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ENGLISH 1: AIMS AND METHODS

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## ENGLISH 1: AIMS AND METHODS

The aim of English 1 is to train the student in the use of the English language as an instrument of thought and expression. Primarily, the course stresses careful organization and directness in writing and demands a degree of correctness that will meet the writing requirements of other courses. The ability to write clear and effective English implies the ability to clarify, to test, and to apply the ideas which the student's widening experience is bringing him.

Since writing and reading are interrelated skills, the course attempts to train the student in the reading and understanding of mature non-technical prose in various fields of contemporary thought and to encourage him by requirements in parallel reading and other means, to continue (or begin) the habit of reading good books and magazines. Reasonable accuracy in reading is insisted upon, and opportunity is given the student, through class discussion and theme writing, to evaluate and synthesize the ideas he has gained.

### Writing Requirements

Each student should be required to hand in a weekly writing assignment (prepared theme, class theme, or precis) averaging 450 words in length. Conformity to some reasonable standards in such matters as title, margins, endorsement, paragraph indentation, and size and quality of paper should be insisted upon. Expository themes should be accompanied by an outline on a separate sheet -- preferably a simple paragraph outline at first, later an analytical or topical outline.

Among the types of writing assignments recommended is the impromptu theme, two or three of which, based upon subjects with which the student may be expected to be familiar, should be required each semester. (It is possible, of course, to secure enough impromptu work by means of essay-type examinations on the reading materials.) Of the prepared writing assignments, two or three each semester may be devoted to précis of essays in the texts. Since the course is designed to aid the student in a practical way, it is desirable that most of his composition, impromptu or prepared, be confined to exposition.

At the beginning of the first semester it may be advisable to assign expository-narrative themes, based upon the student's own experience, but as soon as possible the study of pure exposition should be begun. At first the simpler forms may be employed, although the student should be encouraged to go beyond elementary types of organization such as the chronological and enumerative. Some students have commendable success with exposition of a process, exposition of facts and ideas, definitions, cause and effect treatments, themes employing numerous concrete illustrations or examples (presented deductively or inductively), and critical sketches. Toward the end of the first semester the student should prepare a theme of double or triple the ordinary length, being allowed double or triple time. Materials for this theme should be drawn from the student's experience, not from books. If autobiographical, the subject should be so limited that its treatment may be detailed rather than summary.

During the second semester the work in exposition should continue, with perhaps some attention to the other forms of discourse and a more advanced study of techniques. The usual weekly themes should be assigned, but sometime during the semester a library research paper of about twelve hundred words should break the routine for three weeks. In the preparation of this theme the student should be given every opportunity to make use of handbook materials on library research and should be required to comply with standard rules for presenting bibliography, footnotes, etc. It will no doubt be necessary that the teacher confer with the student at least once concerning his research paper in order to guide him in the choice of a worthwhile subject and in the gathering of materials. The student should be encouraged to present an appreciative or critical analysis rather than a mere summary of second- or third-hand materials.

In addition to the research theme the class may wish to take up during the second semester some special forms of expository writing not considered during the first semester, among which may be mentioned argumentative exposition, editorials, reports, and personal essays. With the adoption of a second book of readings in the latter part of the semester, some attention may be given to description and narration. Emphasis in the composition work should still, however, be placed upon exposition, variety being introduced through assignments of critical themes on short stories or biographies. Toward the close of the semester a theme of approximately double the weekly length (or two or three short themes) may be devoted to a criticism of a novel or collection of short stories or the like.

### Marking Themes

The careful marking of the student's papers, not merely for mechanical errors but for organization and content, is one of the instructor's most important duties, for by his marks the instructor attempts to make clear the student's deficiencies in composition. Careful marking is important also because the marks form the basis of the corrections that the student is expected to make in his papers before bringing them to conference.

Experienced instructors will not need to be reminded that the encouragement of an occasional compliment may be of quite as much value as minute marking of errors, or that the sting of all the marked errors may often be removed by such a phrase as "good sentence," "good beginning," or "well organized." To make an invariable rule of writing general comments on themes is to invite triteness and repetition, but the general practice of doing so is to be encouraged. The student usually feels that his labors deserve comment, and the instructor may in conference find his own comments of value in enabling him without waste of time to get at the heart of the student's difficulties.

