

Faculty Senate Curriculum Committee

APPROVAL FORM

Rev: 5/82

Proposal Title: Advanced Exposition and Argumentation

Sponsor(s): Dr. Charles Donohue, Dr. Richard Mitchell, and Dr. Edward L. Wolfe Dept.: English

Check one: Course Specialization Concentration Achievement Certificate
 Minor Change Major Program
(please name: deletion or credit/title/catalog change)

Certification Program Undergraduate Graduate 3 Credit Hours

Step 1 (Department)

Approved 9/24/82
date

Not Approved

Edward L. Wolfe
Dept. CC Chairperson

Reviewed 10/22/82
date

Edward L. Wolfe
Chairperson, Dept.

Step 2 (Receipt)

SCC# 82-83-13

Proposal Received 11/29/82
date

Shirley G. O'Day
Chairperson, SCC

Step 3 (Division CC)

Reviewed Jan. 28, 1983
date

Approved

Not Approved

Comments:

Proposal has been questioned by Comm. Dept. on overlap but that question is outside the jurisdiction of this committee. McClary
Chairperson, Div. Curr. Comm.

Step 4 (Academic Dean)

Reviewed 2/17/83
date

Comments:

Please see attached

John Brown
Signature, Dean of Division

Step 5 (SCC)

Open Hearing Date: 3/31/83 ~~4/2/83~~ Approved by Senate Curriculum Committee 4/13/83 (date)

Returned to sponsor(s) for the following reasons:

Done Tabled until get syllabus? Advanced Writing - Bring up April 13.
TAKE out references to general education

O.K.

Step 6 (Faculty Senate)

Presented to Faculty Senate (date): 4/29/83

Approved
 Not Approved

Notification to Vice-President Academic Affairs (date): 5/2/83

Shirley G. O'Day
Signature, SCC Chairperson

Step 7 (Vice-President for Academic Affairs)

Course received 5/7/83 (date)

Course approved Yes X No

If no, reasons are as follows:

Student credit hours 3

Faculty load hours 3

Equalized credit hours 3

Official copy and approval sheet filed 4/30/83 (date)

Signature _____

(Vice-President for Academic Affairs)

Registrar

Approved course description received _____ (date)

Hegis Taxonomy and Course Number assigned 1.5.1.1.1

Signature _____

(Registrar)

(Date)

Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s),
Academic Dean(s), Registrar, Sponsor(s)

The two primary emphases of this proposed course are exposition and expository style and argumentation and persuasion. There clearly is some overlap with "Advanced Writing." However, I don't regard this course as a duplication and certainly the emphases and audience for both courses are different. Note as well, this course is being proposed at the recommendation of the off-campus consultant who evaluated the English major program, Spring 1982. Finally, the question whether this course satisfies the general education requirement and the nature of its prerequisites will depend in part, I presume, upon the determination of the status of the course "Expository Writing."

DBD

2/17/83

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY

COURSE PROPOSAL

I. Details:

- A. Title of the Course: Advanced Exposition and Argumentation
- B. Sponsors: Dr. Charles T. Donohue, Dr. Richard Mitchell, and Dr. Edward L. Wolfe
- C. Department: English
- D. Course Level: Undergraduate, sophomore
- E. Curricular Effect: This course is designed for English majors and other students interested in a rigorous course in argumentation.
- F. Prerequisites: This course is restricted to (1) students who have completed Expository Writing with a grade of C or better, or (2) students who have been exempted from Expository Writing by passing the Expository Writing Competency Examination, or (3) upper-division students who have the permission of the Chairman of the English Department.
- G. Implementation: Beginning with the Fall semester of 1983, one section of the course will be offered every semester as needed.
- H. Adequacy of staff, resources, and facilities: Present staff, space, and library resources are fully adequate for the implementation of the course.

II. Rationale:

(Uniqueness of the course) Advanced Exposition and Argumentation may be distinguished from existing courses (e.g., Fundamentals of Communications I or II, Advanced Writing, Expository Writing, and English Seminar I) on the basis of its students (primarily sophomore English majors), and of its dominant emphasis upon advanced expository composition and argumentation.

The course is further distinguished by its objectives and emphasis. The course is designed to polish students' expository writing skills and to provide training and power in analyzing, formulating and writing logical and effective argumentation. Argumentation is a difficult and demanding mode of discourse. Learning to recognize, to formulate, and to write sound argument is of enormous importance to our students and our culture. In consequence, this course will clearly enhance the curricular offerings of the college. (See appendix A).

