

# **Report to the Faculty on the Implementation of the Communication Requirement**

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Ver 2.0

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## **1. Introduction**

The CUP Subcommittee on the Communication Requirement (SOCR) and its affiliated Implementation Working Group have been meeting intensely since October to develop the administrative policies and procedures necessary to implement the Communication Requirement. This report describes the progress made in carrying out the charge of the CUP “to oversee and establish policy for the Communication Requirement” and to develop “an implementation plan that outlines the administrative processes for the Communication Requirement.”

While working out the implementation details for the Communication Requirement is a complex undertaking, we are pleased to report that considerable progress has been made, and we believe that we, and the Institute, are on schedule. Although outstanding issues and details remain, we are confident that all procedures necessary to implement the requirement will be in place for the Class of 2005, which will be entering MIT next Fall. SOCR continues to work with the multiple committees and administrative units involved in the implementation of the requirement to iron out procedures and details. Thus, this document should be viewed as a status report, reflecting both how far we have come and the distance remaining to travel.

## **2. Background**

In March 1997, the Committee on the Writing Requirement (CWR) and the Committee on the Undergraduate Program (CUP) brought to the Faculty a proposal for the development of a new requirement that would ensure that instruction and practice in writing and speaking become a regular and substantial part of undergraduate education at MIT. On April 17, 1997, the Faculty affirmed its belief that students should receive instruction and feedback in writing and speaking during each undergraduate year, and that responsibility for teaching these abilities should be distributed across the entire MIT undergraduate curriculum. It then directed the Committee on the Undergraduate Program (CUP) to conduct a series of experiments to inform the design of a new Communication Requirement.

In September 1997, CUP charged an *ad hoc* Subcommittee on the Communication Requirement, co-chaired by Professors Gene Brown and Langley Keyes, to: (1) develop and publish guidelines for curricular experiments by academic units; (2) solicit and review these experiments and pilot programs; (3) report to the CUP by January 2000 on the conclusions it has reached about the efficacy of the activities it has sanctioned; and (4) recommend one or more possible designs of a new Communication Requirement.

After two years of successful collaboration and curricular experiments with the HASS Overview Committee and almost all undergraduate major programs, this *ad hoc* Subcommittee submitted to the CUP a proposal for a new Communication Requirement, which was then reported to the Faculty at the February 2000 meeting.

On March 15, 2000, the MIT Faculty voted to replace the current competency-based Writing Requirement with an instructionally-based and sequenced Communication

Requirement. The new requirement will integrate instruction and practice in writing and speaking throughout the undergraduate curriculum.

Specifically, the Communication Requirement mandates that students pass at least one Communication Intensive (CI) subject by the end of their first year, two CI subjects by the end of their second year, three CI subjects by the end of their third year, and four CI subjects before they receive the SB degree. The requirement will also have the following features:

- CI subjects will require practice in writing and will usually include instruction and practice in both writing and speaking.
- Students will usually take two CI subjects within the HASS Curriculum during their first and second years at the Institute and will take two CI subjects as part of their major program during their upperclass years.
- In their freshman year, students must take a designated expository writing subject as their first CI class unless they display basic competency in expository writing by passing the Freshman Essay Evaluation or its equivalent. Students who do demonstrate competency will have the option of substituting another HASS-CI subject for the expository writing class.

At the March 2000 Faculty Meeting, the Faculty charged the Committee on the Undergraduate Program to manage this new Requirement through a permanent Subcommittee on the Communication Requirement, which was to be created immediately upon the Faculty's approval of the new curriculum. Furthermore, the Faculty charged CUP, through this Subcommittee and an advisory committee on implementation, to present to the Faculty, no later than February 2001, a report that would include but not be limited to the following items:

- making permanent the system for ensuring that students who do not pass the Freshman Evaluation essay (FEE) take expository writing in their first year;
- establishing procedures in the Registrar's Office for flagging students who fall behind the required "one CI subject per year";
- other administrative and enforcement procedures that must be created for the requirement.

In October 2000, the CUP charged the permanent Subcommittee on the Communication Requirement (SOCR). (See Appendix C.2.) In addition to other duties, the CUP charged SOCR to:

- set guidelines for Communication Intensive subjects within departments;
- collaborate with the HASS Overview Committee to establish guidelines for HASS-CI subjects;
- define priorities for instructional support throughout the Institute;
- periodically review and assess the effectiveness of specific CI subjects as well as the overall efficacy of the Communication Requirement and its administration;

- in collaboration with the Working Group appointed by the Chair of SOCR, report to the Faculty by February, 2001, on an implementation plan that outlines the administrative processes for the Communication Requirement.

### **3. Structure of the Requirement**

The Communication Requirement integrates substantial and sequenced instruction and practice in writing and speaking into all four years and across all parts of the undergraduate program. This new emphasis will significantly enhance undergraduate education at MIT and serve as a model for curricular reform at other scientific and technical institutions.

Broadly described, the new Communication Requirement mandates that students take four *Communication Intensive* (CI) classes: two CI classes in the humanities, arts, and social sciences, normally in the freshman and sophomore years, and two CI classes in a student's major department, usually in the junior and senior years.

- The first two CI classes provide students with a strong foundation in writing effective expository and argumentative prose along with instruction in oral presentation. These CI subjects are either stand-alone writing classes focused around a specific topic or specially designated classes in the humanities, arts, and social sciences in which a faculty member and writing tutor work with students in planning, organizing, drafting, and revising a series of sequenced assignments based on course material.
- The second two CI classes or activities are defined by and integral to each student's major program. They teach the specific forms of communication common to the field's professional and academic culture. Students may write in teams, prepare and present oral and visual research reports for different audiences, learn audience analysis and peer review, or go through the experience of proposing, writing, and extensively revising a professional journal article.

(The overall structure of the Communication Requirement is outlined in the draft *Bulletin* copy presented in Appendix G.)

#### **3.1 Guidelines for CI subjects**

- **HASS-CI:** Subjects in the humanities, arts, and social sciences that require substantial instruction and practice in expository writing and the opportunity for oral expression. These subjects will require at least 20 pages of writing divided among 3-5 assignments. Of these 3-5 assignments, at least one should be revised and resubmitted. HASS-CI subjects should further offer students substantial opportunity for oral expression, through presentations, student-led discussion, or class participation.
- **HASS-CI Writing:** Specifically designated subjects that focus on various forms of writing, especially exposition, for first-year students. These subjects emphasize developing students' ability to write clear and effective prose. Students are required to write frequently, to give and receive response to work in progress, to

- improve their writing by revising, to read the work of accomplished writers, and to participate actively in class discussions and workshops.
- **Major CI:** Subjects in major programs that provide instruction and practice in the forms of discourse common to the specific discipline. These subjects integrate substantial instruction and practice in major forms of written, oral, and / or visual communication within the academic or professional discipline along with one or more opportunities for substantial and supervised revision of at least one document or presentation. A student's ability to communicate course material shall constitute a significant portion of a student's overall grade in the class. Degree programs in the Humanities, Arts, and Social Sciences will offer Major CI subjects, distinct from HASS CI subjects, as part of their major curriculum.

### **3.2 Guidelines for CI Component of Major Programs**

Each departmental degree program shall have at least two Major CI subjects. These subjects may be required of all majors, or be restricted electives. In either case, students should be able to complete the degree requirements within the unit and subject limits in Faculty Regulation 2.84, with the Major CI subjects counting against the department program. Beginning with the Class of 2007, at least one of these subjects must include substantial instruction in oral presentation.

### **3.3 Other Policy Concerns**

Two policy issues not considered by the *ad hoc* Subcommittee were the issues of how the Requirement would apply to double degrees, and how the Requirement would be applied to transfer students. These issues are discussed below.

#### **3.3.1 Double Degrees**

The following policy has been adopted by SOCR regarding double degrees. A more complete discussion of the policy can be found in Appendix D.

*A student who desires to receive two bachelor's degrees must pass two HASS-CI subjects, to fulfill the HASS-CI portion of the Communication Requirement. Further, the student must pass CI subjects that fulfill the communications component of each major. Normally, this rule implies that the student will pass four Major CI subjects, that is, two in each major program. However, a Major CI subject may be used to fulfill the communications component of two majors simultaneously if the subject is approved by both departments. To be consistent with MIT policy on double degrees, departments should approve a student's proposed program only if the CI subjects in the program would be acceptable for a single degree.*

#### **3.3.2 Transfer students**

In order to accommodate transfer students under the new Requirement, SOCR has adopted the following policy:

- Transfer students will be required to pass a total of four CI subjects, two HASS-CI subjects and two Major CI subjects. Some of these subjects may be completed through transfer credit.
- The HASS Overview Committee (HOC) will develop guidelines for determining HASS-CI credit for transfer students.
- All transfer students must, during their first year at the Institute, either pass a HASS-CI subject or receive transfer credit for a HASS-CI subject.