### Grading Themes

The grade that is given a paper should represent an evaluation of several elements; content, organization, mechanics, and style. An absolute grading scale should not be applied rigidly at first; it is desirable, rather, that standards rise slightly as the year's work progresses. Errors in mechanics and in organization should count against the student more and more heavily if he continues in

them, especially after attention has been given to these matters in the classroom. Beginning standards should not be made too low, since the student may come to expect a better semester standing than his work warrants. Standards may sometimes be modified temporarily for individual cases; it may seem desirable to reward improvement a little more than it actually deserves, or to penalize a continued error more heavily than a similar error appearing sporadically. But at the end of the semester the student's standing in his composition work should always conform to his actual ability and accomplishment.

To the student who wishes to know why his paper has been given a certain mark the teacher should always be able to make a reasonably definite explanation. In content an A paper should display some originality and maturity. Ideally, it should present fully and accurately a new idea or a new treatment of an old idea, though in practice papers which do not quite attain this standard may sometimes warrant A's. The organization of the A paper should be not only logical but natural. Its logic should make it clear, its naturalness give it movement. It should be well-proportioned and consistent in tone, forceful and appropriate in style. Its sentences should be smooth, reasonably free from error, and varied in pattern.

The B paper will fall a little below these standards. It may develop an idea fully but lack the elements of originality that the A paper has. Or it may have all of the qualities of the A paper except naturalness of organization. Its language may be correct, but commonplace, and it may well seem to the instructor uninspired. Yet the sentence structure may be smooth and varied.

The C paper is the average paper. It is not developed fully and accurately. Its proportions may be doubtful, its logic unconvincing, its conclusion weak. It may be marred by occasional slips in good usage, by monotony of sentence structure, by unhappy choice of words.

The D paper just gets by. Its ideas are of little value, its organization haphazard and confused, its diction, grammar, and sentence structure shaky.

E and F papers may be childish in thought or full of errors in diction or in mechanics or show no evidence of having been planned. Defects in any one of these categories may be so grave as to produce a failing grade. The frequency and seriousness of such errors will, of course, largely determine the grade.

Bad spelling may detract from a grade but should not wholly determine it.

### Conferences

The main purpose of the conference is to provide an opportunity for individual instruction through discussion and criticism of the student's written work. In order that the student's contribution to the conference may be more than a passive one, he should be required to make corrections beforehand, in such form as meets with his instructor's approval, of all errors marked on his papers.

Conference periods may be used also for such purposes as listening to oral book reports and giving individual instruction not directly concerned with the student's papers. If the instructor wishes to conduct group conferences for remedial instruction, he should regard these as additional to the individual conferences and not as a substitute for them. It is suggested that the number of conferences each semester for theme revision be four of fifteen-minute duration or six of ten-minute duration. Of conferences for other purposes the instructor may hold as many as he wishes.

### Theme Grading Project

Periodically -- once a year, if possible, and preferably in the first semester -- the Committee on English I will ask all members of the staff to mark, grade, and comment upon three or four mimeographed themes which present various kinds of problems in grading. The staff grade (average) for each theme will be estimated and tabulated so that each teacher may compare his grade with that of the staff as a whole. If desired, a meeting for discussion and explanation of grades may follow.

### Reading for Classroom Analysis and Discussion

Next to theme writing in importance, and closely related to it in purpose, is the reading which the student prepares for classroom analysis and discussion. The freshman student needs training in the handling of thought sequences: he has difficulty in taking them apart in his reading, and in putting them together in his writing; he cannot organize his own ideas with any sureness, and is likely to become lost in anything he reads which develops a thought of any degree of complexity. He is lacking in the ability to grasp with clarity and definiteness what an author is trying to convey, and in the ability to make exact what he himself wishes to express in his writing. Finally, in both his reading and his writing, he suffers from the lack of a background of good general reading on matters of major contemporary interest. These circumstances point to one conclusion: the freshman course in English should include, along with theme writing, a considerable amount of good reading, preferably (especially where there is a required English course devoted to the literature of the past) in contemporary materials which combine, as far as possible, interest, moderate difficulty, and varied content of important thought. Reading skills should be developed along with writing skills; the union is a natural one, almost an inevitable one.

