Appendix to the Proposals for a Minor and Certificate in Writing, Public Speaking, and Critical Reasoning

On March 20, 2006, the Undergraduate Council passed a motion that “strongly endorsed” the proposal for a minor in Writing, Public Speaking, and Critical Reasoning. The Council also made some suggestions, and raised one issue. We are responding in this appendix.

Suggestion #1
The Council asked us to explain how the proposal has no budgetary impact given the need to staff new courses and administer the program.

Response
It has been our intention from the start to design a program that would work within existing resources. In preparing this proposal, the participating faculty considered how often the courses would need to be offered and how teaching these would impact their other teaching for the English Department. The continuing courses are already part of that faculty’s regular load, so only the new courses would have such an impact. To measure this impact, we decided to project a four-year array of all the courses in the certificate and minor and hypothetically assign them to the six to eight participating faculty. This projection assumed that ENG 330, ENG 335, and ENG 494 would be offered once a year, and that ENG 491 would be offered once every other year. These classes would therefore replace 0-1 course otherwise taught each year by each of the participating faculty. This has no cost to the English Department for the following reasons: The participating faculty have agreed to give up teaching as many ad hoc “special topics” courses (mostly 399s or 410s) for these new courses, which are not necessary features of the English curriculum; the new courses would be available to all students for humanities or (at least some) major credit; and the English Department is so large with so many courses and various leaves or administrative releases every year that it typically has considerable flexibility to accommodate changes of this kind and still meet its major and general education goals.

The frequency of all the courses in the proposal is projected to be:

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>WR 123 Composition 3: Research</td>
<td>4 every term (converted from 122)</td>
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<tr>
<td>WR 320 Scientific and Technical</td>
<td>every term (as currently)</td>
</tr>
<tr>
<td>WR 321 Business Communications</td>
<td>every term (as currently)</td>
</tr>
<tr>
<td>WR 423 Advanced Composition</td>
<td>1 / year (as currently)</td>
</tr>
<tr>
<td>ENG 404 Literacy Internship</td>
<td>2 / year (as currently)</td>
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<tr>
<td>ENG 413 Theories of Literacy</td>
<td>1 / year (as currently)</td>
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<tr>
<td>*ENG 200 Public Speaking</td>
<td>1-2 every term</td>
</tr>
<tr>
<td>*ENG 330 Oral Controversy</td>
<td>1 / year</td>
</tr>
<tr>
<td>*ENG 491 Rhetoric and Ethics</td>
<td>1 / every other year</td>
</tr>
<tr>
<td>ENG 492 History of Rhetoric</td>
<td>1 / every other year (as currently)</td>
</tr>
<tr>
<td>ENG 493 Mod Rhetorical Criticism</td>
<td>1 / every other year (as currently)</td>
</tr>
<tr>
<td>PHIL 103 Critical Reasoning</td>
<td>every term (as currently)</td>
</tr>
<tr>
<td>PHIL 325 Logic, Inquiry, Argument</td>
<td>1 / year (as currently)</td>
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Professor Frank has rewritten the GDRS for the two GTF positions assigned to forensics to include their teaching of 1-2 sections of ENG 200 each year. We have projected offering this course (one or two sections) once each term.

There is a standing quid pro quo agreement between English and the Clark Honors College calling for faculty to teach reciprocally in each other’s programs.

This proposal was put forward assuming that administrative time (for course scheduling, preparing advising materials, answering advising questions, certifying certificates and minors for the registrar, etc.) would be covered by the one-course release and one GTF position already provided by English to the Center for Teaching Writing. The Center will adjust its activities to include administration of the certificate and minor, so that there is no impact on the administration of the composition program. Training GTFs in the new courses will simply be folded into the current extensive training program. The Williams Fund has provided support for revising the training program.

**Suggestion #2**
The Council asked us to clarify that our 4-year budget does not depend on our success in seeking foundation grants.

**Response**
The 4-year budget in no way depends on our success in landing grants. We have designed the program very carefully from the start to require no new resources. We received a generous start-up grant from the Williams Fund, and the Williams Council has expressed interest in continuing this support into a second year. However, the budget for operating the program does not depend on this support.

**Suggestion #3**
The Council asked us to clarify how we will control demand and ensure that minor and certificate students will be able to complete their programs in a reasonable amount of time.

**Response**
After consulting with Marilyn Reid in English and Sue Eveland in the Registrar’s Office, we have decided on the following plan. The central issue is ensuring that students who intend to complete a minor or certificate will be able to enroll in the courses they need at the right time. First, they need to know when the courses will be offered in order to plan their schedules. So we will publish a 4-year schedule of program courses each fall. Second, program students need to be able to enroll in program courses before they fill. This will be an issue only for high demand courses. We expect, for example, that Eng 200, Public Speaking as a Liberal Art, will probably be one of these courses. For this course, and for any others that show themselves to be high demand courses, we will give priority enrollment to students who have formally registered for the minor.
Controlling demand for the minor is a different issue. If over time the demand for the minor itself goes beyond what our resources can support, there are a number of options, from seeking new resources to establishing a gateway into the minor—for example, a certain grade in Eng 200.