### **3.4 Procedure for Collaboration with the COC for Approving CI Subjects**

Working with SOCR, COC has developed a set of guidelines for approving CI subjects. Generally, CI subjects must first be approved by HOC (for HASS-CI and HASS-CI Writing subjects) or by SOCR (for Major CI subjects). See Appendix E for further details.

## **4. Administrative Management of the Requirement**

### **4.1 Enforcement**

One of the concerns of the Faculty expressed at the time of the *ad hoc* Subcommittee's report was how the requirement would be enforced. The requirement is unique among requirements at MIT, in that there are mandatory deadlines for completion of the requirement. To address this concern, the *ad hoc* Subcommittee had proposed that "a student's failure to complete the required number of CI subjects by the end of each academic year shall be considered lack of normal progress toward the SB degree." Essentially, this proposal made the Committee on Academic Performance (CAP) the committee responsible for enforcing students' progress through the requirement. Understandably, the CAP and Faculty found this approach to enforcement unworkable. As a result, the faculty motion accepting the *ad hoc* Subcommittee's *Final Report* specifically excluded this language on enforcement, while accepting the principle that students should be required to take one CI subject per year.

The permanent Subcommittee has therefore been working with CAP and the Registrar to develop effective procedures for enforcement of the requirement. Enforcement of a sequenced requirement is difficult at MIT, in part due to the nature of the registration system, and in part due to the culture of students and advisors regarding registration procedures. The combination of the HASS component of the requirement, which is the same for all students; and a departmental component, which varies by major further complicates enforcement issues.

### **4.1.1 Strategy**

Working with CAP, SOCR has developed the following overall strategy for enforcing the requirement:

**Advising.** In order to keep to a minimum the number of students who fall behind in the requirement, we will use the advising system to encourage compliance. In order to help advisors and students in the advising process, SOCR and its staff, working with the Registrar, will identify students who must register for a CI subject, and notify them and their advisors. In addition, each student's registration form will display a message indicating that he/she must register for a CI subject, when appropriate.

**Credit Limit.** Students in the first year are subject to a credit limit of 57 units in the second term. Any first-year student who is required to take a CI in the second term will be limited to 45 units of non-HASS CI subjects. For this enforcement mechanism to be successful, freshmen should not be allowed to advance to sophomore standing (and therefore have no credit limit) if they have not completed at least one HASS-CI subject.

**Sanctions.** A student who fails to meet the one per year requirement, either through neglect, or by failing CI subjects, will be subject to possible sanctions, the severity of which depends on the number of terms of delinquency and the culpability of the student. These sanctions include:

- Warning letter from SOCR.
- Counseling by SOCR staff, and a requirement that the student submit a completion plan to SOCR and his or her advisor for timely completion of the requirement.
- Required registration in an appropriate CI subject.
- Restrictions on dropping CI subjects.
- Action by the CAP for failure to make progress toward the requirement.

**Continual review of strategy.** In order to achieve the goal of having most (or all) students meet the one subject per year requirement, while using the least severe sanctions possible, SOCR and CUP will continually review and adjust its enforcement policies. SOCR will communicate important changes in its policies to CUP.

Based on this strategy, SOCR and CAP have worked out a draft policy for enforcing the Communication Requirement. (See Appendix F.) This policy still requires final approval from CAP. Note that under this draft policy, the CAP usually will not have direct involvement until a student is two terms behind in the requirement.

## **4.2 Auditing the Requirement**

The Communication Requirement will be audited for a number of purposes:

- To aid students and advisors in determining each student's status regarding the requirement, so that students can make informed decisions at registration time.



- To help SOCR and its staff monitor students' progress, and to take enforcement action as required.
- To allow departments to audit the portion of the requirement related to the major.
- To allow CAP to determine if the requirement has been met for graduation.
- To allow SOCR to gather statistics on student behavior, which will allow for more effective management of the requirement.

To achieve these purposes, the Registrar will modify a number of its processes. In particular, the current auditing system will be modified to audit the HASS-CI component of the new requirement (much as the HASS-D is now audited), as well as the major component of the requirement. The registrar will maintain in its database a table of Major CI subjects that indicates which degree programs accept each subject as a Major CI. Using information about each student's major (or primary major for double degree candidates), the audit strip and WebSIS will show the student's progress in the requirement.

Furthermore, the Registrar will generate reports at specific times each term, which will be used to advise students and advisors, and to initiate enforcement procedures as necessary. Appendix I summarizes the procedures that the Registrar will develop to support the requirement.

To allow the Registrar to audit the major component of the requirement, departments will work with the Registrar's Office to maintain accurate lists of acceptable Major CI subjects. Departments will also be responsible for ensuring that their majors meet the major component of the Communication Requirement.

### **4.3 Communication Resource Center**

The Communication Resource Center should play the role defined for it in the *Report of the CUP Subcommittee* and the Charge of the CUP to SOCR. Specifically, it should focus on the academic and pedagogical aspects of the Requirement by

- supporting the development of CI subjects;
- providing instructional support to subjects throughout the Institute; and
- assessing the writing abilities of entering students.

## **5. Conclusion**

### **5.1 Summary of Current State of Academic Readiness**

In August 2001, the Class of 2005 enters MIT under the Communication Requirement. Most of the class will take the online Freshman Essay Evaluation (FEE) in June and July, and all of the class will have had their writing abilities evaluated before they meet with their advisors during Orientation. As a result of these assessments, a portion of the class (from past experience, approximately 20-25%) will be required to

enroll in one of the designated expository writing subjects (HASS-CI Writing) 21F.222, 21L.010, 21W.730, 21W.731, 21W.732, or an equivalent subject in one of the Special Freshman Programs. The remainder of the class will be required to pass either one of these subjects or another HASS-CI subject during their first two terms at the Institute. Consequently, the most critical needs for implementing the new requirement are ensuring the effective operation of the Freshman Essay Evaluation as a placement mechanism and providing sufficient places in CI subjects for entering first-year students.

### **5.1.1 Freshman Essay Evaluation (FEE)**

Fortunately, the Online Freshman Essay Evaluation is already fully operational. Over seventy percent of the Class of 2004 took the evaluation online, and we expect that most of the Class of the 2005 will take the Online FEE with, at most, 100-150 students taking the make-up evaluation during Orientation. Moreover, the procedures for administering the test, providing students with useful feedback, and for informing students and their advisors of results and options have already been reviewed and refined. (See the *Final Report* Section 2.2 and Appendix G of this report.)

### **5.1.2 HASS-CI Subjects**

Concerns were voiced at both the March 15 meeting of the Faculty and by the CUP that a sufficient number of HASS-CI subjects be in place by Fall 2001 to ensure both that the entering class could fulfill the new requirement and that students have ample choice in their selection of CI subjects. The HASS Overview Committee (HOC) has worked diligently this fall to respond to these concerns by soliciting and reviewing proposals for HASS-CI subjects. Departments and Humanities sections responded enthusiastically in proposing CI subjects, and HOC has given preliminary approval for CI status to 85 subjects for AY 01-02. These subjects, including the five HASS-CI Writing subjects, will provide more than enough capacity to accommodate both first-year students and upperclass students who may wish to enroll in these subjects. (See Table 1) HASS-CI Writing Subjects will have an overall capacity of 666 places, and HASS-D CI subjects will have 1780 places. Furthermore, HASS elective subjects will provide an additional 1,173 places.

## **5.2 Outstanding issues**

This document is a report of a work in progress. The full implementation of the new curriculum will require several years, and several important issues still need to be addressed. Moreover, the Subcommittee believes that the implementation process should be highly adaptive, responding and changing to actual student behavior as well as possible changes in the academic and administrative ecology of the Institute.

### **5.2.1 Assessment**

The CUP charged SOCR to, “[in] consultation with professionals in educational assessment, periodically review and assess the effectiveness of specific CI subjects as well as the overall efficacy of the Communication Requirement and its administration.”