Some of the reading may be studied as models for composition, and some analysis of style is desirable, with attention to vocabulary, sentence patterns, paragraph structure, and organization. But the teacher should not give his attention too exclusively to technique. Rather he should make an effort to clarify meaning, point out implications, fill in background, and stimulate class discussion. From the reading and its discussion suggestions for theme subjects will frequently arise. The student should come away from the course with some understanding of the purposes, methods, and characteristic subjects of present-day expository and narrative types such as the serious general reader is most likely to concern himself with.

### Parallel Reading

An important aim of the course is to encourage the student to form the habit of reading worthwhile books. Although a great deal may be done by offering informal suggestions, something more tangible can be effected by the judicious assignment of parallel reading. Students should be required to read two or three mature books (totaling 1000-1200 pages) each semester and should be asked for suitable reports, to take whatever form the instructor may desire. The reading should be varied in range and in type, and the reports should be something more than perfunctory summaries of content.

Books for parallel reading may be obtained from three sources: the general library, the freshman open shelf, and the restricted reading library maintained by the bookstores. Unrestricted use of the general library has obvious disadvantages for the student. To overcome these the freshman open-shelf collection has been created. It has, however, grave limitations. Although in theory the student can see and handle a number of books before choosing one, in practice he unfortunately finds his option much curtailed. The Department can perhaps in time remedy this difficulty by adding to the open-shelf collection a large number of both new and duplicate titles. Under the present circumstances, however, the restricted reading library seems necessary. By limiting a part of the student's reading to a small number of titles, the instructor is able to guide the student in his choice of books and to keep a careful check on his reading. Also, he may have a whole class read the same book, spending some time in classroom discussion or composition. Normally not more than two class periods should be given to the discussion of a book on the parallel reading list.

It is suggested that the instructor use all three sources, depending mainly, however, upon the last two. Approximately half of the reading should be chosen from the restricted list. In Appendix II will be found the titles of books which are at present on the freshman open shelf and on the restricted list.

### Vocabulary Study

Another important aim of the course in freshman English is the development of vocabulary. In the first semester much of the work should be informal and indirect, and should be designed to stimulate the student's interest in the study of words and to provoke his shame at his own inadequacy and deficiency, rather than to form a major part of the prescribed work in the course. Certainly enough testing should be done, however, to lead the student to appreciate the necessity for accuracy in the use of words in reading and in writing and to begin the habit of intelligent use of the dictionary.

In the second semester vocabulary assignments and drills may be a part of many of the reading assignments. Classroom study of words should be designed to make the student feel that his is a living language, and that the mere memorizing of definitions is a poor substitute for learning words naturally as a tool for the expression of thought. Exercises in vocabulary should, however, be considered as merely auxiliary to the understanding and discussion of the text.

If funds are available, the Department will supply standard vocabulary tests for the classes of teachers who wish to use them.

## Oral English

Although most of the year is given to the study and practice of written English, some attention should be given at intervals to oral English. Great as is the need for training in this subject, as can be demonstrated by requiring the average freshman student to read aloud, there probably is not time in English 1 to do more than the following:

- (a) Study diacritical marking, so that the student can tell how to pronounce words when he refers to the dictionary.
- (b) Require a knowledge of pronunciation as well as a definition of new words studied in the classroom reading assignments.

Exercises in pronunciation are usually to be found in the handbook adopted for the course and in the optional text on word study. Dictionary exercises, such as those provided free of charge by the G. and C. Merriam Company, will prove helpful.

## Quizzes and Examinations

Since the instructor will receive weekly themes, he will have abundance of data for determining his students' grades in composition; yet he will no doubt wish to give at least one or two quizzes during the semester to test his students on the reading done and on other matters included in the course. Quizzes of the essay type may serve also as class themes.

The final examination should not be merely an exercise in impromptu theme writing. It should (a) test mastery of form, (b) check the reading, and (c) test ability to handle ideas. Essay-type questions on the reading may serve all three purposes. Some teachers find it advantageous to combine theme writing with a final check on the semester's reading, having the student use details from scattered essays in some sort of connected discourse. An essay or precis may also be called for. On the examination at the end of the first semester there should be at least a short section on mechanics.

