Faculty debates writing req.

(Continued from page 11) Smith said the Committee on the Writing Requirement should consider abandoning the use of five and ten page papers submitted to fulfill the requirement, stressing the importance of diagnostic testing, and expanding the cooperative programs of many departments to include satisfying the requirement.

Continued discussion followed concerning the budgetary restrictions of further expansion of the Writing Requirement, and the strong emphasis on full faculty involvement in the new proposal.

Dr. Louise Moulton, Special Assistant to the Provost, commented on the possible changing role of the Humanities Distribution requirement as a result of the CEP's proposed Writing Requirement. Villars responded by pointing out that the Humanities Program is not a remedial program in writing, and that the proposed Writing Requirement is separate from the Humanities Requirement, although there are areas of overlap.

Further discussion concerned the admissions requirements with respect to writing ability, to which Director of Admissions Peter H. Richardson '48 indicated that MIT has required the English or History Achievement tests of freshmen and transfer students for over 20 years.

Editor's Note: The following are excerpts from the CEP's report in the faculty Wednesday: General Guidelines for the Writing Requirement

The basic features of the undergraduate Writing Requirement are early evaluation, a summary of modes of comprising the requirement, and Institute-wide involvement. It is to be satisfied in two stages, broadly characterized as follows:

First Stage:

This stage of the requirement is concerned with basic expository writing competence. The art of writing that should be expected of an educated person. Its purpose is the early diagnostic evaluation of students' writing ability, both to assure a level of writing proficiency adequate for an entering MIT student, and to guide students whose writing is not adequate toward appropriate instruction or other support activities. Students normally complete this stage by the end of their first year at MIT.

Second Stage:

This part of the requirement is designed to engage upperclass students in the more specialized forms of writing that are necessary within their professional disciplines. These experiences are intended to occur over an extended period later in their undergraduate careers, and to extend beyond the writing experiences and coursework provided by the Humanities, Arts, and Social Sciences Requirement. Students satisfy this part of the requirement any time after one year at MIT, but generally not later than the end of the junior year.

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