The Subcommittee believes that each department should bear a substantial portion of the responsibility for defining the specific educational objectives for CI subjects within its curriculum and for then assessing how well these objectives are achieved. However, a broader, Institute-based assessment component also needs to be developed. The Subcommittee has just started conversations with assessment professionals on developing these larger assessment protocols.

**Table 1. Summary of HASS-CI Subjects planned for AY 01-02. The table shows the total number of subjects (*i.e.*, unique subject numbers in the *Bulletin*, not sections), and the capacity of those subjects. Some subjects are offered both fall and spring terms, so the total number of subjects offered during the academic year is less than the sum of the number of subjects offered fall and spring term.**

	Fall 2001		Spring 2002		Total AY 2001-02	
	Subjects	Capacity	Subjects	Capacity	Subjects	Capacity
HASS Writing	5	342	5	324	5	666
HASS-D CI	22	1110	15	670	28	1780
HASS-Elective CI without Prerequisites	23	520	18	391	41	911
HASS-Elective CI with Prerequisite	5	90	7	172	12	262
<b>TOTAL</b>	<b>55</b>	<b>2062</b>	<b>45</b>	<b>1557</b>	<b>86</b>	<b>3619</b>

### **5.2.2 Completion of guidelines for Major CI subjects**

The Chair of SOCR has met with eight departments to begin discussions on guidelines for Major CI subjects. Several unresolved issues, such as the minimum number of units necessary for a subject to be designated as CI, have been identified and are still being deliberated by SOCR. SOCR, however, plans to resolve these issues by the middle of February, when it will then publish the final guidelines as part of the Call for Proposals it will send to all units of the Institute that have undergraduate degree programs.

### **5.2.3 Administrative support for the CUP Subcommittee**

Further discussions among the CUP Subcommittee, the Dean for Undergraduate Education, and the Program in Writing and Humanistic Studies are needed to define the exact role and placement of staff support for the Subcommittee.

## **Appendix A. Executive Summary of the Final Report of the CUP Subcommittee on the Communication Requirement.**

The *ad hoc* CUP Subcommittee on the Communication Requirement, co-chaired by Professors Gene Brown and Lang Keyes, presented its final report to the faculty in February 2000. The entire report is available online at:

<http://web.mit.edu/faculty/reports/communication/>

The executive summary of that report is included in this Appendix.

### **Executive Summary**

The development of good writing and speaking abilities is fundamental to the goals of a university education. Clarity, organization, and eloquence in the marshaling of facts and ideas into persuasive arguments have universal value, regardless of a student's choice of career. Today, MIT departments and faculty recognize that these abilities are critical to their educational mission. The professional world is changing. Engineers, humanists, consultants, and scientists all are increasingly called upon to inform and persuade a wide variety of audiences. Consequently, departments are integrating instruction and practice in writing and speaking into their undergraduate major programs.

The current undergraduate Writing Requirement does not adequately support this major curricular change. Because the Writing Requirement is, at best, an inefficient and not very effective mechanism for ensuring minimum competency in writing, it does not adequately instruct undergraduates in the specific conventions of professional writing in their field, nor does it instruct them in the crucial abilities to communicate effectively through oral and visual media.

To provide MIT undergraduates with the skills and abilities necessary for both professional and personal success, we propose that the Faculty fulfill its intention, articulated in April 1997, to replace this competency-based requirement housed in the central administration with an instructionally-based Communication Requirement housed in academic units. The pilot programs and experiments mandated by the Faculty and undertaken by departments during the past two years demonstrate that, with relatively modest additional institutional support, integrating instruction in writing and, eventually, speaking throughout the undergraduate curriculum is feasible. These experiments indicate that, rather than diminishing academic content, this instruction and practice may often enhance it. In addition, these pilot programs offer several models for how to provide such instruction without significantly increasing the workload of regular faculty.

Specifically, we propose that, beginning with first-year students entering the Fall 2001 term, the current Writing Requirement be replaced with a new General Institute Requirement: the Communication Requirement. Just as UROP made *doing research* a regular part of undergraduate experience at the Institute, the Communication

Requirement will make *communicating information* a regular part of undergraduate education at MIT.

**The Communication Requirement** will mandate that students must pass at least one Communication Intensive (CI) subject by the end of their first year, two CI subjects by the end of their second year, three CI subjects by the end of their third year, and four CI subjects before they receive the SB degree.

- CI subjects will require practice in writing and will usually include instruction and practice in both writing and speaking.
- The Communication Requirement should not add additional subjects into an already overly burdened undergraduate curriculum. Consequently, most Communication Intensive subjects will be developed from existing subjects in major programs and within the HASS Curriculum.
- In their freshman year, students must take a designated expository writing subject as their first CI class unless they display basic competency in expository writing by passing the Freshman Essay Evaluation or its equivalent. Students who do demonstrate competency will have the option of substituting another HASS-CI subject for the expository writing class.
- In the sophomore year, all students will take at least one CI subject in HASS.
- In subsequent years, students will normally take two CI subjects in their major program. They may, however, with departmental approval, substitute a CI subject in HASS or another department for one of the two CI subjects in their major.
- Beginning with the Class of 2005, each department will usually offer at least two or more CI subjects as part of its undergraduate major.
- All CI subjects in major programs must provide substantial instruction and practice in writing. Beginning with the Class of 2007, at least one CI subject in each major program must provide substantial instruction and practice in oral presentation.
- A student's failure to pass the required number of CI subjects by the end of each academic year shall be considered lack of normal progress toward the SB degree.  
*[Note: This provision, which was contained in Section 3.8 of the ad hoc Subcommittee's Final report, was rejected by the Faculty. See Appendix B.]*

**Governance.** Departments and other academic units will have wide latitude in defining the writing and speaking activities appropriate for their particular academic and professional cultures. The Communication Requirement will be governed by the Subcommittee on the Communication Requirement, a standing Subcommittee of the Committee on the Undergraduate Program. This body shall act with power in establishing educational policies for the Communication Requirement and will administer and manage the transition from the Writing Requirement.

**Institutional Support.** Academic units are encouraged to develop their own resources and staff for instruction in writing and speaking. However, because this new curriculum must not significantly increase the workload of an already overworked faculty, additional Institute support will be necessary for its successful implementation.

## **Appendix B. Faculty Resolution Adopting the Communication Requirement**

On April 16, 1997, the Faculty endorsed the conclusions of the Committee on the Writing Requirement and directed the Committee on the Undergraduate Program (CUP) to conduct a series of experiments and pilot programs to help in the design of a new Communication Requirement. The CUP has received the report and recommendations of the CUP Subcommittee on the Communication Requirement and now offers the following resolution to the Faculty.

RESOLVED:

The Faculty endorses the general spirit of the recommendations of the CUP Subcommittee on the Communication Requirement. In particular, it is the sense of the Faculty that a Communication Requirement should be included as a part of the General Institute Requirements for all undergraduates. Therefore, we move that:

- a) the Writing Requirement as described in Section 2.84 of *Rules and Regulations of the Faculty* be replaced in the General Institute Requirements by a Communication Requirement, effective with the freshman class entering in the Fall 2001.
- b) the Communication Requirement will consist of four subjects as described in the report of the CUP subcommittee with the exclusion of Section 3.8.
- c) the Chair of the Faculty, together with the chair of the CUP, shall charge and appoint a committee on implementation, which shall report to the Faculty at or before its meeting in February, 2001.
- d) the special Faculty Committee on the Writing Requirement be discharged, effective June 15, 2000. With the administrative support of the current Writing Requirement office, the CUP shall establish a standing subcommittee to oversee the administration of the Writing Requirement for students who entered MIT prior to the Summer 2001. This subcommittee will also provide oversight for the Communication Requirement, beginning with the process of designating Communication Intensive subjects so that an adequate number will be available by September, 2001.