III. Essence of Course:

- A. Objectives: The course is designed to refine students' expository writing skills and to provide instruction, guidance, practice and intellectual power in analyzing, formulating and writing logical and effective argumentation. Students are expected to learn how to recognize sound argument and to learn how to write effective argumentation and moving persuasion.

IV. Course Outline and Content:

The course begins with a review of the devices, techniques, and evaluative standards of expository prose; literary models of exposition and the students' own writings are read, analyzed, discussed, and evaluated. The review emphasizes "Strategies for Thinking and Writing," "Stylistic Designs for Writing," and "Stylistic Devices for Writing" (see below). The course then turns to the study of the logic, external form, and evaluative standards of argumentation and persuasion. Argumentation is the form of discourse that is used to win assent to a belief or opinion; persuasion is the form of discourse that uses argumentation to move people to take some proposed action. Like good exposition, good argumentation presents its evidence, with unity, coherence, and emphasis, and in a clear vigorous, and interesting style. Argumentation is, however, distinguished from exposition in that argumentation (1) presents its evidence according to the logical principles of correct reasoning, and (2) it organizes its evidence with a conscious knowledge of and often in a special kind of order (a connected series of proofs). While exposition attempts to explain, argumentation attempts to convince.

V. Scope of the course:

A. Exposition (review, reinforcement, instruction and practice)

1. Strategies for Thinking and Writing

a. Definition

- (1) Formal definition
- (2) Informal definition
- (3) Interrelated terms
- (4) Connotation

b. Classification and division

- (1) Consistency
- (2) Exclusivity
- (3) Completeness

c. Example

- (1) Immediacy
- (2) Vividness
- (3) Cogency

d. Comparison and contrast

- (1) Logical comparison and contrast
- (2) Rhetorical comparison and contrast

e. Cause and effect

f. Process Analysis

- (1) Historical process
- (2) Scientific and natural process
- (3) Logical process

2. Stylistic Designs for Writing

a. Style

- (1) Formal and informal
- (2) Objective and subjective
- (3) Committed and uncommitted
- (4) Technical and colloquial
- (5) Abstract and personal

b. Tone

- (1) Admiring
- (2) Hostile
- (3) Familiar
- (4) Condescending
- (5) Etc.

c. Idiomatic usage, triviality, cliches

3. Stylistic Devices for Writing

a. Sentence rhetoric

- (1) Periodic sentences
- (2) Loose sentences
- (3) Balanced sentences
- (4) Parallel structure

b. Figurative language

- (1) Simile
- (2) Metaphor
- (3) Synecdoche and metonymy
- (4) Sound imagery

c. Emphasis

- (1) Position
- (2) Coordination and subordination
- (3) Repetition

d. Clarity

e. Conciseness

B. Argumentation and Persuasion: The Forms of Reason

1. Deduction: Logical Application

a. Syllogisms

- (1) Categorical Syllogisms
- (2) Disjunctive Syllogisms
- (3) Conditional Syllogisms

b. Epicheirema

c. Enthymeme

d. Dilemma

2. Deduction: Rhetorical Application
 - a. Proposition
 - b. Specific Point-at-issue
 - c. General Point-at-issue

3. Induction: Logical Application
 - a. Accurate statement of particular facts or examples.
 - b. Examination of sufficient number of facts or examples under sufficiently different circumstances to justify a generalization.
 - c. Verification of particular facts or examples.
 - d. Study, observation, and accounting for variations in facts and examples.
 - e. Determination that facts or examples are typical and not exceptional.
 - f. More accurate statement of particular facts or examples.
 - g. Formulation of a more nearly accurate generalization.

