

ED 029 906

TE 500 302

By-Daugherty, Wilson.

English for the Engineer.

National Council of Teachers of English, Champaign, Ill.

Pub Date Nov 64

Note-1p.

Journal Cit-College English; v26 n2 p61-62 November 1964

EDRS Price MF-\$0.25 HC-\$0.15

Descriptors-Architects, College Students, Course Descriptions, Course Objectives, Departmental Teaching Plans, Engineering, English Curriculum, English Instruction, \*English Programs, Industrial Personnel, \*Program Descriptions, Special Classes, \*Special Programs, Student Interests, \*Student Needs, \*Technical Institutes

Identifiers-Lawrence Institute of Technology, Michigan

A brief description of the English program for students of engineering, architecture, and industrial management at Lawrence Institute of Technology includes fairly detailed information on the unique features of the 3-term freshman English course. Less extensive reference to the details of the sophomore, junior, and senior courses precedes a short concluding statement of study objectives. (AF)

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

### ENGLISH FOR THE ENGINEER

LAWRENCE INSTITUTE OF TECHNOLOGY in Southfield, Michigan, is a college for students of engineering, architecture, and industrial management. Engineers are notorious for their lack of interest in English and literature, architects are much more interested in art and design, and those in industrial management are much more interested in business trends and accounting. Our English department often seems to be doing battle against profound apathy, but we believe that our English program is successfully going beyond the basic requirements of granting communication. We are often arousing interest!

Our English program, divided into three terms for the freshman year, provides a first term of three hours devoted to a review of grammar for the first two weeks. If the student shows a remarkable lack of knowledge in this area he is sent to a five-hour non-credit course in the fundamentals of the language. This must be completed with a C grade or better before he is allowed to re-enter first term freshman English. Those who successfully weather the first two-week period go on to read expository prose selections and to the writing of abstracts of these selections. The abstract, we feel, helps the student achieve a working knowledge of organization.

The second term of freshman English is more of the same: reading expository prose and writing abstracts. We also begin to include other forms of literature: short story, biography, poetry. Probably the most important part of the work of this second term, however, takes place in the library where the student is beginning to learn how to use the many indexes available, and he is

acquiring a good, strong working knowledge of bibliographic techniques. He devotes five hours a week to the second term.

The third term of freshman English is also a five-hour course. The bibliographic techniques acquired are put to work at producing an eighteen to twenty-five page research paper not related to engineering, architecture, or industrial management. (They will have to do enough of that in their technical courses.) This third term also gives the student a fairly extensive introduction to speech and panel discussion.

During the third term of the freshman year the student is encouraged to take a humanities elective called Survey of Rhythm in the Arts. This course is almost literally what the title implies. Rhythm in music, instrumental and vocal, rhythm in the plastic arts, and the rhythm of lyric poetry are the focal points for the course. The student attitude here begins with complete skepticism and almost invariably ends with enthusiasm.

The novel and the short story are offered as electives in the sophomore and the junior years. In the senior year the students take world literature. This course is divided into three terms of three hours each. The first term is concerned with epic poetry: Homer, Virgil, Dante, Milton. In the second term the classics of drama are studied, beginning with the Greeks and ending where time permits. The third term is a study of the essay, history, a little philosophy, and a little political science. In each term the underlying theme is relationship and change, and relevance to students in the twentieth century.

Thus our engineers, architects, and industrial managers go out into the world with a

162

### COLLEGE ENGLISH

knowledge of something beyond their immediate fields of specialization; with, hopefully, something to do when through with a day's work beyond reading baseball scores and headlines in the daily paper; with, hopefully, some criteria for judging what appears

on TV. They are, we believe, prepared to give some reasonable answers to why they work as they do.

WILSON DAUGHERTY  
Lawrence Institute of Technology,  
Southfield, Michigan

© National Council of Teachers  
of English

"PERMISSION TO REPRODUCE THIS  
COPYRIGHTED MATERIAL HAS BEEN GRANTED

BY National Council of Teachers  
of English

TO ERIC AND ORGANIZATIONS OPERATING  
UNDER AGREEMENTS WITH THE U.S. OFFICE OF  
EDUCATION. FURTHER REPRODUCTION OUTSIDE  
THE ERIC SYSTEM REQUIRES PERMISSION OF  
THE COPYRIGHT OWNER."

ED0299061

TE 500 302