## **Appendix C. Charges to the Subcommittee**

### **C.1 Faculty Charge to the CUP**

The following charge to the CUP appears in the minutes of the March 15, 2000 Faculty Meeting:

The motion was moved and seconded. Prof. Lerman explained that the substitute motion called for CUP to develop a plan for the implementation of the Communication Requirement and to report back to the Faculty by February 2001. The CUP has been charged with the following:

- Immediately upon approval of the new motion a subcommittee of the CUP will be created along the lines suggested in the report of the Subcommittee on the Communication Requirement. This will be a standing committee of the CUP. This subcommittee, utilizing the current administrative structure supporting the current Writing Requirement, will manage the phasing out of that requirement. This subcommittee will exercise long-term oversight of the new requirement.
- The process for approving communications intensive subjects will begin immediately. The specific criteria for designation of HASS-CI courses will be established by a CUP subcommittee in collaboration with the HASS Oversight Committee.
- For the purposes of planning the implementation of the new requirement, the CUP will also form an advisory committee that will include the permanent subcommittee augmented by faculty, staff and students from the Committee on Academic Performance (CAP), the Committee on Curricula (COC), the Current Committee on the Writing Requirement, the Registrar, the HASS Oversight Committee (HOC), and others who need to be involved in planning the administrative processes for implementing the new Communication Requirement. This group will work to develop a report to the faculty for approval first by the standing subcommittee of the CUP and by CUP as a whole. This report will include, but not be limited to, a description of the administrative processes for the following:
  - making permanent the system for ensuring that students who do not pass the Freshman Evaluation essay (FEE) take expository writing in their first year;
  - establishing procedures in the Registrar's Office for flagging students who fall behind the required "one CI subject per year";
  - other administrative and enforcement procedures that must be created for the requirement to function smoothly.
- This report will be completed on or before the February 2001 meeting of the faculty.

## **C.2 Charge to SOCR from the CUP**

### Committee on the Undergraduate Program

#### **Charge to the Subcommittee on the Communication Requirement**

October 10, 2000

#### Membership:

Steven Hall (Chair)  
Lotte Bailyn (Management)  
Vernon Ingram (Biology)  
Langley Keyes (Architecture and Planning)  
Kenneth Manning (Humanities, Arts, and Social Sciences)  
James Paradis (ex officio)  
Rose Radin '02  
Robert Redwine (ex officio)  
Kimberly Richards '02

#### Background

At the March, 2000, Faculty Meeting, the Faculty voted to implement a Communication Requirement effective with the freshman class entering in Fall 2001. The resolution directed the CUP to establish a permanent subcommittee to oversee the administration of the Writing Requirement for students who entered MIT prior to the summer of 2001 and to provide oversight for the new Communication Requirement. In addition, because questions were raised about the implementation and monitoring of the new requirement, the Chair of the Faculty and the Chair of CUP were directed to charge and appoint a working group to assist the subcommittee in developing an implementation plan.

#### Charge to the Subcommittee

The Subcommittee on the Communication Requirement will be a permanent subcommittee of the CUP. The primary responsibility of the CUP Subcommittee on the Communication Requirement will be to oversee and establish policy for the Communication Requirement. It shall consist of five Faculty members, one from each of the Schools of the Institute, two undergraduate student members, and the following ex officio members or their designated representatives: the Dean for Undergraduate Education and the Head of the Program in Writing and Humanistic Studies. Guest members – e.g., the Chair of the HASS Overview Committee and the Coordinator for the Program in English as a Second Language – may be invited to attend meetings as appropriate. The subcommittee will be staffed using the administrative resources in the current Writing Requirement office. The Chair of the Subcommittee and its members shall be appointed by the Chair of the CUP in consultation with the Chair of the Faculty.



Subject to final review by the CUP, the Subcommittee shall act with power to

- 1) Set general guidelines for Communication Intensive (CI) subjects within departments, and designate CI subjects in each undergraduate major program;
- 2) Collaborate with the HASS Overview Committee to establish guidelines for HASS-CI subjects;
- 3) Oversee the evaluation of the writing abilities of entering undergraduates and establish the standards to exempt students who display competency in expository writing from being required to enroll in designated writing subjects during their first year at the Institute;
- 4) Define priorities for instructional support of CI subjects throughout the Institute, and collaborate with the Program in Writing and Humanistic Studies to provide oversight for the Communication Resource Center;
- 5) In consultation with professionals in educational assessment, periodically review and assess the effectiveness of specific CI subjects as well as the overall efficacy of the Communication Requirement and its administration. (An outline of the terms of the assessment activities is contained in an appendix to this charge.)

In addition, the Subcommittee will undertake the following interim responsibilities related to the transition from one requirement to another:

- 6) Perform all of the functions of the Committee on the Writing Requirement in overseeing the administration of the Writing Requirement for students entering the Institute prior to the summer of 2001;
- 7) Administer and manage the transition from the existing Writing Requirement to the Communication Requirement;
- 8) In collaboration with a working group appointed by the Chair of the CUP, report to the Faculty by February, 2001, on an implementation plan that outlines the administrative processes for the Communication Requirement.

#### Working Group

Because significant questions were raised at the Faculty Meeting in March, 2000, regarding implementation and tracking the new requirement, a Working Group will be created to assist the COCR on administrative issues. The charge to the Working Group follows in the subsequent section.

The Working Group will be a resource to the COCR and provide guidance to the Faculty on the implementation of the requirement. Its formal activities will cease after the transition to the new requirement is completed.

## Appendix C.2.A

### Committee on the Undergraduate Program

#### **Charge to the Working Group on the Implementation of the Communication Requirement**

##### Background

At the March, 2000, Faculty Meeting, the Faculty voted to implement a Communication Requirement effective with the freshman class entering in Fall 2001. The resolution directed the CUP to establish a permanent subcommittee to oversee the administration of the Writing Requirement for students who entered MIT prior to the summer of 2001 and to provide oversight for the new Communication Requirement. In addition, because questions were raised about the implementation and monitoring of the new requirement, the Chair of the Faculty and the Chair of CUP were directed to charge and appoint a Working Group to assist the subcommittee in developing an implementation plan.

##### Charge to the Working Group

The primary responsibility of the Working Group on the Implementation of the Communication Requirement is to assist the Subcommittee on the Communication Requirement in developing a plan to implement the requirement in an effective and timely fashion.

The Working Group shall consist of faculty and staff from the Committee on Academic Performance, the Committee on Curricula, the Registrar's Office, the HASS Overview Committee, and others whom the Chair of the Subcommittee on the Communication Requirement shall appoint. The Working Group shall include those who need to be involved in planning the administrative processes for implementing the new Communication Requirement and shall be chaired by the Chair of the Subcommittee or his designate. The group will work in collaboration with the Subcommittee to develop a report on implementation which, once approved by the permanent subcommittee and by CUP, will be presented at the February, 2001, Faculty meeting. This report will include, but not be limited to, a description of the administrative processes and resource requirements for the following:

- 1) Making permanent the system for ensuring that students who do not pass the Freshman Essay Evaluation (FEE) take expository writing in their first year;
- 2) Drafting procedures that ensure student compliance with the terms of the new Communication Requirement: e.g., establishing the role of the Registrar's Office and other appropriate offices in tracking student progress, in flagging students who have not met the terms of the requirement, in dealing with students who have fallen behind, etc.

- 3) Other administrative and enforcement procedures that must be created for the requirement to function smoothly, including the review of student petitions for deviations from the requirement; and policies and practices to address changes of major, readmitted students, and transfer credit.

The recommendations of the Subcommittee and the Working Group should be presented to the CUP at its January, 2001 meeting.

## Appendix C.2.B

### CUP Subcommittee on the Communication Requirement

#### **Outline of Assessment Expectations**

- 1) During the first year, the Subcommittee, working closely with MIT educational assessment professionals, will develop a plan for evaluation of the Communication Requirement. The assessment strategy should focus on developing an ongoing evaluation of all the classes identified as satisfying a portion of the Requirement.

Additionally, the plan should provide for evaluation of all other aspects of the Requirement as well: administration, testing, record keeping, the role of the Registrar's Office and other offices providing administrative support to the Requirement.

- 2) The first round of evaluation is to take place after a class has been taught for an initial two years. Thereafter, the classes should be evaluated every four years in accordance with the assessment plan.
- 3) When a class does not satisfy the goals of the Communication Requirement as established in the assessment plan, resources will be made available to work with the instructor of the class in order to make it pedagogically successful.

## **Appendix D. Policy on Double Degree Candidates**

The Communication Requirement for a single major consists of two HASS-CI subjects, and two CI subjects within the major, for a total of four CI subjects. The original *ad hoc* Subcommittee did not consider how the Requirement would apply to double degree candidates. At issue is whether a double degree candidate must take the four Major CI subjects, that is, two in each major; or only two from among those four.

The *MIT Bulletin* states that:

A student pursuing a bachelor's degree may earn a second S.B. by satisfying the requirements of the second department and completing 90 credit units in addition to the requirements for the first degree. This means that in the combined program, the student must complete at least 270 units beyond the 17-subject General Institute Requirements (GIRs)... The student's plan for completing both degrees must be outlined in a petition to the Committee on Curricula (COC)...

