? What does this allow him to accomplish?

Assessment: In this assignment I am mostly interested in seeing clear, precise, and accurate exposition. The main challenge is to present the material charitably and clearly. It may help to imagine yourself writing for an intelligent 14 year old who is unfamiliar with the readings. You will have done a very good job your paper would get such a reader up to speed. Stylistic quality plays a lesser, but still significant role in determining your grade.

You will be expected to edit and provide comments and feedback on the essays of two other students in the course. The instructions for peer editing are attached on a separate sheet.

Philosophy 326: Phenomenology and Existentialism
Critical Essay

Develop a clear and effective 8-10 page critical essay on the following question:

Do you agree with Kierkegaard's claim that the knight of faith and his teleological suspension the ethical is the most authentic form of human existence? Why or why not.

Your essay should be typed, double-spaced, with 1" margins. You should use a 12-point Times font. The pages should be numbered and the entire essay should be stapled.

Guidance: In answering this question begin by clearly defining and explaining Kierkegaard's concepts of the knight of faith and the ethical, and then explain how the knight of faith teleologically suspends the ethical.

Then, decide whether or not you agree with his claim that the knight of faith is the highest and most authentic form of human existence. In defending your position on this question it is important that you consider possible objections to the position you articulate. If you agree with Kierkegaard, you must discuss and evaluate at least two, but not more than three objections to his position. If you disagree with Kierkegaard, you must articulate at least two, but not more than three objections to his position and consider what sort of response Kierkegaard might make to your criticism.

Assessment: While I was concerned in your first essays primarily with your ability to effectively reconstruct an argument from the text, in this essay I am more interested in your ability to critically engage with material. In particular, I want to see you take a stand on the question, and defend your position with reasoned, effective arguments. Expository and critical content will weigh equally in determining your grade, and as always, style will be considered too.

As with previous essays, you will be expected to edit and provide comments and feedback on the essays of two other students in the course. The instructions for peer editing are attached on a separate sheet.

Phil 326: Phenomenology and Existentialism
Peer Editing Directions

Basic directions: Please write major comments on a separate sheet of paper that you return to the draft writer so that you have room to really explain comments, especially about main ideas. You can write corrections or smaller comments on the draft.

Be sure to label the comment sheet clearly: Jane Smith editing for Arthur Eliot.

Please remember what **your role as peer editor** is: you're the writer's ally in an effort to make this essay as good as it can be. The writer isn't obliged to follow your suggestions, but your role is to help the writer think of ways to make the argument more convincing and more clear. Your work as a peer editor ALSO helps YOU to think more clearly about related issues in your essay and about what makes a successful argument.

So while praise helps to motivate writers and to help them recognize what is working, DON'T just say "this is good": that doesn't help the writer to improve the draft. BE willing to argue and to identify what isn't clear or well supported so the writer can see where to begin the work of revision, the next stage of writing. **The thesis and the concepts of the argument are the most important features to concentrate on at this first-draft stage of writing.**

First reading: Read the whole essay at least once before you make any comments. You are looking for the thesis and its main development.

Second reading: create a sentence outline of the essay: that is, write out the most exact (and complete) statement of the thesis (which may NOT be at the beginning of the essay) AND the topic sentences of each paragraph that follows. (This is more work at first, but it will make all the work afterwards much easier.) The idea is to see the "skeleton" of the argument completely assembled in front of you. Now you're ready to think about and comment on it.

THESIS questions -- This is the MOST important part of the paper to think about and help the writer with -- it will also take the most thinking work on your part.

1. Possible problem: Sometimes there is not a clear thesis OR an early paragraph seems to be one but the rest of the paper really talks about something else. IF EITHER OF THESE THINGS HAPPENS, try to tell the writer what the real main argument of the paper seems to be (that is, compose a thesis that seems to fit the body of the paper). Follow the same procedure if the problem is with the main point of one particular paragraph OR if a "paragraph" really has 2 or 3 points and needs division.

2. (a) IS this thesis a conclusion about a genuine ISSUE? If not, try to suggest what a real issue related to this writer's topic or the texts s/he is writing about could be. (Because otherwise, this paper has no real foundation to work from.)

(b) Does this thesis address the CORE QUESTION or a specific part of it?

3. Wording: Is the thesis focused and controversial or too broad and bland? Is the thesis a glittering generality or hasty generalization? If so, suggest a rewording of the thesis that avoids these errors. What words are ambiguous and need definition? (Be sure to look for these definitions later.)

