Environmental Design Reading and Composition Syllabus Guidelines

I. Environmental Design 1A/B Reading List Guidelines

I. R&C reading lists must contain

- at least two book-length works
- no more than two works by the same author

II. Writing Requirements

1. 1B courses must include a research paper, and the papers assigned should be longer than those in 1A. The two main papers in 1B must together total at least 16 pages in length (not counting revisions—see below).

2. 1A and 1B should each include a minimum of 32 pages of essay writing, including drafts, and the instructors must read and comment on drafts of the students’ essays. Additional written assignments, including in-class writing, B-space postings, and short response papers are fine but do not count toward the 32-page requirement. Since both courses are supposed to focus on revision, the page requirement can be met readily if students revise all or most of their essays. Students should be required to revise at least 2 essays in both 1A and 1B (the L&S guidelines specify this). Peer editing is a useful tool but should not be substituted for revision after feedback from the instructor.

III. Syllabi

- As part of the teaching application, lead GSIs must submit a syllabus for the course that they would prefer to teach. For their back-up choices, a short course description will suffice.

- Final (or virtually final) Syllabi must be submitted by a date to be determined towards the end of the semester previous to the one in which the class will be taught. The writing requirements, including page length, must be specified on each syllabus. It is crucial that each syllabus state succinctly the major questions and concerns that unite the course.

- All syllabi will be reviewed by the faculty (probably by the chair and the director of undergraduate studies) at the end of the preceding semester. Necessary revisions should be made promptly to insure that the class can be taught.

- A check-list will be given to each lead GSI and lecturer to assist in syllabus planning.

IV. The College Writing Program’s pedagogy seminar remains a crucial part of the teaching process and deals with both theoretical and practical issues. All students teaching Reading and Composition in the department will be required to take this course.

1A Writing Requirements (College of Letters & Sciences Guidelines)

Instructors should assign a minimum of 32 pages of writing, to be divided among a number of short essays (2–4 typewritten pages). Students will be required to revise at least three of these essays. Instructors should normally assign a short essay at the beginning of the semester to
assess the students’ writing skills. The course will stress the recursive nature of writing and reading—as well as their instruction—and will offer students frequent practice in a variety of forms of discourse leading toward exposition and argumentation in common standard English, which should constitute a majority of the writing done for the course. The course will aim at continuing to develop the students’ practical fluency with sentence, paragraph, and thesis-development skills but with increasingly complex applications. It is also recommended that at least two papers of 5–6 pages be assigned to allow for development of substantial arguments and to prepare students for the longer writing assignments of the 1B course.

1B Writing Requirements (College of Letters & Sciences Guidelines)

Instructors should normally assign a short essay (approximately 3 typewritten pages) to assess the students’ writing skills at the beginning of the semester and to refresh the students’ recollections of the skills practiced in 1A. Faculty should then assign two progressively longer essays (totaling at least 16 typewritten pages), with at least an equal number of pages of preliminary drafting and revising. The course will stress the recursive nature of writing and reading—as well as their instruction—and will aim at developing the students’ practical fluency with larger expository and argumentative units and at incorporating research results into argumentation.

1A/1B Writing and Reading Requirements* (College of Letters Science Guidelines 1994)

Writing

The 1A requirement: The 1A course stresses the recursive nature of writing and reading. It offers students frequent practice in a variety of forms of discourse leading toward exposition and argumentation in common standard English. The course aims at improving the students’ practical fluency with sentence, paragraph, and thesis-development skills but with increasingly complex applications. A short essay is normally assigned at the beginning of the semester to assess the students’ writing skills. Students will be assigned a minimum of 32 pages of writing, to be divided among a number of short essays (2-4 written pages). The student will be required to revise at least three of these essays.

The 1B requirement: The 1B course continues the emphasis on the recursive nature of writing and reading, but aims at developing the students’ practical fluency with larger expository and argumentative units and at incorporating research results into argumentation. A short essay (approximately three pages) is normally assigned at the beginning of the semester to assess the students’ writing skills and to refresh the students’ recollections of the skills practiced in 1A. Students then will be assigned two progressively longer essays (totaling at least 16 pages), with at least an equal number of pages of preliminary drafting and revising.

Additional information from the L&S evaluators guidelines: Writing must be expository rather than creative; a course should include some instruction on writing skills and techniques, but this should not be its only focus; writing assignments should be derived from the course reading.
A course that requires only a large research (or term) paper is not acceptable. However, research papers may be included as part of the writing if other, shorter, papers are also required for the course.

Reading

The 1A and 1B requirement: Because learning to write cannot be done outside a context of reading, frequent practice in both writing and reading is the focus of courses that satisfy either half of the requirement. Readings are of two kinds: 1) published materials of both a literary and nonliterary character, including expository or argumentative essays; 2) essays produced by students themselves. A minimum of five works are assigned in each course, at least two of which should be book length. Readings are chosen to facilitate student writing projects and to introduce students to a coherent area of intellectual inquiry.

Additional information from the L&S evaluators guidelines: Readings may not be all by one author or all in one genre. Some works in translation may be included, but the readings may not be exclusively works in translation--at least two of the works must be written originally in English. Works should be read in their entirety, not fragments.