

Dear Curriculum Committee,

The English Department requests several changes to our English 367 sequence. Essentially, we have decided to contract the number of offerings which we felt had become diluted and therefore, were not giving our students a clear idea of what they might expect in taking 367. We have thus moved from six offerings to five. However, rather than simply eliminating one of the decimalized versions, we have completed a thorough analysis of the sequence and decided to shift the emphasis of some of the courses, recombine elements which seemed repetitive, and to also create a section geared towards the needs of engineering students whose department does not offer 367 and is partnering with English to help meet their needs.

In changing the sequence and titles of the 367 series, the English department has three goals in its revision:

1. Revise existing courses and/or develop new courses that will increase their appeal and student enrollments in English 367

Enrollments in English 367 have declined in recent quarters, in part due to increased and innovative courses in other units. Re-titling courses to generate greater interest among students and creating a new course in film is likely to increase enrollments in English 367.

2. Create a version of English 367 in collaboration with the College of Engineering, the course to become a recommended (and perhaps eventually a required) second-level writing course for those students and available to students in other science colleges

The College of Engineering approached the Department of English, requesting that English consider creating a humanities-based second-level writing oriented toward issues related to science, technology, and communication. The College of Engineering estimates an increase of roughly 500 students/year in such a course. Such a course would have broad appeal in Math and Physical Sciences, Nursing, and Allied Medicine.

3. Reduce the number of versions of 367, focusing on those that provide the greatest opportunity for graduate student teaching.

Condensing the number of sections to five and distributing more evenly all versions offered across terms will allow for more focused training and greater professional development opportunities for graduate students.

In this packet you will find: rationales for the 367 (with a detailed explanation of the new sequence and its logic) and H367 sequences, old and new syllabi for the courses, and a GEC rationale for 367.04.

Although the changes we are requesting are significant, we believe that the revised sequence will offer our students a more specific set of choices, inject our offerings with exposure to new, relevant technologies, while offering them solid and innovative teaching in the realm of composition and reading.

Best,

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