

## **COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING**

### **Minutes of the Meeting for November 22, 2005**

The committee met on Tuesday, November 22, 2005, at 11:07 a.m. in Room 210 Strong Hall. The following were present: Bayer, Carothers, Clowes, Crandall, Crosby, D'Aneri, Gordy, Johnson (visitor), Karpowitz, Knight, LaFever, McCleary, McNeley, Steele, Wallace, Walton and Vitevitch.

**Minutes** The minutes for November 08, 2005 were approved.

**Visitor Report** Professor Johnson of the English Department highlighted the goals of English 101/102 and 203-211. Professor Johnson expressed concerns about how the reduction of the general education requirements being proposed by CUSA. If CUSA approves he suggested that we keep the 200 level courses as options and not requirements. He encouraged the committee to review closely other institutions as models for KU. Many suggestions were given as to how the English department could reduce the general education requirement and still reinforce the writing skills across the curriculum. Currently, English 101, a Rhetoric Based Course with 4000 words, 3 formal papers, 2 conferences with each student required and English 102 requires 3500 word writing/14 pages (see attachments).

**Chair's Report** Dr. Clowes announced that Debra Ford of the Communications Studies Department will be attending the CUSA meeting scheduled for December 13, 2005. Additionally, Dr. Teresa Robinson from the Philosophy Department will be attending the CUSA meeting for January 24, 2005.

**Dean's Office Reports** Dr. D'Aneri highlighted the comparisons of General Education Requirements Report. Dr. Clowes pointed out that the upper level hours for KU should be 45 and the total General Education hours for Foreign Languages should be 75.

**CLAS Student Academic Services Reports** Dr. McNeley presented a grey petition for the CUSA members to review. The members denied the petition.

**Subcommittee Chair Reports** Dr. McCleary reported that he has been working with Dr. McNeley regarding the NCAA issue which addresses broader ideas from the Freshman/Sophomore Advising Center. He announced that the committee should be pleased with the results.

- A. Academic Standards  
Nothing reported
- B. Advising  
Dr. Bayer referred the committee to review the GRAD-IN-4 letter (addendum 2). She stated that the letter has been forwarded to the appropriate people and to date she has not received a response.
- C. Curricular Changes/Degree Requirements
  - 1. Curricular Changes

Dr. Walton presented the recommendations for the Curricular Changes.

#### FULL COMMITTEE ACTION

Approval was granted for: AAAS 510, AMS 534, ATMO 105,  
ATMO 106, ATMO 506, ATMO 605, PSYC 202, PSYC 402  
and SOC 534.

2. Degree Requirements

Dr. Walton presented the recommendations for the Degree Requirements.

A. FULL COMMITTEE ACTION

Approval was granted for: Changes to the requirements for the BS degree in Atmospheric Sciences.

**Old Business**

1. CORRECTED CURRICULAR CHANGES

**FRENCH & ITALIAN**

ORIGINAL

FREN 462 CHANGE: NEW COURSE  
FRENCH LITERATURE OF THE EIGHTEENTH CENTURY 3 H  
Study of the principal authors, movements, and themes of the period.  
Prerequisites: FREN 300 and 326.

REVISED

FREN 462 CHANGE: NEW COURSE  
FRENCH LITERATURE OF THE EIGHTEENTH CENTURY 3 **H/W**  
Study of the principal authors, movements, and themes of the period.  
Prerequisites: FREN 300 and 326.

THE REASON: The “/W” was omitted from the CUSA agenda 10/26/2004.

2. TABLED DEGREE REQUIREMENTS

FULL COMMITTEE ACTION

Approval was granted for the following Principal Courses: GERM 320, GERM 324, GERM 328, GERM 332 and MUSC 310.

REASON:

The committee wanted the Humanities Division Department Chairs to review. Courses were approved by the Department Chairs on 11/16/2005.

3. TABLED CHANGES TO AN EXISTING MAJOR

FULL COMMITTEE ACTION

Approval was granted for the following: Changes to Humanities and Western Civilization Major.

**New Business**

Review of the NCAA issue.

**The meeting was adjourned at 12:30 P.M.**

## **ATTACHMENT FOR THE MINUTES OF NOVEMBER 22, 2005**

### **Goals for English 101**

**By the end of English 101, students should be able to do the following:**

**Write appropriately for a variety of writing tasks:**

- Recognize differences (including differences of purpose, audience, genre, and conventions) in writing tasks and respond appropriately to those different tasks
- Use conventions of format, structure, and language appropriate to the purpose of the texts they write
- Adopt appropriate voice, tone, and level of formality
- Use writing and reading for inquiry, thinking, learning, and communicating.

**Revise to improve their own writing:**

- Develop their ideas through interaction with other writers and readers
- Critique their own writing and revise that writing to improve global (focus, development, organization) as well as local (style, diction) qualities
- Develop strategies for editing and proofreading their own writing
- Give and get critical responses to writing, and use revision suggestions appropriately to improve their own writing.

**Produce formal academic writing that meets expectations:**

- Focus on unifying idea
- Address an assigned topic and their response to it with complexity
- Develop an idea appropriately using academic sources interacting with their own thinking
- Adopt a voice, tone, and level of formality appropriate for academic writing
- Document appropriately the knowledge they incorporate into their texts
- Control such surface features as syntax, grammar, punctuation, and spelling

## **ATTACHMENT FOR THE MINUTES OF NOVEMBER 22, 2005**

### **Goals for English 102**

**By the end of English 102, students should be able to:**

**Maintain and continue to improve the abilities gained in English 101**

#### **Critical Thinking, Reading and Writing:**

- Use writing and reading for inquiry, thinking, learning, and communicating
- Analyze and synthesize multiple points of view
- Work with demanding readings and learn to interpret, incorporate, and evaluate these readings
- Engage in a variety of research methods to study and explore topics, including possibilities such as fieldwork as well as library and Internet research
- Analyze differing perspectives (ideological, social, cultural, political, economic, historical) on issues so as to understand that multiple perspectives of an issue are in operation at the same time.

#### **Processes:**

- Use writing as a problem-solving process that fosters the discovery, analysis, and synthesis of new ideas
- Propose, plan, and undertake research projects that involve a number of writing activities
- Engage in collaborative work at a variety of levels (research, inventions, writing, etc.) to prepare students for team/group situations, communications in the workplace, and lifelong learning.

#### **Conventions:**

- Recognize differences (including differences of strategies for conveying information, for researching information, and for evaluating and analyzing information) in discourse communities and respond appropriately to those differences
- Analyze what audiences' expectations about conventions are and address them in critical ways
- Effectively integrate a variety of sources into their writings
- Learn and use at least one system of documentation responsibly