The petition must be approved by both departments. Both faculty advisors should take responsibility for examining the entire program in the same way as they would for a candidate for a single S.B. degree.

It can be argued that, because the Communication Requirement is a GIR, that a double degree candidate need take only two Major CI subjects. Alternatively, one can argue that the two Major CIs are part of the major program, and therefore that a double degree candidate would need to take four Major CI subjects.

The *Final Report of the CUP Subcommittee on the Communication Requirement* includes the following descriptions of the major (departmental) component of the Requirement:

- The departmental component of the Communication Requirement will educate students in methods of communications appropriate to their disciplines. It is up to Departments to decide how best to incorporate the requirement into each major program.
- Departments and other academic units will have wide latitude in defining the writing and speaking activities appropriate for their particular academic and professional cultures.
- Departments will design their undergraduate degree programs so that students will take at least two CI subjects within their major program. Undergraduate degree programs have the option of designating CI subjects in other departments as a CI subject in their major if these subjects are educationally coherent with the objectives of the major curriculum. One CI subject must be a subject within the department.

Although not specifically addressed in the *Final Report*, the intent of the report is clear: that each student should receive instruction in writing and speaking appropriate to his or her major. Therefore, we will adopt the following policy for double degree candidates that is consistent both with the intent of the CUP Subcommittee's *Final Report* and with general Institute policy on double degrees:

*A student who desires to receive two bachelor's degrees must pass two HASS-CI subjects, to fulfill the HASS-CI portion of the Communication Requirement. Further, the student must pass CI subjects that fulfill the communications component of each major. Normally, this rule implies that the student will pass four Major CI subjects, that is, two in each major program. However, a Major CI subject may be used to fulfill the communications component of two majors simultaneously if the subject is approved by both departments. To be consistent with MIT policy on double degrees, departments should approve a student's proposed program only if the CI subjects in the program would be acceptable for a single major.*

## **Appendix E. COC Guidelines for Reviewing Communication Intensive Subjects**

### **General Guidelines**

Communication Intensive subjects are designated as HASS CI, HASS CI Writing, or Major CI. COC, the Subcommittee on the Communication Requirement (SOCR), and the HASS Overview Committee (HOC) will work jointly to develop criteria for reviewing proposals for CI subjects that take into account issues such as grading policy, unit distribution, the communication instruction component, and the availability of resources for CI instruction. COC recommends that CI subjects should include a brief phrase conveying the way that instruction in communication will be accomplished. While SOCR and HOC are the first reviewers of proposals for Communication-Intensive subjects, COC has final approval of subjects and their integration into the departmental program.

### **HASS-CI and HASS CI Writing subjects**

Subjects being proposed for HASS-CI and HASS CI Writing status are first reviewed by HOC. HOC sets and communicates to departments a deadline for submitting changes to HASS-CI and HASS CI Writing subjects that falls well before early January, when COC reviews subject changes. COC looks to HOC for guidance on these subjects in much the same way as it looks to HOC for guidance with HASS-D subjects. Proposed revisions or cancellations of these subjects must also be reviewed by HOC before COC reviews them.

HOC also considers, on a case-by-case basis, proposals submitted by departments not in the School of Humanities, Arts, and Social Sciences that wish to offer HASS-CI and HASS CI Writing subjects.

Once HOC has reviewed the HASS-CI and HASS CI Writing subjects, HOC communicates its approval of new, revised, or cancelled HASS-CI and HASS CI Writing subjects to COC by list or memo.

As stated in the *Final Report of the CUP Subcommittee on the Communication Requirement*, HOC periodically reviews existing HASS CI subjects in a manner similar to that of its review of HASS-D subjects. If a subject's HASS-CI status is revoked, HOC will communicate this information to COC in a timely manner.

### **Major CI subjects**

SOCR sets and communicates to departments a deadline that falls well before early January, when COC reviews subject and curricular changes. Departments submit all proposals to create, revise, or cancel Major CI subjects, as well as proposed revisions of undergraduate curricula that affect the Major CIs, to SOCR and COC. Once SOCR has reviewed these changes, the committee communicates its approval to COC by list or memo.

If a subject being proposed as a Major CI has already been approved for a General Institute Requirement (e.g., Institute Lab or REST), COC ensures that the subject meets the criteria for the Institute Requirement, and relies on SOCR to ensure that the subject meets the criteria for the Communication Requirement.

### **Major CIs in Undergraduate Curricula**

As stated in the *Final Report of the CUP Subcommittee on the Communication Requirement*, “departments will design their undergraduate programs so that students will be required to take at least two CI subjects within their major programs.” (p. 12) SOCR is responsible for ensuring that each departmental program includes at least two Major CIs, and that they are scheduled in the departmental program so that students generally take one in the sophomore or junior year and one in the senior year. Departments can also allow students to substitute a third HASS-CI or Major CI from another department. Departments must ensure that undesignated degree programs include a Major CI component.

If COC receives changes to undergraduate curricula that affect the Communication Requirement, it refers them to SOCR for review.

### **Petitions**

Students petition SOCR for all actions related to the Communication Requirement, including requests to waive the requirement. If SOCR acts on a petition to waive the requirement, it is forwarded to COC for approval. COC has final approval power on all substitutions to the General Institute Requirements.

A student petitioning for two S.B. degrees must outline a plan, in consultation with the departmental registration officer of both departments, that ensures that the student will fulfill the Major CI component of both degrees. Departments can designate Major CI subjects that are not part of their departmental requirements that are acceptable as substitutions.

## **Appendix F. CAP Policies on Enforcement of the Communication Requirement**

The following policies will be implemented by SOCR and CAP to enforce the timely completion of the Communication Requirement. As structured, CAP's involvement would occur only at Step 6 or 7, and usually only at Step 7; earlier enforcement actions would be administered by SOCR and its staff.

1. Informational material will be distributed to all freshmen and advisors describing the Communication Requirement.
2. For each term in which a student is required to take a CI subject, the registration form will have a notation indicating that registration is required in the current term.
3. Students may receive HASS-CI credit for at most one subject per term.
4. Second term freshmen who are required to take a HASS-CI will be identified after drop date of the first term, and an e-mail or letter will be sent to remind them that they are required to take a HASS-CI subject. After they pre-register for the second term, their registration will be checked. Students who fail to pre-register for a HASS-CI will be contacted again.
5. Second-term freshmen who need a HASS-CI will be under a modified credit limit of 12 HASS-CI units, plus 45 other units. This credit limit will be checked by the registrar within three days of registration day, and students who do not meet these credit limits will be immediately contacted to correct their registration. Students who fail to correct their registration will have their registration adjusted to meet the credit limit.
6. A student who falls one term behind in the CI requirement will be sent a warning letter from SOCR. These students will be required to submit an acceptable completion plan for the Communication Requirement to SOCR. Students will be expected to adhere to the plan, except by petition. When appropriate, CAP may also impose a credit unit limit until the deficiency is remedied.
7. Students who fall two terms behind in the CI requirement will be subject to action by the CAP. The appropriate disciplinary action will be decided by the CAP, but could include mandatory registration, credit unit limits, or required withdrawal. The SOCR will work with the CAP to fashion policies and act on specific cases, as appropriate.



## **Appendix G. Copy for the *MIT Bulletin***

### **The Communication Requirement (for undergraduates first entering MIT in the Summer of 2001 or later).**

MIT faculty and departments recognize that students in any field should learn to write prose that is clear, organized, and eloquent, and to marshal facts and ideas into convincing written and oral presentations. Engineers, humanists, consultants, and scientists all are increasingly called upon to inform and persuade a wide variety of audiences. Consequently, MIT has established the Communication Requirement to make the development of effective writing and speaking abilities an integral part of undergraduate education at the Institute. The Communication Requirement ensures that all students receive substantial instruction and practice in both general expository writing and speaking, and in the forms of discourse common to their professional fields.

The Communication Requirement consists of four Communication Intensive (CI) subjects sequenced throughout a student's undergraduate career. Each student takes two CI subjects in the Humanities, Arts, and Social Sciences (HASS-CI), and two CI subjects within the student's major program. (Students majoring in HASS programs will take two HASS-CI subjects and two Major CI subjects within HASS.) Usually, students will take one CI subject each undergraduate year: one HASS-CI subject that focuses on general expository writing and speaking skills in each of their first two years at MIT, and two CI subjects within a student's major program during his or her junior and senior years. (Students completing double degrees may be required to take up to six CI subjects.) Only one HASS-CI subject per term may be counted toward completion of the Communication Requirement. (This restriction, however, does not apply to CI subjects in a student's major program.)