**Suggestion #4**
Clarify the role of WR 123 in the minor.

**Response**
Two courses in writing are required for the minor (3 for the certificate, where one must be at the 400-level). One of these courses may be WR 123. We thought carefully about this. We concluded that allowing this specific overlap with a general education requirement would both make maximum use of existing resources and permit us to shape the way minor students would satisfy the writing requirement. We expect that most program students will satisfy the writing requirement with WR 123 instead of WR 122, and so the impact on WR enrollments will be very small. At the same time, as a research-focused writing class, WR 123 has special importance for students in the minor. WR 123 is currently undergoing updating to include instruction both in new research methods and in evaluating the credibility of new kinds of sources made available by new technologies. Professor Suzanne Clark is working on this project in cooperation with the Knight Library and with the support of a technology grant. Professor John Gage is also planning support for this project through the Center for the Teaching of Writing. Using WR 123 for the minor allows us to strengthen the minor in a specific and significant way using existing resources.

**Suggestion #5**
Include all prerequisites for courses in the minor and certificate programs.

**Response**
Program courses with prerequisites are:
Eng 200 Public Speaking as a Liberal Art (WR 122 or equivalent)
Eng 330 Oral Controversy and Advocacy (WR 122 or equivalent)
Eng 404 Community Literacy Internship (Instructor’s permission)
Eng 413 Theories of Literacy (Eng 404 pre-or corequisite)
Eng 491 Rhetoric and Ethics (WR 122 or equivalent)
Eng 494 Reasoning, Speaking, Writing: Laws and Policies (Instructor’s permission)

WR 123 (WR121 or equivalent)
WR 320 Scientific and Technical Writing (WR 122 or equivalent; junior standing)
WR 321 Business Communication (WR 122 or equivalent; junior standing)
WR 423 Advanced Composition (WR 122 or equivalent; junior standing)

**Additional Issue**
The Undergraduate Council strongly supports the development of interdisciplinary minors, but several members recommend that the University set an upper limit on the
number of courses that could count both for a major and a minor. The Council asks
English and Philosophy to consider this issue as we move forward.

Response

Discussion: This is a complicated issue. On the one hand, we want the minor to have
distinctive content, and we want graduates to have distinctive knowledge and abilities.
We also want to make the minor practical and attractive for students with many different
majors, and not just overlapping majors. This might lead to restricted overlap. On the
other hand, we also want students to have coherent educational goals and coherent ways
to meet those goals. In many cases, this would lead to permitting overlap.

We agree that the development of interdisciplinary minors will create a need for the
University to examine this issue. One question to be answered: is it better to examine
each minor individually and make a case by case decision about whether the minor is
sufficiently distinct from the major, or is it better to have a general rule setting an upper
limit to the number of overlapping courses?

Here is the major/minor overlapping in the current proposal:

Philosophy
One of the philosophy courses in the minor program (Phil 325) is also required for the
Philosophy major. If we disallowed this overlap, it would create an obstacle for
philosophy students pursuing the minor because it would leave only one way to meet the
two-course critical reasoning requirement. In addition, it could force some out-of-
sequence enrollment simply to meet the minor requirement (i.e. a student who had
completed 325 in the major might still be held for 103 in the minor). This would not be
logical or productive.

Another minor course (Phil 103) could be used as a lower division elective in the
Philosophy major.

English
None of the Eng or WR minor courses are specifically required for the English major.

English 200 (a minor course) could also be used as a lower-division English elective.

One of the major requirements (one course in literary theory/criticism) could be satisfied
by any of several courses in the minor (Eng 413, 491, 492, 493).

English also has room for two upper-division electives, and any of the WR or Eng
courses in the minor could be used for those.
This leaves a situation in which it would be possible for an intent and foresighted English student to complete the major requirements in just the right way, including lower and upper division electives, to be only two courses short of the minor.

The Undergraduate Council suggests that it would not be optimal for a student to be able to complete an interdisciplinary minor by adding only two courses (including upper-division electives) to his or her major, and we agree.

This outcome would, we believe, be rare, and it would be mitigated by the fact that the minor is highly structured, and that “adding only two courses” does not do justice to the way the major and minor have interacted here. However, we believe that an upper limit is probably healthy. We will limit to two the number of courses that can be counted toward the minor when they also count for a major, and we will consult with the DARS staff on implementing this.

Participating Minor and Certificate Faculty
Suzanne Clark, English
James Crosswhite, English
David Frank, Honors College
John Gage, English
Anne Laskaya, English
John Lysaker, Philosophy
Elizabeth Wheeler, English