

Resolution #9

President
Faculty Senate
Campus

TO: President John E. Van de Wetering

FROM: The Faculty Senate

Meeting on 2/22/88
(Date)

RE: X I. Formal Resolution (Act of Determination)
 II. Recommendation (Urging the fitness of)
 III. Other (Notice, Request, Report, etc.)

SUBJECT: Plan for Incorporation of Contemporary Issues into the
Communications Skills Sequence

Signed Richard B. Fry Date Sent 2/24/88
(For the Senate)

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution

a. Accepted. Effective Date Jan 88

b. Deferred for discussion with the Faculty Senate on _____

c. Unacceptable for the reasons contained in the attached explanation

II., III. a. Received and acknowledged

b. Comment:

DISTRIBUTION: Vice Presidents: (see attached list)

Others:

Distribution Date: 2/25/88

Signed: [Signature]
(President of the College)

Date Received by the Senate: _____

PLAN FOR INCORPORATION OF CONTEMPORARY ISSUES
INTO THE COMMUNICATION SKILLS SEQUENCE

A Proposal of the General Education Coordinating Committee
December 16, 1987.

The GECC Committee, chaired by John Maier, asked Thomas Kallen to chair the Contemporary Issues Subcommittee. The subcommittee was charged with the task of drawing up guidelines for introducing Contemporary Issues courses into the Communication Skills sequence, as the GECC was instructed in Article 3 of the resolution passed by the Faculty Senate on April 6, 1987.

The subcommittee prepared a "Report of the Contemporary Issues Subcommittee" dated November 17, 1987, and a "Plan for Incorporation of Contemporary Issues into the Communication Skills Sequence" submitted to the GECC on December 16, 1987.

The GECC voted to accept the following amended "Plan" at its meeting of December 16, 1987.

I. Distribution of Communication Skills Objectives

A. The Communication Skills objectives pertaining to instruction in Language Usage and Basic Library Skills will be assigned to COM 102 or Com 111.

B. The Communication Skills objective of providing additional guidance in composition and critical thinking will be assigned to the Contemporary Issues Component, and this guidance will be accomplished in part through the requirement of a substantial writing project that is to be drafted, revised under the instructor's supervision, and edited before resubmission.

II. The Writing Component of the Contemporary Issues Component

A. Writing components should be used to develop the students' comprehension of course content, as a means to improve their ability to formulate and articulate informed opinions on contemporary issues, and as a means to instruct them in designing and completing a substantial writing project within the content area of the course.

B. The revised document, "Contemporary Issues Component Policies and Guidelines," will be the basis for evaluating Contemporary Issues Component courses.

C. Incorporation of the Contemporary Issues Component into the Communication Skills Sequence should be accomplished in formal fashion by amendment of Item #3 of the April 19, 1979 Faculty Senate mandate, Resolution #20. The amended form of Item #3 should read

3. Each course in this component shall be the final

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course of the Communications Skills sequence and as such shall be writing-intensive. Each course shall include essay exams or frequent, short writing exercises, or both, throughout the term to provide the student with ample opportunity to refine writing and critical reasoning skills. In addition each course shall be required the student to complete a substantial writing project with the guidance of the course instructor.

III. Implementation of the Plan

A. The GECC will circulate the revised document, "Contemporary Issues Component Policies and Guidelines," to all departments and to all individuals who indicate an interest in designing new Contemporary Issues courses.

B. The GECC will call for all departments to submit addenda to their Contemporary Issues course registration forms indicating how the writing requirement is being met in those courses or, insofar as necessary, indicating how the course is being revised in compliance with the new policies and guidelines.

C. The GECC will decertify for the Contemporary Issues requirement those courses which are not in compliance with the revised procedures and guidelines.

D. The Learning Resource Center will be asked to include writing support services for students in Contemporary Issues courses. The support services should include opportunities for both diagnostic assessment and individually prescribed support focusing on the development of basic writing skills.

IV. Reevaluation of the Communications Skills Sequence.

A. The Director of Composition will be charged with assessing the goals of the entire Communications Skills sequence in realistic fashion.

B. The Director of Composition will be charged with developing a plan for two semesters of lower-division, college-level composition staffed by trained teachers of composition (the present COM 111 and 112, and revised versions thereof).

C. The Director of Composition will be charged with developing a plan for placement of freshmen and transfer students into a component of the Communication Skills sequence which is consistent with their entry-level skills in composition.