## Uniform Examination

In the seventh week of the first semester of the course all students enrolled in regular sections are required to take a departmental examination covering spelling, grammar, sentence structure, and punctuation. The character of the examination and its scope have been set by departmental action, and a detailed outline of what it covers is given in Appendix I of this report. Copies of some examinations which have been given in preceding years are available in the English Office.

Students who fail to pass the examination, together with any members of regular sections who do not take it, are reported at mid-semester as failing in the course. Such students should be required to demonstrate a satisfactory knowledge of mechanics by the end of the semester if they are to receive credit. The



instructor should remember, however, that the uniform examination tests only a few (and those the most elementary) of the skills which English 1 tries to develop, and that there may occasionally be little relation between grades made on it and final grades made in the course.

The uniform examination has several purposes. It should operate as a means of bringing pressure upon average and below-average students who might otherwise neglect mechanical correctness and rely on satisfactory work in other requirements in order to pass. In that part of the course where the work is likely to be least pleasant it should improve the relationship between teacher and student, since it puts the teacher in the position of helping the student prepare for an examination imposed from without. It should insure a reasonable degree of uniformity in the treatment of mechanics in all sections, since it serves both to center the review on the matters with which students have most trouble in their writing and to furnish a stopping place for the review. It should meet the need, frequently felt, for an objective outside judgment of the work of weak students, reinforcing the teacher's own judgment. Finally, it should act indirectly to raise standards of teaching composition in the secondary schools of the state.

For all except the very best freshmen somewhat extended classwork on sentence structure and punctuation is necessary. In general, it is unwise to do much work on terminology and theory; it is advisable, rather, to drill repeatedly on the constructions which generations of English teachers have found students misusing year after year. Rigid, even somewhat dogmatic, standards are helpful, for the freshman is especially troubled when the shifting character of the sands on which he must build is made apparent. Students should be made to understand that the responsibility for preparing for the examination lies in part with them, and that the classroom work is not necessarily sufficient.

### Special Sections for Superior Students

At the beginning of the long session all students who rank in the highest ten per cent on the English or psychological examinations given at entrance are enrolled in special sections. During the first three weeks all teachers of first-semester sections (1af) should watch for evidences of wrong placement, and should report any reasonably clear cases of it to the director of the course. In the second semester the special sections include all students who make A or B in the special sections the first semester and all students who make A in the regular sections. At the first class meeting in the second semester the latter should be sent with a signed statement to the chairman of the department, who will transfer them to special sections. Students who make C or below in the special sections the first semester should also be sent with a signed statement to the chairman of the department, who will transfer them to regular sections.

There are no special sections in spring first-semester freshman English (1as).

The work done in the special sections is much the same as that done in the regular sections. There is about the same amount of theme writing. There is somewhat more reading, and the reading is more varied in type. There is, however, no formal teaching of mechanics, and students in the special sections are excused

from taking the uniform examination in mechanics. Grading should be based on exactly the same standards that are maintained in the regular sections; it should be no more difficult for a student to make A in one kind of section than in the other.

To the superior student the special sections offer special opportunities. It is pretty certain that what freshman English can do for the superior student it can do for him best in sections composed of people of his own kind, where classroom discussion can be kept on his own level, where thorough, intelligent work receives unqualified group approval, where the compensatory ideal of the "gentleman's C" is lacking, and where the instructor feels the stimulation of active, serious minds.

(Special sections are set up also for Business Administration juniors and seniors and pre-Business Administration sophomores with credit for English 1a.-- Special sections are, or may be, set up for foreign students.)

#### Conditioned and Failing Students

No sub-freshman sections of English 1 are provided. A student who makes a low grade on the entrance placement test is allowed to remain in the regular sections. He receives, along with the others, a thorough review in mechanics. If he fails the Uniform Examination, he may still pass the first semester's work by demonstrating to the satisfaction of his teacher that he has made up his deficiency. The teacher may require the student who makes low grades to do special or additional assignments, to be reported on in conference.

At the end of the semester failing students are reported with grades of E, F, or G. E, according to the definition in the University Catalogue, Part V, "General Information," (1940-1941), p. 39, means a failure; F, bad failure, with privilege of continuing the course; G, the same as F, except that the student may not continue the course.