SUPPORT for the thesis questions (body of the essay): you are looking for reasons, evidence (textual, from "experts," from personal experience, etc.), explanations. Be as specific as possible: don't just write "unclear": tell the writer what is unclear or what you need to be able to understand. Again, **be sure the writer can tell what page and paragraph you are referring to.**

SUPPORT of the thesis questions:

1. Look at your outline! Does the logic of this argument make sense? Are there enough good reasons presented in favor of the argument? What counterarguments could you make about any of the supporting points? Where are there any missing steps in the argument?
2. Are ALL the parts of the thesis developed in the middle? What further development of the ideas in the main argument needs further explanation or some other kind of development? Does the organization follow a clear pattern? If not, suggest an alternate sequence of ideas.
3. Are there paragraphs in the middle that do NOT clearly relate to the thesis? How should the writer fix this: for instance, should this material be deleted OR does the writer just need to create a clearer connection to the thesis?
4. Does each supporting reason or paragraph offer valid and concrete examples? Suggest some other examples or textual evidence that the writer could use to make this argument more clear or convincing.

The CONCLUSION: remember what conclusions DO. They are your last chance to tell readers what the main ideas are, but most of all, why this issue is important and to whom (that is, who's the "we" in "What therefore should we do?"). Or, as I like to say, conclusions answer the questions, So what? Who cares? Why?

1. So first comment on which of these functions the conclusion does and does not perform. Remember, a good conclusion doesn't merely repeat earlier sentences: it arrives at a clearer and fuller statement of the thesis on the basis of all the good stuff in the middle.
2. Does the writer fall into the trap of introducing a NEW argument at the end? If so, point it out and suggest what else the writer could do in a good conclusion to this essay.
3. At this point, Tell the writer TWO things you really like about this draft.

Third reading: A first draft is NOT the time to do copyediting. **However, do** look for such problems as:

- a) Integration of quotations into the text or proper introduction of quotations; proper citations for each quote and your handbook has clear explanations and examples. USE IT!
- b) Grammar or sentence or punctuation errors that make it difficult to understand what the author is trying to communicate.

When you turn in final drafts one week after your conference:

Put the following in a manila envelope or pocket folder:

Your draft,

Your peer edits,

If necessary, a note about any problems in the peer editing process (such as late drafts or comments).

WRITING-INTENSIVE COURSES AT IUP

This packet of materials is for use by individuals and departments who wish to designate courses as "Writing-intensive. It contains:

1. Procedures for Using the W-designation, as agreed upon by the UWUCC and the LSC.
2. Cover Sheet for Request for Approval to Use W-designation
3. Criteria for Writing-intensive courses, as approved by the University Senate, including checklists: "The Liberal Studies Committee's Most Frequently Asked Questions" and Summary of Writing Assignments
4. Bibliography of materials on teaching writing-intensive courses

See two sample writing proposals online at
<http://www.iup.edu/liberal/forms/WRITINT.SHTM>

What is a Writing-intensive course? The University Senate defines this as a course that has content as its primary focus but that also reinforces writing skills by using writing in a substantial way to enhance learning.

As those of you who attended an IUP Writing Workshop know, these courses are not created by merely tacking on more writing assignments. Writing is not an "extra"; rather, it becomes an integral part of the learning process. Writing is not added to content; it is a way of improving students' understanding of content. The motto of the writing-across-the-curriculum movement is "Writing to Learn."

The best way to begin revising a course to make it writing-intensive is to think clearly about your objectives. What do you want the students to learn, or to be able to do? With your objectives clearly in mind, you can then choose writing assignments--from the dozens of possibilities available--that will most increase learning.

This means that there is no "perfect" formula that will work for every instructor in every course. You have a great deal of flexibility in designing your course and in selecting your writing activities. There are, however, minimums set out in the Criteria for Writing-intensive Courses, and you must, of course, observe those.

A note about the two sample proposals. These are not intended to suggest a "best" or "right" or "only" way to design a course. They are intended to define the form that the LSC asks you to follow when submitting a proposal. Committee members will have many proposals to read, and you can help them (and yourself) by arranging material in a standard way.

Any LSC member will be happy to read your proposal informally prior to submission, or to refer you to someone with more expertise.

PROCEDURES FOR USING THE W-DESIGNATION

The W-designation may be applied to a course or section only when authorized by the Liberal Studies Committee (LSC); attaching a W indicates that the course or section is "writing-intensive" and meets the criteria established by the University Senate. All LSC actions either authorizing or denying authorization for a W-designation will be reported to the UWUCC for information.