4. Inter-relationship of Deduction and Induction

5. Analogical Reasoning

- C. Argumentation and Persuasion: Logical Fallacies
 1. Begging the question
 2. Faulty causation
 3. Argument at the man
 4. Ignoring the question
 5. It doesn't follow
 6. Two-valued argument
 7. Appeal to illegitimate authority

- D. Argumentation and Persuasion: The External Forms of Rhetorical Application
 1. Introduction
 - a. *Exordium* (solicitation of attention, interest, and emotional involvement)
 - b. Introduction of Argument (presentation of problem or situation)
 - c. Proposition (presentation of what will be proved and the order of proof)
 2. Main Body or Proof
 - a. Confirmation (rhetorical application of deduction, induction, and analogy)

b. Direct Refutation

- (1) Denial of opponent's statement and proof that an opposite statement is true
- (2) Distinguishing of several meanings in opponent's statement and demonstration that the true meaning does not support opponent's proposition
- (3) Retort of statement to demonstrate how opponent's argument supports your own statement

c. Indirect Refutation

- (1) An attack on opponent's character, background, demonstrable biases, ignorance, etc.
- (2) An attack on opponent's methods of reasoning to show exaggerations, inconsistencies, logical errors and fallacies.

3. End

a. Summary, a recapitulation of the proof.

b. Conclusion, a statement or restatement of the logical consequences of the proof.

VI. Students will write a minimum of three expository essays and five argumentative essays. They will be evaluated and graded largely on the basis of their written essays.

VII. Texts: All students are required to have a good college-level dictionary, such as the *Webster's Collegiate*, a good handbook, such as Ebbitt and Ebbitt's *Writer's Guide and Index to English*, and a good rhetoric, such as Connolly and Levin's *A Rhetoric Case Book*, or Wilson's *Argument and Persuasion*, or Toulmin's *The Uses of Argument*.

VIII. Rationale for the Course: Our English majors as well as other interested students need the opportunity for more instruction and practice in writing and in systematic thought and analysis (see Appendix A). They need the opportunity for more instruction and practice in exposition and argumentation-- subjects that are fascinating and fundamental to our discipline, and that transmit skills that are eminently useful as well as saleable. The English Department enrolls more and more students who are looking for a pre-professional education that provides the broad cultural background and verbal training traditionally associated with the college student who has majored in English. Advanced Exposition and Argumentation will unquestionably help us to provide this training.

IX. Consultations

A. Last year the English Department engaged in a thorough re-evaluation of its academic standards, its advising procedures, its course offerings, its major requirements, and its faculty. As part of its self-assessment, the department circulated a questionnaire to its graduates over the last five years, requesting a detailed evaluation of the English curriculum and faculty. The results were very gratifying. Of the 153 questionnaires that could be delivered, ninety-two or 60.13% were completed and returned (an unusually high percentage). Of the ninety-two questionnaires returned, fifty-two or 56.52% included specific suggestions for improving the English curriculum. Of the

fifty-two responses suggesting curricular improvements, twenty-one or 40.38% recommended increasing the number of writing courses offered and required by the department. The inclusion of Advanced Exposition and Argumentation as a probable sophomore writing course will mean that the English Department will be able to offer its students a rigorous writing course in each of their four years.

- B. Dr. Melvin Backman, Professor of English At C. W. Post College, Long Island University, was the evaluator who was hired to evaluate the English Department last year. As a result of his evaluation Dr. Backman concluded:

Teaching the English Majors at Glassboro: The curriculum for the English Majors at Glassboro is traditional and is comparable to what is offered at most colleges, though there are probably fewer advanced courses here. The students' responses to the curriculum have generally been positive and even laudatory, though in their comments expressed in the questionnaires and discussions with me, many have asked for more instruction in writing and grammar. . . . These requests reflect a real need. . . . The English Department should respond to that need--by instituting such courses as Grammar and Usage, Advanced Expository Writing, and Creative Writing; and possibly by giving a little more attention to the research process in the seminar courses. Other than these additions I would not recommend any serious changes to the curriculum for English majors, except the requirement of a Shakespeare course (3 credits).

- C. The English Department circulated copies of its course proposal for Advanced Exposition and Argumentation to four academic departments, Communications, Curriculum and Instruction: Secondary Education, Philosophy and Religion, and Speech/Theatre/Dance, along with requests for evaluations and suggestions for revisions. Copies of the responses to our requests are included in an appendix.

The evaluations by Professors Glassberg, Shaw, and Streb are all quite favorable (see Appendix A). The evaluation written by Professor Ambacher for the Communications Department is not only unfavorable, but strangely hostile. Copies of the pertinent documents regarding this controversy are included in Appendix B.

- D. After considering this proposal for over a year, discussing it and rediscussing it, the English Department unanimously approved it at its meeting of September 24, 1982.