Concerning the grade of E (condition), the above mentioned bulletin, p. 39, gives the following information: "A student may remove a condition in one of three ways: (1) By a second examination, with the understanding that before the condition is removed the student may be required to do additional work. (2) By good work the following semester. In a course continuing beyond one semester, the instructor, at the end of the following semester, may, if in his opinion the circumstances warrant, with the approval of the chairman of the department and the student's dean, raise an E of an earlier semester to D because of good work (at least C grade) done during the following semester. (3) By special work approved by the instructor, the chairman of the department, and the student's dean, the grade becoming D."

Concerning condition examinations the above mentioned bulletin, p. 38, gives this further information: "An examination to remove a course condition, grade of E, may be taken on one of the days appointed for this purpose or with the next class in the same course. It must be taken not more than twelve months after the condition was received, and it must be passed with a grade of at least C. The semester grade then becomes D. A student who fails to pass a condition

examination forfeits thereby both the right to ask for another examination in that subject and the privilege of raising the condition grade as provided under plans 2 and 3 above. He must take that semester's work over to secure credit for it."

The English 1 Committee has prepared a commentary concerning the grade of E:

In English 1 this grade should be given sparingly. The teacher should be careful to state on the grade sheets sent to the English Office his recommendations as to how such conditions as he does report may be removed. The Committee suggests that E may be properly given under the following circumstances:

(1) When a student clearly has a passing grade on all the semester's work except the final examination and has not badly failed this examination, he may be given an E (condition) with the privilege of removing it by a second examination.

(2) When a student has not been able to do passing work in the first semester of the course (1a) and yet has shown such rapid improvement that there would be a strong probability of his making C in the second semester (1b), he may be given E with the understanding that he may thus remove it.

(3) When a student has failed to complete entirely the required work of the course, and the work which he has completed is satisfactory, he may be given an E with the understanding that he may remove it by doing special work approved by the instructor, the grade becoming D. However, if a student who is not on scholastic probation is compelled to delay beyond the end of the semester the completion of the classwork of the semester on account of sickness or other imperative cause, he may petition the dean for permission to delay the work. "If this permission is granted, ... the work may be finished within a year and credit for it given at the discretion of the instructor." (See the bulletin "General Information," op. cit., p. 37.)

Teachers should remember that a semester grade of E cannot be raised to a grade higher than D; that E in English 1b cannot be removed by "good work the following semester," i.e., cannot be removed by a C in a sophomore English course; that an E in 1a which is to be removed by a C in 1b is not automatically removed when the grade of C is reported in 1b. The teacher who gave the E must secure from the chairman of the department a credit card and send him a signed statement to the effect that the student's grade of E in 1a is to be raised to D because of good work (C grade) in 1b.

Furthermore, the Committee recommends that, inasmuch as E no longer carries any credit points, it should not be given as a mild form of F.

### Use of the Library

At the beginning of the year the freshman student should acquire the following information concerning the use of the library:

1. Location of the card catalogue and how to borrow a book or periodical.
2. Location and use of the reference department.

3. Location and use of the periodical, open-shelf, reserve, and popular reading rooms.

In connection with the preparation of a research paper in the second semester the student should acquire information concerning the following:

1. The compilation of a bibliography,
  - a. Means of discovering specific materials.
  - b. Approved forms for bibliographies.
2. Use of footnotes for documentation.
  - a. Conditions under which footnotes are required.
  - b. Approved forms and abbreviations.
3. Locations of special collections.

Much helpful information will be found in the chapter on the use of the library in the handbook.

(Teachers should explain to their students what plagiarism is and warn them against it.)

### Choosing Texts

English 1 texts, both required and optional, are chosen primarily as tools to aid the instructor to teach reading and writing. Even though student interest and the attainment of course objectives are not separable in practice, the latter is basic in the choice of texts. Content and logical organization adaptable to the aims of the course are fundamental requirements; freshness of presentation, interest of material, and good style are also important. Both required and optional texts are desirable for the regular and for the special sections. Required texts for reading are selected to provide practice in the reading and comprehension of fairly difficult contemporary prose on a variety of currently important subjects, -- as well as to stimulate the appreciation of good reading and to provide models of good writing. Sufficient editorial apparatus to facilitate correlation of course objectives in reading and writing is desirable. As English 1 is concerned largely with exposition, the class readings the first semester are in exposition and its varieties, as are a considerable number of those for the second semester. The required texts for writing are those useful for preliminary review of elementary English and for reference in the writing and correction of papers. Easily administered drill materials in mechanics and a clearly arranged and fairly complete handbook are usually considered necessary.