The general structure of the Requirement and the HASS-CI component are described below and in the section of the *Bulletin* on the HASS Requirement. Specific descriptions of the CI component of each undergraduate degree program will appear in the 2002-2003 *Bulletin*.

**First year.** All students must have passed one HASS-CI subject by the end of their second term at the Institute. Before entering the Institute, all students will take the Freshman Essay Evaluation (FEE). Students who pass the FEE, or who receive a score of 5 on either the Advanced Placement Language and Composition Test or the Advanced Placement Literature and Composition Test, have the option of taking any HASS-CI subject, including specially designated expository writing subjects. All other students must take one of the designated expository writing subjects as their first CI subject, and may not take another subject as a HASS-CI Subject until they pass the expository writing subject. Students who do not pass their first HASS-CI subject in their first term at MIT are limited to 45 units in addition to an appropriate HASS-CI subject, and may not advance to sophomore standing in their second term.

**Second year.** Students must have passed at least two CI subjects by the end of their fourth term at the Institute, and should have passed two HASS-CI subjects.

**Third year.** A student must have passed at least three CI subjects, including two HASS-CI subjects, by the end of their sixth term.

**Before receiving an SB degree.** A student must have passed two HASS-CI subjects and two CI subjects within the specific degree program.

**Double Degrees.** A student who desires to receive two bachelor's degrees must pass two HASS-CI subjects, to fulfill the HASS-CI portion of the Communication Requirement. Further, the student must pass CI subjects that fulfill the communications component of each major. Normally, this rule implies that the student will pass four Major CI subjects, that is, two in each major program. However, a Major CI subject may be used to fulfill the communications component of two majors simultaneously if the subject is approved by both departments. To be consistent with MIT policy on double degrees, departments should approve a student's proposed program only if the CI subjects in the program would be acceptable for a single degree.

## **Appendix H. List of HASS-CI Subjects Approved by HOC for Academic Year 2001-2002**

The subjects listed below have received preliminary approval by the HASS Overview Committee as HASS-CI subjects.

**11.016J The City (4.211J)**

HASS-CI  
Spring 2002  
Anne Spirn

**11.020 Poverty, Public Policy and  
Controversy**

HASS-D, HASS-CI  
Fall 2001  
Martin Rein

**17.203J Fundamental of Public Policy  
(11.002J)**

HASS, HASS-CI  
Fall 2001  
Stephen Meyer

**17.241 Introduction to the American Political  
Process**

HASS-D, HASS-CI  
Fall 2001, Spring 2002  
Stephen Ansolabehere (F-01), Brandice Canes-  
Wrone (S-02)

**17.245 The Supreme Court, Civil Liberties,  
and Civil Rights**

HASS, HASS-CI  
Spring 2002  
Margaret Burnham

**17.301J Science, Technology, and Public  
Policy (STS.082J)**

HASS, HASS-CI  
Fall 2001  
Kenneth Oye

**17.319 Environmental Politics and Policy**

HASS-D, HASS-CI  
Spring 2002  
Stephen Meyer

**17.403 American Foreign Policy: Past,  
Present and Future**

HASS-D, HASS-CI  
Fall 2001  
Stephen Van Evera

**17.471 American National Security Policy**

HASS, HASS-CI  
Fall 2001  
Stephen Meyer

**21A.218 Identity and Difference**

HASS, HASS-CI  
Fall 2001  
Susan Silbey

**21A.219 Law and Society**

HASS, HASS-CI  
Spring 2002  
Susan Silbey

**21A.231J Gender, Sexuality, and Society**

(SP.455J)  
HASS, HASS-CI  
Spring 2002  
Jean Jackson

**21F.018 Bilingualism: Language, Culture and  
Experience**

HASS, HASS-CI  
Spring 2002  
Margery Resnick, Suzanne Flynn

**21F.022J International Women's Voices**

(SP.431J)  
HASS-D, HASS-CI  
Spring 2002  
Margery Resnick

**21F.028J Sex Roles in Fiction: Europe and  
Latin America (SP.432J)**

HASS, HASS-CI  
Fall 2001  
Margery Resnick

**21F.033 Don Quixote: True, False, and In-  
Between during the Spanish Inquisition**

HASS, HASS-CI  
Fall 2001  
TBD

**21F.050J French Literature in Translation**

(21L.490J)  
HASS, HASS-CI  
Spring 2002  
E. B. Turk

**21F.051 Topics in French Film: Truffaut and Resnais: Two New Wave Directors**

HASS, HASS-CI  
Spring 2002  
E. B. Turk

**21F.052 French Film Classics**

HASS, HASS-CI  
Spring 2002  
Edward Baron Turk

**21F.054J Women's Memoirs: Lives & Words**

SP.446J  
HASS, HASS-CI  
Fall 2001  
I. de Courtivron

**21F.055 Dreams, Visions, and Nightmares: German Cinema 1918-1945**

HASS, HASS-CI  
Spring 2002  
Bernd Widdig

**21F.056 Visual Histories: German Cinema 1945 to Present**

HASS, HASS-CI  
Spring 2002  
Bernd Widdig

**21F.058J Modern German Novels in Translation (21L.491J)**

HASS, HASS-CI  
Fall 2001  
Bernd Widdig

**21F.064 Introduction to Japanese Culture**

HASS, HASS-CI  
Fall 2001  
Shigeru Miyagawa

**21F.066 Japan in Real Time**

HASS, HASS-CI  
Spring 2002  
Shigeru Miyagawa

**21F.080 Masterpieces of Hispanic Culture**

HASS, HASS-CI  
Fall 2001  
Elizabeth Garrels

**21F.082 Contemporary US Hispanic Literature and Film**

HASS, HASS-CI  
Fall 2001  
Nicolas Wey-Gomez

**21F.084J Introduction to Latin American Studies (17.541J, 21A.224J)**

HASS-D, HASS-CI  
Spring 2002  
Chappell Lawson

**21F.222 Expository Writing for Bilingual Students**

HASS, HASS-CI  
Spring 2002  
Patricia Brennecke

**21F.226 Advanced ESL Workshop in Writing for Science and Engineering**

HASS, HASS-CI  
Fall 2001  
Jane Dunphy

**21F.228 ESL Workshop in Writing for Architecture and the Social Sciences**

HASS, HASS-CI  
Spring 2002  
Mary Christie

**21H.102 The Emergence of Modern America - 1865-Present**

HASS-D, HASS-CI  
Spring 2002  
Heather Cox Richardson

**21H.104J Riots, Strikes, and Conspiracies (11.015J)**

HASS-D, HASS-CI  
Fall 2001  
Pauline Maier, Robert Fogelson

**21H.105 American Classics**

HASS-D, HASS-CI  
Spring 2002  
Pauline Maier, Heather Cox Richardson

**21H.315 Writing the History of Modern Europe**

HASS, HASS-CI  
Spring 2002  
Harriet Ritvo, Anne McCants

**21H.342 The Royal Family**

HASS, HASS-CI  
Spring 2002  
Harriet Ritvo

**21H.416J Medieval Economic History in Comparative Perspective (14.70J)**

HASS-D, HASS-CI  
Spring 2002  
Anne McCants

**21H.615 Twentieth-Century Middle East**

HASS, HASS-CI Spring 2001  
Mona Russell

**21H.802 Modern Latin America, 1808-Present**

HASS, HASS-CI  
Spring 2002  
Jeff Ravel

**21L.001 Foundations of Western Culture I: Homer to Dante**

HASS-D, HASS-CI  
Fall 2001, Spring 2002  
James Buzard (F-01), TBD (S-02)

**21L.002 Foundations of Western Culture II**

HASS-D, HASS-CI  
Fall 2001  
Mary Fuller

**21L.003 Introduction to Fiction**

HASS-D, HASS-CI  
Fall 2001, Spring 2002  
Ruth Perry, Wyn Kelley (F-01, S-02)

**21L.004 Major Poets**

HASS-D, HASS-CI  
Fall 2001, Spring 2002  
John Hildebidle (F-01, S-02)