Appendix A



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF SECONDARY EDUCATION

November 12, 1982

Dr. Edward L. Wolfe
English Department
Glassboro State College

Dear Ed:

Thank you for asking me to review the proposed course Advanced Exposition and Argumentation. I am very pleased to add my name as a consultant.

I consider the course valuable in linking writing with logical thinking. That writing requires logical thought is hardly news to anyone who has attempted to write two consecutive sentences; however, recent evidence from the National Assessment of Educational Progress makes it very clear that that obvious connection is not being communicated to students, whose performance on the N.A.E.P. examination results in writing that is vague, unclear, and unsubstantiated assertions of generally accepted "truths" which are, in fact, not true at all.

I believe the course would be a valuable general education elective for any Glassboro student. However, the course would be especially valuable for future English teachers who will be dealing through the course with concepts and skills that they will need to teach to their own students.

I know of no comparable course now at the college and urge its approval by the Senate Curriculum Committee.

Very sincerely,

A handwritten signature in cursive script that reads "Rose".

Rose Glassberg
Professor of Secondary Education

RG:js



State of New Jersey

**GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028**

PHILOSOPHY AND RELIGION DEPARTMENT

November 10, 1981

Dr. Edward L. Wolfe, Chairperson
Department of English
Glassboro State College
Glassboro, New Jersey

Dear Ed:

I have just read the English Department proposal for the course Advanced Exposition and Argumentation. I support this proposal, for in my view we provide our students very little opportunity to prepare or even to learn to recognize sound argument. In this we fail not only our students but our culture, for ours is a world desperately in need of clarity and reason. My one regret in reading your proposal is that you favor English majors in your offering. Instruction of this sort ought to be available to all.

In my own efforts in philosophy and logic I am aware of how sorely our students need instruction in writing and argument. Our courses help some, but we meet relatively few students and our aim is of necessity broader. We cannot focus on argumentative writing alone. For this reason I view your course as a welcome new ally in a difficult and often discouraging campaign, although I also realize that your instruction has purposes of its own that are distinct from ours.

I see in your intention to offer this course no conflict with the prerogatives of instruction in philosophy and logic. Our perspectives and focuses are different: Ours is with the discipline of logic; yours is with the application of some logical principles to writing. For us to object to your effort would be as foolish as your objecting to our asking students to write essay examinations. While some of the aims of each of our disciplines are unique, there are some aims that each shares with others, and some that all share. Clear thinking (which must include a knowledge of argument), like reading and writing, is surely the responsibility and the province of all.

Congratulations on your proposal. It is a fine idea. I sincerely hope that Advanced Exposition and Argumentation will be added to your offerings very soon.

Sincerely,

A handwritten signature in cursive script that reads "Albert C. Shaw". The signature is written in dark ink and is positioned above the typed name.

Albert C. Shaw, Professor
Department of Philosophy and Religion

ACS:aa



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF SPEECH/THEATRE/DANCE
Speech/Theatre: 609 445-5288
Dance: 609 445-5236

November 17, 1982

To Whom It May Concern:

I believe that the English Department's course in Advanced Exposition and Argumentation will be a valuable addition to their present curriculum. The content is sound. Students will clearly benefit from it.

The proposed course will complement rather than duplicate my own efforts in our department's Argumentation and Debate course. Provided that it does not significantly overlap with other such offerings, it has my full support.

Edward J. Streb, Ph.D.
Assistant Professor

A handwritten signature in dark ink, appearing to read "Edward J. Streb", written over a horizontal line.

Appendix B

October 23, 1981

Miss Mary Anne Palladino
Communications Department
Glassboro State College
Glassboro, New Jersey 08028

Dear Mary Anne:

Here is the proposal for our new course in Advanced Exposition and Argumentation. The English Department approved the course unanimously at its meeting on October 15, 1981. Before I send the proposal on to the All-College Curriculum Committee, however, I would very much appreciate your evaluation and any suggestions you may have for revising the proposal.

If you approve of the proposal as written, I would appreciate a letter of support that we could then include under "consultations" (p. 5). In any case, I hope we can get together to discuss the proposal after you have had a chance to study it.

Sincerely,

Edward L. Wolfe
Chairman

Enclosure




State of New Jersey

GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

COMMUNICATIONS DEPARTMENT
609-445-7187

TO: Dr. Wolfe, Chairperson
English Department

FROM: Mr. Richard Ambacher, Chairperson 
Communications Department

SUBJECT: Proposed Course: Advanced Exposition and Argumentation

DATE: October 27, 1981

Mary Anne Palladino, John Collins and I have all reviewed your proposed course. We all oppose this course because it is a virtual duplication of our existing course Advanced Writing. It is a needless waste of college resources to duplicate what already exists.

