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AUTHOR Strasser, William C.
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ABSTRACT

This article principally summarizes: (1) highlights of some of the "work in progress," or developments taking place, in English programs in community colleges, (2) some of the reasons why changes are likely to continue to take place in community college English programs, and (3) a proposal for a "mosaic pattern" that could provide a relatively different future role for English programs in community colleges. Historically, the lower division English courses in universities and senior colleges have been patterned so as to form a required two-academic-year, general-education sequence. Numerous reasons can be cited for the recent, current, and probable future flux and uncertainty about the direction of community college English. University and senior college English faculties have been caught up in the general redefinition of the purposes of higher education and in the changes being effected in collegiate curricular patterns during the past few years. Another reason for the flux is the academic recognition and respectability being accorded the various media systems and symbol systems used by contemporary Americans. Essential mosaic patterns for the English programs could consist of the following elements: (1) The program could be titled something like "American Symbolic Culture"; (2) A mosaic pattern should include a selection of course modules which would support the varied backgrounds of students; (3) The program should allow a maximum of elective choice for the student; (4) The program should provide a means for a student's writing proficiency to be certified; and (5) The program should provide flexible timing arrangements. (CK)

WORK IN PROGRESS -- Toward Mosaic Patterns For Community College English Programs

by William C. Strasser, President
Montgomery Community College, Maryland

"English programs in community colleges may be in a state of chaos or anarchy--who knows where they are going or when they will get there?"

In the vein of contemporary collegiate rhetoric, the above quotation expresses as a major theme the need for relevance and restructuring of one of the curricular patterns in higher education. Environmental studies, Black- and Chicano-oriented programs, women's liberation issues, student political-action interests, external degree and open university programs--all of these and many others have brought about an intellectual ferment in higher education and a wider latitude of academic choice for students, with concomitant repatterning of many academic disciplines.

And, sometimes, the rhetoric and changes affecting one academic discipline have been accompanied, serendipitously, by an intellectual ricochet that has prompted other academic disciplines to re-examine their own traditional roles and approaches in the "new climate" of higher education in the nineteen seventies. Obsolescence, displacement, and uncertainty about the present as well as the future can be strong motivators for change in the American collegiate system, which has many curricular interdependencies among academic disciplines and a relatively open "marketplace" of choice by students.

One of the academic disciplines traditionally with a major role in lower-division undergraduate studies--English--has been, more or less, "backstage" in terms of many of the spotlights currently focusing on

curricular areas occupying "center-front stage." But, even as a "backstage" element in the dramatic fluxes of the contemporary scene, the English programs in community colleges apparently are in flux, metamorphasizing in significant ways, albeit with a share of uncertainty, professional argumentation, and academic paranoia.

Perhaps a fundamental serendipitous, ricochet effect obvious in English programs in some community colleges is the concern expressed by a number of English faculty that the English discipline is drifting out of its traditional pattern into some new, somewhat undefined academic and intellectual framework halfway between respectful rigidity and fluid chaos. With its heretofore very prominent, and presumed essential, freshman-sophomore role as the eclectic transmitter and preserver of the English-American language, of the historical forms of literature, and of the propriety of written composition, the discipline of English, indeed, has much to be concerned about, and much to gain, from a redefinition of its role and patterns in higher education.

Visits to Community Colleges

The exploration of the general current state of affairs in community college English programs was the basic reason for a series of visits by the author of this article to four community colleges during the summer of 1972. The visits were intended to make it possible for the author to discuss the teaching of English in these community colleges and to consider possible future directions for English programs in community colleges. The community colleges visited had been in operation for varying lengths of time (between

about 2 and 22 years), were located in various western states (Arizona, California, and Washington), and were of varying size in terms of student enrollments (about 3,000 to 10,000--large enough for varied course offerings in English and for a fair range in student heterogeneity). The colleges visited are: Diablo Valley College, Pleasant Hill, California; Golden West College, Huntington Beach, California; Pima College, Tucson, Arizona; and Shoreline Community College, Seattle, Washington.*

The balance of this article summarizes (1) highlights of some of the "work in progress," or developments taking place, in English programs in these colleges, (2) some of the reasons why changes are likely to continue to take place in community college English programs, and (3) a proposal for a "mosaic pattern" that could provide a relatively different future role for English programs in community colleges.

