

Format I Position Paper
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I. Sequence

Whatever content we adopt for whatever series of courses, I think the concept of sequence needs to be explored. Within any course and across our offerings, there should be some movement toward what we judge as sophisticated prose and mature thinking. Whether we view the movement as representing a linear or spiral model, we must pay specific attention to this issue: the more we can become conscious of such process, the more we can help our students to recognize and value it--and develop it for themselves.

II. Grading

Rather than impose quotas or rigid curves, I propose that we encourage a variety of shared-grading activities. The Freshman and Sophomore Offices could each coordinate a series of group-graded assignments--diagnostic, midterm, and final exam. Participation would be voluntary; those teachers participating would meet in advance to decide the topics. In addition, teachers might pair up and switch a set of papers with someone teaching roughly the same course. If any requirement be instituted, I suggest that it be some participation in shared-grading every four semesters.