**21L.005 Introduction to Drama**

HASS-D, HASS-CI  
Fall 2001  
Diana Henderson

**21L.006 American Literature**

HASS-D, HASS-CI  
Fall 2001  
Christina Klein

**21L.007J After Columbus: Literatures of Exploration, Exile and Cultural Contact**

(21F.020J)  
HASS-D, HASS-CI  
Fall 2001  
Mary Fuller

**21L.010J Writing About Literature**

(21W.734J)  
HASS, HASS-CI  
Fall 2001, Spring 2002  
Wyn Kelley (F-01), TBD (S-02)

**21L.011 The Film Experience**

HASS-D, HASS-CI  
Fall 2001, Spring 2002  
David Thorburn (F-01, S-02)

**21L.012 Forms of Western Narrative**

HASS-D, HASS-CI  
Fall 2001  
David Thorburn

**21L.015 Introduction to Media Studies**

HASS-D, HASS-CI  
Fall 2001  
William Uricchio

**21L.421 Comedy**

HASS-D, HASS-CI  
Fall 2001  
TBD

**21L.445J Forms of Desire: Lesbian and Gay Literature (SP.436J)**

HASS, HASS-CI  
Fall 2001  
James Cain

**21L.448J Darwin & Design (21W.739J)**

HASS-D, HASS-CI  
Fall 2001  
James Paradis

**21L.455 Classical Literature**

HASS, HASS-CI  
Fall 2001  
James Cain

**21L.460 Medieval Literature**

HASS, HASS-CI  
Fall 2001

**21L.463 Renaissance Literature**

HASS, HASS-CI  
Spring 2002  
Shankar Raman

**21L.470 Eighteenth Century Literature**

HASS, HASS-CI  
Fall 2001  
Ruth Perry

**21L.472 Major European Novels**

HASS, HASS-CI  
Fall 2001  
Alvin Kibel

**21L.486 Twentieth-Century Drama**

HASS, HASS-CI  
Fall 2001  
Diana Henderson

**21L.501 The American Novel**

HASS, HASS-CI  
Fall 2001  
Wyn Kelley

**21M.011 Introduction to Western Music**

HASS-D, HASS-CI  
Fall 2001, Spring 2002  
George Ruckert (F-01), TBD (S-02)

**21M.201 Western Music to 1750**

HASS, HASS-CI  
Fall 2001  
Martin Marks

**21M.230 Vivaldi, Bach and Handel**

HASS, HASS-CI  
Fall 2001  
Lowell Lindgren

**21M.240 Haydn, Mozart and Beethoven**

HASS, HASS-CI  
Spring 2002  
Lowell Lindgren

**21M.252 Song**

HASS, HASS-CI  
Fall 2001  
Ellen Harris

**21M.273 Operas of Mozart, Wagner and Verdi**

HASS, HASS-CI  
Spring 2002  
Martin Marks

**21M.655 Script Analysis**

HASS, HASS-CI  
Fall 2001  
M. Ouellette

**21W.730 Expository Writing**

HASS, HASS-CI  
Fall 2001, Spring 2002  
Victor Burg, Andrea Walsh, Janis Melvold (F-01), TBD (S-02)

**21W.731 Writing and Experience**

HASS, HASS-CI  
Fall 2001, Spring 2002  
William Corbett (F-01), TBD (S-02)

**21W.732 Introduction to Technical Communication**

HASS, HASS-CI  
Fall 2001, Spring 2002  
Andrea McKenzie (F-01), TBD (S-02)

**21W.735 Writing and Reading the Essay**

HASS-D, HASS-CI  
Fall 2001, Spring 2002  
Ken Manning, Rebecca Faery (F-01), TBD (S-02)

**21W.740 Writing Biography and Autobiography**

HASS, HASS-CI  
Fall 2001  
Cynthia Wolff

**21W.742 Writing about Racial Issues**

HASS, HASS-CI  
Spring 2002  
Roger House

**21W.745 Advanced Essay Workshop**

HASS, HASS-CI  
Spring 2002  
Susanne Klingenstein

**21W.747 Rhetoric**

HASS-D, HASS-CI  
Fall 2001, Spring 2002  
Steven Strang (F-01), S-02)

**21W.777 The Science Essay**

HASS, HASS-CI  
Fall 2001  
Robert Kanigel

**21W.778 Science Journalism**

HASS, HASS-CI  
Spring 2002  
Robert Kanigel

**21W.779 Research for Writers and Journalists**

HASS, HASS-CI  
Fall 2001  
Robert Kanigel

**21W.780 Communicating in Technical Organizations**

HASS, HASS-CI  
Fall 2001, Spring 2002  
Chris Sawyer-Laucanno (F-01, S-02)

**24.00 Problems of Philosophy**

HASS-D, HASS-CI  
Fall 2001, Spring 2002  
TBD (F-01), TBD (S-02)

**24.02 What is the Best Way to Live?**

HASS-D, HASS-CI  
Fall 2001  
Ralph Wedgwood

**24.04J Justice (17.115J)**

HASS-D, HASS-CI  
Fall 2001  
Joshua Cohen

**24.202 Modern Philosophy**

HASS, HASS-CI  
Spring 2002  
Ned Hall

**STS.047 Medicine, Healthcare, and Society**

HASS, HASS-CI  
Fall 2001  
Evelynn Hammonds

## **Appendix I. Registrar Procedures**

This Appendix summarizes the procedures that the registrar will use to aid SOCR in the implementation of the Communication Requirement. The procedures summarized below are provisional, although most of the material in this Appendix has been provided by the Registrar's Office. The procedures will be further defined and modified this Spring through a continuing dialogue between the Registrar's Office and SOCR.

### **I.1 Registrar's Assumptions**

- All CI subjects have been identified to the Registrar's Office in the Catalogue process cycle. This includes HASS-CIs, HASS-CI WRITINGS, and Major CIs. These subjects must be designated for the full academic year, and not term by term. Joint subjects must have all of their components designated CI. When departments indicate Major CIs that are part of their departmental program, they may also include subject(s) that they will accept as Major CIs from outside of the department.
- CI subjects taken on Junior/Senior Pass/Fail may not be used to fulfill the Communication Requirement.

### **I.2 Actions Required by Registrar's Office**

<b>Event</b>	<b>Action</b>	<b>Result</b>
1. Student takes FEE and gets subject required (must take one HASS-CI WRITING , then one HASS-CI).	As has been done by Writing Requirement Office, FEE process owner reports results of FEE to student and advisor, and advises student to take a specific HASS-CI WRITING . Student gets "subject required" flag and FEE process owner loads report to WebSIS. Registrar's Office loads to MITSIS the list of students who took the FEE and passed or did not pass.  Registrar's Office sets up audit for students who must take HASS-CI WRITING and HASS-CI differently from those who must take 2 HASS-CIs.	Student registers for HASS-CI WRITING .



<p>2. Student required to take HASS-CI WRITING takes HASS-CI before HASS-CI WRITING .</p>	<p>Registrar’s Office supplies SOCR with list of students who are taking HASS-CI before HASS-CI WRITING . Registrar’s Office excludes the HASS-CI attribute.</p>	<p>Student does not get HASS-CI credit for first subject taken.</p>
<p>3. First-year student does not take CI subject in fall term.</p>	<p>After drop date of fall term, Registrar’s Office generates two reports identifying these students, one for students required to take HASS-CI WRITING and one for all other students.</p> <p>Registrar’s office then runs similar reports after preregistration and immediately after Registration Day</p>	<p>For students not required to take HASS-CI WRITING subject notice appears on registration form stating that student must take HASS-CI subject that term. Otherwise, notice will state that student is required to take HASS-CI WRITING .</p>
<p>4. First-year student does not take appropriate CI subject first term and does not enroll in subject second term.</p>	<p>Immediately after add date, Registrar’s office runs a report identifying these students along with the total number of enrolled units.</p> <p>SOCR notifies all students that they are in non-compliance with the Communication Requirement.</p> <p>SOCR also notifies students enrolled for more than 45 units that they are above the freshman credit limit and must drop a subject.</p>	<p>Student either drops subject or SOCR instructs Registrar’s Office to drop one of the student’s subject. [This procedure is identical to the one currently used by the CAP to enforce the freshman credit limit.]</p>