Certain other matters bear upon the choice of texts. The student's expenditure must be kept within reasonable limits. Since no books except those required in all sections of the course carry over into the second semester, books must be chosen which are suitable for one semester's work, without overlapping or other waste of material. The special sections cause variations in the list of texts. Texts for these sections are chosen to conform in general to the aims of English 1 and to the principles governing the choice of books for the regular sections of the course, as well as to fit the requirements of superior students and to replace the elementary subjects and drills of the regular sections.

Near the end of the spring semester the Committee on English 1 makes its recommendations of textbooks for the following year. At the same time all members of the staff are invited to make alternative recommendations. All proposed texts are then placed in the English Office for at least a week before the textbook meeting, in order that everyone may have a chance to examine and discuss the books before voting upon them.

### Teachers' Reports

The Committee on English 1 recommends that at the end of each semester all teachers should make to the director of the course a report of work accomplished during the semester, i. e., a statement of number, type, and length of writing assignments required per student, number of theme conferences held, number of reports on parallel reading required, and amount of material covered in each text that has been used. Blanks for such reports will be supplied by the English Office.

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## Outline of Work by Semesters

### First Semester

1. Elementary library instruction: General information about the use of the library should be given to each class sometime during the first week. (See Use of the Library, pp. 9-10.)

2. Classification of students: During the first three weeks teachers of both regular and special sections should watch for errors in classification among their students. When classification seems doubtful, students should be tested with reference to their ability to do impromptu and prepared composition, their ability to read and think, and their accuracy in mechanics. (See Special Sections, pp. 7-8.)

3. Review of mechanics: During the first six weeks special attention should be given to drills in preparation for the Uniform Examination, although the regular weekly writing assignments are not during this time to be neglected. (See Uniform Examination, pp. 6-7 and Appendix, pp. 14-15.)

4. Composition: Throughout the semester, themes should be for the most part expository. Study of structure in the composition as a whole may be followed by study of details, -- the paragraph, the sentence, and vocabulary. Types of exposition recommended include:

- a) Exposition of a process.
- b) Expository definitions.
- c) Exposition of facts and ideas.
- d) Critical sketches.
- e) Précis writing.
- f) Expository biography and autobiography (preferably for long theme at end of the semester).

Writing assignments should average about 450 words per week. (See Writing Requirements, Marking Themes, Grading Themes, pp. 1-3.)

5. Classroom reading: Textbook materials should be analyzed and discussed in class. Reading assignments may well run parallel with composition assignments and furnish suggestions for theme subjects. (See Reading for Classroom Analysis, p. 1.)

6. Parallel Reading: 1000-1200 pages per semester, preferably representing various literary types, should be required. Reports, oral or written, should come at regular intervals. (See Parallel Reading, p. 5.)

7. Theme Conferences: Four fifteen-minute or six ten-minute conferences should be held with each student individually during the semester. (See Conferences, pp. 3-4)

8. Oral English: Some drill in pronunciation should be given in connection with the study of vocabulary. (See p. 6.)

9. Examinations: The Uniform Examination in the seventh week may, if the teacher wishes, serve also as a mid-semester examination. Mid-semester reports are to be made to the dean for all students deficient or delinquent.

The final examination (three hours) should cover the whole semester's work. Grades are reported to the English Office and to the Registrar's Office. (See Quizzes and Examinations, p. 6.)

## Second Semester

1. Study of handbook: Sections of handbook not previously covered may be assigned. There should be no formal presentation of mechanics; in connection with exercises in theme revision, however, incidental instruction should be given as needed.