How Do We Get the Process Started?

STEP #1. Read the Senate-approved criteria for writing-intensive courses. Consider attending a writing workshop designed to help faculty prepare proposals, or talk with a colleague who has attended. Read the introduction and look at the sample proposals available from the LSC.

STEP #2. Complete the application form, get the necessary signatures and send one (1) copy of the form and its attachments to the LSC.

How Much Flexibility Will We Have Within the Department?

You have a great deal of flexibility. Because the LSC knows that departments face different situations, it will authorize the use of a W-designation in any of three ways:

I. PROFESSOR MAKES A COMMITMENT TO WRITING

A professor may make a commitment to IUP's Writing Across the Curriculum program. The W may then be attached to any course that she or he elects to teach in a writing-intensive way.

(The professor need not emphasize writing in every course, every time; this method permits the use of the W, but does not demand it universally.) To make a commitment, a professor must: (1) indicate his or her intention on the application cover sheet, (2) have completed an approved writing workshop, (3) submit an acceptable proposal for one W-course, and (4) agree to forward to the LSC, for its information, syllabi for subsequently offered W courses or sections.

Professors will be asked to indicate, every five years, if they want to continue the commitment.

II. DEPARTMENT IDENTIFIES A WRITING-INTENSIVE COURSE

A department may indicate that one of its courses will be a writing-intensive course regardless of who teaches it. To receive authorization to use the W for a departmental course, a department must: (1) submit an acceptable proposal for that W-course, and (2) attach a supplementary statement explaining how the department will insure that whoever teaches the course will abide by the syllabus, use the same or equivalent writing assignments, and be familiar with current theory and practice in writing-across-the-curriculum.

III. PROFESSOR MAKES INDIVIDUAL COURSE APPLICATION

A professor may apply to use a W-designation on a course-by-course basis. A small team of professors who regularly teach a course together may submit a jointly prepared proposal in this same manner. To receive authorization for a course, a professor or team must: submit an acceptable proposal for that W-course. [Note: this form of authorization is both course-specific and professor(s)-specific. It cannot be carried by the professor(s) to other courses, nor can it be used for this course when other professors are teaching it, unless they submit their own applications.]

How Long Will It Take to Get Approval?

The LSC will make every effort to act promptly on applications. Assuming that the proposal contains no insufficiencies, a submission by November 1 will receive action in time for inclusion on the next summer or fall schedules; a submission by April 1 will receive action in time for inclusion on the next spring schedule.

How Does the W-Designation Get on the Class Schedule?

The department chairperson does this when preparing the "Final Class Schedule." The Director of Liberal Studies will provide in a timely fashion a list of writing-intensive authorizations so that chairpersons can do this with assurance. As in the case of all scheduling decisions, it is assumed that the chairperson will have consulted appropriately with faculty and deans, and considered the programmatic needs of students served by the department.

In the case of a professor commitment, the chairperson may apply a W to any course or section of a course, any time this professor is the instructor (assuming, of course, that the professor agrees to teach this course in a writing-intensive manner). In the case of a departmental course, the W may be applied any time that the department can fulfill its promise to insure the course is writing-intensive. In the case of a professor/individual course authorization, the chairperson may apply a W only when the specific professor(s) and specific course are paired on the class schedule.

The chairperson has a good deal of flexibility: The W may be applied to some sections of a course without applying it to all. The W may be applied to a course or section for some semesters without incurring an obligation to apply it every time the course is taught.

Because there is flexibility, however, chairpersons have a responsibility, when scheduling a W course or section, to communicate with involved faculty to be sure that they are willing and intending to teach in a writing-intensive manner on this occasion.

**PERIODIC EVALUATION AND REVIEW OF THESE PROCEDURES:
(Agreement between UWUCC and LSC)**

1. The LSC will report annually to the UWUCC on how these procedures are working.
2. These procedures will be reviewed jointly by the UWUCC and LSC at the end of three years.

Agreement Renewed: 10/92

CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions, Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

- _____ Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- _____ Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- _____ Does one of your course objectives explicitly mention the improvement of writing?
- _____ Will you distribute written instructions, including criteria for evaluation, for major assignments?
- _____ Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- _____ Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- _____ Are there at least two, and preferably more, different writing assignments?
- _____ Will students revise at least one assignment after receiving your review comments?
- _____ Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- _____ Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

- _____ Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

- _____ Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?