From our perspective you obviously have not researched the courses being offered by Communications because part of what this course proposes to teach is covered in Fundamentals of Communications II and the rest is covered in Advanced Writing. Further, in your telephone conversation with Mary Anne, you confused what is offered in Occupational Writing with Advanced Writing.

When Expository Writing was added to the curricular offering of your department through the back door, and without the benefit of a fully open hearing, we were assured no further efforts would be made to expand the English Department's offering in writing. Now we are asked to review a course that duplicates one of our own, apparently with some expectation of approval. We cannot and will not support this effort to add this course. At best, it represents a proposal based on incomplete research. At worst, it represents an arrogant insult to our department. We think neither is called for and that neither merit anything other than outright rejection.

We will oppose this course with all our departmental vigor.

cc: Dr. Brown
Dean Donovan
Dr. O'Day
Ms. Poley

October 30, 1981

Mr. Richard Ambacher, Chairperson
Communications Department
Glassboro State College
Glassboro, New Jersey 08028

Dear Richard:

In response to your memo of October 27, 1981, I should like to request copies of your current syllabi for Fundamentals of Communications II and Advanced Writing. It may, of course, be true that I did not research these courses with sufficient vigor and thoroughness. I must confess that I was largely guided by the catalog descriptions that appear in our most recent undergraduate catalog and by random discussions with students who have taken these courses. Neither the catalog descriptions nor my discussions with student indicated that our proposed course in Advanced Exposition and Argumentation duplicated "what already exists." Perhaps your current syllabi will make this duplication more clear.

Sincerely,

Edward L. Wolfe
Chairman

ELW:js

0601.102

Fundamentals of Communication II

This course aims to develop both oral and written communication skills. Particular attention is given to oral skills and the techniques of research.

0601.200

Communication through Literature I

A study of the theme of human communication in literature. Designed also to create in the student an awareness and appreciation of the book as a unique communications medium. American and British writers are emphasized.

0601.201

Communication through Literature II

0601.202

Communications about Women

This course explores the images of women as they are presented in the following media: television, radio, newspapers, magazines and film. Attention is given to women artists and creators in these areas. Methods for image-altering in the media are discussed.

0601.203

Mass Media and Their Influences

The impact of television, radio, films and newspapers on the education and culture of our times. The various media will be examined to determine how they operate and what they accomplish. The effects on the media and on the public of advertising, propaganda, circulation, politics, etc., will receive major emphasis.

0601.204

Communications Overview

This course will provide students with a broad perspective of the field of communications and an awareness of the specific demands and talents needed to succeed in its various disciplines.

0601.300

Communications Theory

Communication process and possible barriers to effectiveness. A review of literature on the effects of mass communications on individuals and groups, contrasting channels and message structures. Emphasis on communications models.

0601.301

Psychology of Communication

This course focuses attention on the nature, origin and purposes of communication. Individual and group applications will be discussed, as well as the effects of personality, interaction and interpretation. To some extent, the role of media as these affect communication will also be discussed.

0601.302

Communications Projects I

Projects on special problems in communications and journalism under a planned program approved by adviser. (Available to communications majors only.)

0601.303

Communications Projects II

0601.304

Advanced Writing

This course aims to enhance a student's ability to write clearly and effectively. Those who enroll should already possess demonstrable competence in writing. Students will write frequently and will learn how to analyze both professional and nonprofessional writing. Attention will also be given to the techniques of teaching and evaluating composition.

0601.400

Occupational Writing

Occupational Writing gives students practice in the writing activities common to most careers. Assignments include: resumes and cover letters; various memos; order, complaint, adjustment, sales, and request for information letters; field and progress reports; abstracts of professional articles and action proposals. The course is restricted to seniors. Juniors will be admitted to the course with the instructor's approval.

0601.401

Colloquium in Communications

Social scientists, artists, executives, journalists and other professionals discuss their work and report current issues, trends and philosophies in communications.

0601.402

Special Topics in Communications

This course is designed to provide the student with the opportunity to thoroughly investigate specific areas critical to the field of communications. The topics will change based upon timeliness and availability of expert staff. The specific topics covered will be announced as the course is scheduled.