<p>5. Student registers for two HASS-CI subjects in same term.</p>	<p>Registrar's Office generates report of all students pre-registered for two or more HASS-CI subjects in one term, provides report to SOCR. (Later, Registrar's Office also provides actual registration list.) SOCR sends students e-mail reminding them that they will get HASS-CI credit for only one subject. [NOTE: Student may be taking one HASS-CI to satisfy Communication Requirement and one HASS-D that also happens to be HASS-CI to satisfy HASS Requirement.]</p> <p>Registrar's Office audits student as getting credit for two HASS-CIs unless and until SOCR decides student should not, at end of term.</p>	<p>Student either drops one HASS-CI or does not.</p> <p>If does not, Registrar's Office takes away one subject's HASS-CI credit at end of term.</p>
<p>6. Student takes a Major CI in a department in which he/she is not enrolled.</p>		<p>Registrar's Office does not audit student as getting credit for Major CI. Later, if the student switches to that department as a primary major, the Registrar's Office audits the student as getting CI credit.</p>
<p>7. Upperclass student takes Major CI outside major.</p>	<p>Department has designated Major CI subjects that are not part of its departmental program but which it will accept as fulfilling its Major CI requirement. [NOTE: If the department designates a number of subjects as satisfying its Major CI requirement, the audit would not be able to distinguish between those subjects and the "regular" Major CIs in the departmental program.]</p>	<p>If Major CI has been designated as acceptable by department, student gets Major CI credit. If not, student does not.</p>
<p>8. Department allows student to substitute a non-CI subject for a subject in departmental program that carries Major CI credit.</p>	<p>Student will not get Major CI credit for this subject UNLESS SOCR approves this substitution.</p>	<p>If subject is approved by SOCR for Major CI credit, Registrar's Office adds CID designation to the student's record.</p>

<p>9. Student petitions COC to obtain a double degree.</p>	<p>When student fills out petition, he/she must outline the subjects to be taken in both programs, including the Major CIs. Registrar's Office audits 2 HASS-CIs and 2 Major CIs in primary major. The second department is responsible for auditing that the student takes the CIs in that major. [NOTE: the undergraduate registration officer or designee signs the petition and is responsible for enforcement. This is a change in policy and will need to be implemented by COC.]</p>	<p>Student could take many Major CIs, but only 2 count in audit.</p>
<p>10. Student applies for transfer credit for subject that offers CI credit.</p>	<p>If transfer credit examiner approves subject, all attributes associated with the subject will be applied. [NOTE: SOCR must contact and educate the transfer credit examiners.] Registrar's Office can provide report of all transfer credit to SOCR.</p>	<p>Registrar's Office posts transfer credit and gives appropriate CI credit</p>
<p>11. Student starts out in one major, then changes to another.</p>	<p>If student has taken major CI subject(s) in former major that are defined as fulfilling new major's CI requirement, those subjects continue to count as major CIs. If those subjects are not defined as fulfilling new major's CI requirement, those subjects do not count as major CIs and student must take new major's CI subjects.</p>	<p>Student must take at least 2 major CI subjects that fulfill new major's major CI requirement.</p>

### **I.3 Preliminary Schedule of Reports**

<b>Report</b>	<b>When run</b>	<b>Period of time report covers (current term or full year)</b>
1. All undergraduate students eligible to register at MIT who are required to take an HASS-CI WRITING subject and <ul style="list-style-type: none"> <li>• Have not yet registered for an HASS-CI WRITING</li> <li>• Are taking a HASS-CI before taking an HASS-CI WRITING</li> </ul>	Once during pre-registration  Once during registration	
2. All undergraduate students eligible to register at MIT who are taking more than one HASS-CI at the same time sorted by year	Once during pre-registration  Once during registration	Current term
3. All upperclass students eligible to register at MIT who are taking or have taken a Major CI that does not count toward their departmental major and have not completed their Major CI requirement	Once during pre-registration  Once after registration	Current term
4. Freshmen taking any Major CI whether or not they have already taken a HASS-CI	Once during pre-registration  Once during registration	Full year
5. All freshmen eligible to register at MIT not taking any HASS-CI during freshman year	Once during pre-registration  Once during registration	Current term
6. Students completing fewer CIs of any type than their year (e.g., sophomores with no CIs, juniors with fewer than 2 CIs, etc.)	Once during pre-registration  Once during registration	Current term
7. Current registered students who have transfer and placement credit for subjects that are HASS-CIs or Major CIs	On demand, but at least each summer	Full year
8. Audit strip (available to students and advisors on WebSIS) shows which Major CIs have been satisfied (maybe with a comment)	On demand	Current term

## **Appendix J. HASS Overview Committee Policy**

This Appendix includes the *Report of the School of Humanities and Social Science and the HASS Overview Committee on the Design of the HASS Component of the Communication Requirement*. This report was submitted to the *ad hoc* Subcommittee on the Communication Requirement in December 1999, and included in the *Final Report* of the *ad hoc* Subcommittee as Section 3.2. The full report is available at:

<http://web.mit.edu/faculty/reports/communication/>

The HASS report has served as HOC's policy guide for its activities this year, and is included below in its entirety.

### **Report Of The School Of Humanities And Social Science And the HASS Overview Committee On The Design Of The HASS Component Of The Communication Requirement.**

**Introduction.** As part of the new Communication Requirement at MIT, the School of Humanities and Social Science and the School of Architecture and Planning, which together offer the undergraduate HASS curriculum, are proposing to offer a series of Communication Intensive (CI) subjects. Students will take these subjects to fulfill the first half of the four-year CI requirement, as designed by a subcommittee of the CUP. Although many HASS-CI subjects will also be HASS-D subjects, many will be drawn from HASS undergraduate electives. Undergraduates will usually be required to take a minimum of two such CI subjects in their freshman and sophomore years. The new communication requirement, which will be based on sustained opportunities for repeated practice and improvement in writing and speaking, will replace the existing writing requirement, which is based on student demonstration of competency.

The proposed communication requirement will reinforce undergraduate student writing at MIT in the following new ways: (1) All students who do not perform satisfactorily on the Freshman Essay Evaluation will be required to take in their first year an expository writing subject with heavy emphasis on the fundamentals of writing; (2) In each of their first two years, MIT students will be required to take a HASS subject that has serious writing, revising and speaking components; (3) In meeting the CI subject guidelines, many HASS faculty will revise existing subjects in HASS to strengthen their writing, revising and speaking components; (4) HASS faculty will receive additional financial resources from the Institute to support their teaching of CI subjects; and (5) A HASS-wide committee will monitor the teaching of communication in CI subjects and support various efforts to improve the effectiveness of the Communication Requirement.

**Criteria for HASS-CI Subjects.** Communication intensive subjects in the humanities, arts, and social sciences should require at least 20 pages of writing divided among 3-5 assignments. Of these 3-5 assignments, at least one should be revised and resubmitted. HASS-CI subjects should further offer students substantial opportunity for oral expression, through presentations, student-led discussion, or class participation. In

order to guarantee sufficient attention to student writing and substantial opportunity for oral expression, the maximum number of students per section in a HASS-CI subject is 18, except in the case of a subject taught without sections (where the faculty member in charge is the only instructor). In that case, enrollments can rise to 25, if a writing fellow is attached to the subject.

Such writing fellows should be funded by resources provided by the central administration, which should also subsidize additional sections in subjects where the cap of 18 students per section will produce a reduction in available places.

These requirements represent an attempt to balance respect for faculty autonomy in designing their classes with recognition that any requirement — especially one of this kind — that is not enforced will not end up contributing much more than another layer of bureaucracy for faculty and students to complain about. Therefore it is extremely important that the body charged with overseeing this requirement approach their responsibilities with seriousness and vigor.

**Overview.** A committee composed of 4 or 5 members from the HASS faculty who have demonstrated a commitment to improving undergraduate writing will enforce CI guidelines. In the period during which HOC continues with the tasks it presently has, one faculty member will serve on both HOC and CI committees. One member should be the head of Writing and Humanistic Studies or a designated alternative.

The CI committee will review proposals for new CI subjects and periodically review already existing CI subjects in a manner similar to HOC's current procedures for HASS-Ds (see appendix). For subjects with sections taught by TA's, the inquiry will include:

- Review of web-based student evaluations of TA's with respect to those parts of the questionnaire having to do with writing.
- Review of the quality of TA's written comments on an entire set of papers.
- Review of the evaluations of TA's performance by faculty in the TA's department.

If the findings of this review indicate, the CI committee will be authorized to revoke the CI status of a multi-section CI subject, even though its syllabus complies with CI guidelines.