2. Composition: Most of the themes in the second semester should be expository. Types of exposition recommended include the following:

- a) Expository argument (informal).
- b) Expository criticism (two or three short themes or one of double the weekly length).
- c) Editorials.
- d) Studies of communities (local color studies).
- e) Informal or personal essays.
- f) Research paper (ca. 1200 words, to be preceded by exercises in gathering and organizing material).

Narrative exercises, including descriptive settings and character sketches, may be assigned. Short story writing, except for a few unusually gifted students, should not be attempted in freshman English.

The total amount of writing should be the same as for the first semester. (See p. 1.)

3. Classroom reading: The greater part of reading for classroom use should again be exposition. Optional materials, however, include short stories, biographies, and three current issues of a magazine. Stories or biographies may be studied as literary types and as media for presenting characters, ideas, and social backgrounds.

4. Library instruction: To be continued in connection with the writing of a research paper. (See pp. 2, 9.)

5. Vocabulary study: Some definite attention to vocabulary and diction should be made a part of the classroom exercises. (See p. 5.)

6. Theme conferences: The same number should be held as in the first semester. (See above.)

7. Parallel reading: The same amount should be required as in the first semester. (See above.)

8. Examinations: (See p. 6.)

## APPENDIX I

## Scope of the Uniform Examination

## A. Spelling

One section of the examination is a spelling test based on the words listed in the adopted text.

## B. Punctuation

A second section tests the student on his mastery of the basic rules of punctuation.

## C. Grammar

The student may be required to recognize the parts of speech in ordinary constructions and to show a satisfactory knowledge of correct usage in the following matters:

## 1. Case:

- a. Constructions involving who and whom, including those in which the relative is the object of a verb or preposition coming later in the clause and those in which the relative is the subject and is separated from its verb by structurally parenthetical clauses like you know.
- b. Constructions involving whoever and whomsoever.
- c. Constructions in elliptical as and than clauses.
- d. Predicate nominative constructions involving personal pronouns.
- e. Possessives modifying gerunds.
- f. Constructions where personal pronouns are parts later than the first in compound objects.
- g. Pronouns used as subjects, objects, and complements of infinitives.
- h. Pronouns used as remote appositives (e.g., Three of us were present, -- John, Henry, and I.)

## 2. Agreement:

- a. Constructions where the subject is separated from its verb by modifiers.
- b. Constructions in which the subject is compound, including those in which it is made up of two or more singular members joined by and and those in which the members are joined by or or nor.
- c. Constructions where the subject follows the verb, including there is constructions.
- d. Constructions where copulative verbs link subjects and predicate nominatives differing in number.
- e. Constructions involving don't and doesn't.
- f. Constructions involving the agreement of subject and verb in relative clauses, as in the sentence He is one of those boys who do.
- g. Constructions involving the agreement of this and that with the nouns they modify.
- h. Constructions where personal pronouns have indefinite pronouns as their antecedents.



## 3. Mode:

Wishes and contrary-to-fact conditions with were.

## 4. Tense:

- a. Common uses of perfect tenses.
- b. Time of the present and perfect participles in relation to that of the verbs of their clauses.
- c. Time of the perfect infinitive in relation to that of the verb of its clause.

## D. Sentence Structure

The student will be required to pass a test on sentence structure based on such matters as the following:

1. Distinction between independent and dependent elements.
2. Distinction between phrases and dependent clauses.
3. Identification of adjectival clauses and phrases, adverbial clauses and phrases, and noun clauses and phrases.
4. Understanding of logical relationships involved in coordination and subordination.
5. Parallelism for constructions joined by pure conjunctions and for other logical coordinates; avoidance of misleading parallelism for constructions not logically coordinate.
6. Clear pronoun reference.
7. Avoidance of modifiers in positions where wrong associations are likely, including avoidance of misplaced modifiers like only, avoidance of "squinting" modifiers, and the like.
8. Avoidance of objectionable split infinitives.
9. Avoidance of "dangling" modifiers.
10. Correct use of correlatives.
11. Avoidance of the forms of independent and adverbial clauses where the form of a noun clause is needed.
12. Avoidance of uncalled-for shifts in voice, mode, tense, person, and number.
13. Logical accord of sentence elements (e.g., avoidance of mixed constructions).

## A P P E N D I X I I

Appendix II, the restricted reading list and the open-shelf reading list, has for convenience been separated from the main report.