0602 Journalism

0602.210

Journalistic Writing I

Reportorial and other forms of news writing will be stressed. Classroom discussions, workshops and seminars will cover material ranging from news, features, editorials and sports copy to page make-up, headline writing and copy editing.

0602.211

Journalistic Writing II

0602.310

News Reporting I

The principles of news writing, leads, structure, style evaluation, and rewrite will be dealt with. Emphasis will also be placed on news gathering methods and interviewing. Students will gain practical experience by covering news events on and off campus.

0602.311

News Reporting II

(Prerequisite: 0697.320)

Included will be the background story, the reporting of news of courts, business, politics, government, education, accidents, etc. Students are assigned to cover stories on and off campus.

0602.312

Special Journalistic Writing

A course designed to develop competence in the writing of features, editorials, sports, movie and book reviews, and columns.

0602.313

Magazine Article Writing

An intensive course designed to teach students how to write articles for both general and specialized consumer magazines. Submission of manuscripts to magazines will be required.

0602.314

Photojournalism

Press photography techniques and fundamentals and picture editing are stressed through picture story planning and execution. Dark-room procedure included.

0602.315

Basic Issues in the News

The course deals with the studies and coverage of the major issues of the day, included will be in-depth study and reportage of law and government, economics, urban problems, science, education, problems of the megalopolis, and international affairs. The course also includes study of sources of information used by journalists. Guest speakers from the media discuss problems connected with collecting information.

0602.316

School Publications and Journalistic Writing

Students are trained in the techniques and skills involved in journalistic writing and in organizing and producing classroom newspapers and school publications. The work of the coordinator for school publications is stressed, as is the work of the classroom teacher in assisting pupils to develop journalistic writing style.

0602.317

Publication Layout and Design

This course focuses attention on design, layout and make-up of brochures, magazine and newspaper pages, newsletters and advertisements. It stresses how to coordinate art and typography with content. A workshop approach is used to show students how creativity in design can increase the effectiveness of communication.

0602.318

Government Sources for Journalists

This course will examine state, county and local government records used as sources by the journalist. Students will learn how to identify and to deal with elected and appointed officials as sources for stories.

0602.320

Broadcast-Journalism

(Prerequisite: Permission of instructor or advanced standing.)

This course offers training in writing, editing, and producing newscasts for the broadcast media, with emphasis on the problems of broadcast news analysis and commentary.

November 23, 1981

Dr. Alan B. Donovan
Dean of Liberal Arts and Sciences
Glassboro State College

Dear Alan:

Here are the documents regarding the controversy between the Communications Department and the English Department in reference to our course proposal for Advanced Exposition and Argumentation.

I spoke to Mary Anne Palladino by telephone on October 23 and sent my letter to her on the same day. I received Richard Ambacher's memo (dated October 27) on October 30. I responded to Ambacher's memo immediately, on October 30 and met with him briefly on November 5. At that meeting he gave me syllabi for the courses Fundamentals of Communication II and Advanced Writing. If you would like to see these, I would be pleased to show them to you. Although there is some overlap, our course is surely no duplication.

I look forward to seeing you on November 30 at nine o'clock.

Sincerely,

Edward L. Wolfe
Chairman

ELW:js

Enclosures (6)



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

OFFICE OF THE VICE PRESIDENT
FOR ACADEMIC AFFAIRS

July 11, 1983

Professor Shirley O'Day
Chairperson - Senate Curriculum Committee
Glassboro State College

Dear Professor O'Day:

This is written to officially inform you of my decision regarding the recommendation of the Faculty Senate to approve the establishment of a course in Advanced Exposition and Argumentation by the English Department.

I feel that while I am in the process of addressing the long-range arrangement for the basic writing program on the campus, I would prefer to maintain the status quo regarding courses in writing during the 1983-84 academic year. Therefore, I will not render a decision, at this time, on the recommendation for the course in Advanced Exposition and Argumentation.

If you wish, I would be happy to meet with you and members of the Curriculum Committee to discuss my decision to defer taking any formal action on the recommendation.

Sincerely yours,

Herman D. James
Vice President for Academic Affairs

HDJ/egc

cc: Dean Kenneth Clay
Dean Alan Donovan
Professor Jack Gillespie
Professor Edward Wolfe