Historically, and probably typically, the lower division (freshman-sophomore) English courses in universities and senior colleges have been patterned so as to form a required two-academic-year, general-education sequence, rarely if ever waived or accelerated for any student (regardless of the student's ability), with major emphasis on written composition, grammar, historical linguistics, historical forms of literature (such as American literature from pre-revolutionary to modern times, or English literature

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from the Anglo-Saxon period to the early 20th century, or selected readings from "world" literature in English translation), and a bibliographic research project. The assumption, apparently, has been that "what is good for the baccalaureate student majoring in the discipline of English is good, indeed a sine qua non, for all students, regardless of background or motivation or career interest." And, the community colleges, transferring many students to senior colleges and universities for completion of baccalaureate studies, have tended in the past to replicate this type of pattern, with some minor mutations. The community college has been a kind of "follow-the-leader" captive, caught in the stereotypic and monolithic lockstep of the large and omnipresent senior institutions.

But, now, things are changing--the academic "log-jam" is breaking up, and English programs in community colleges are breaking free of the university dam! Why? What has caused the break, and what is happening as a consequence?

Why The Flux?

Numerous reasons can be cited for the recent, current, and probable future flux and uncertainty about "where community college English is going." University and senior college English faculties have been caught up in the general redefinition of the purposes of higher education and in the changes being effected in collegiate curricular patterns during the past few years--English faculties, too, have been rethinking and redefining. General education requirements of these senior institutions are changing, and the requirements for English courses as well as the patterns of English courses are changing also. Senior institutions are beginning in a number of states to accept for

transfer credit whatever reasonably conceived general education pattern (including English courses) is developed by a community college.. The intellectual integrity and the professional competence of the community college is thus recognized, as it should be. The three-year baccalaureate degree, the external degree, the university without walls, the open university, credit by examination, advanced placement, course waiver, free-elective degree programs, course credit for advanced high school courses, and various self-instructional media and formats--all of these academic approaches, and others now being explored or implemented at the collegiate level, have caused or are causing a more "open" frame of academic reference for both community colleges and senior institutions.

Further, the prospects for a slowing down in rates of growth, or a leveling off of enrollments in senior colleges and universities has tended to make these institutions more aware of the need to respond equitably to community college transfer students. Fewer upper-division students in the future seem to imply greater competition between senior institutions, and probably a greater openness to community college transfer students.

Accompanying the current general "slow down" in the American economy and the alleged "oversupply" of Ph.D.'s in various disciplines, the tendency for universities to produce "English doctorates" has slackened greatly. Consequently, community colleges have been able to select new faculty who have highly varied backgrounds (in terms both of academic teaching preparation and of relevant practical experience in applied areas such as writing, lecturing, and teaching) rather than, as in the past, persons whose backgrounds are

primarily Ph.D. in orientation, with emphasis in the traditional university graduate syndrome of literary history and historical linguistics. These new community college English faculty likely bring with them less proclivity for replicating in the community college the university Ph.D. course pattern typically pursued by the student majoring in English.

Still another reason for the tendency for English programs to change in recent years is the more active participation of college students in the academic affairs of higher education--students serving on faculty committees, evaluating courses and faculty, creating or participating in the creation of new courses, and demanding a contemporary responsiveness and restructuring of course offerings and a greater elective choice of courses for students. With a greater choice among courses (including English courses) and seeking some contemporaneous relevance in courses selected, students have created a new academic marketplace. English courses (some previously required of all students and therefore guaranteed a "captive" audience) have had to "compete with," and, indeed, lose students to, courses in such fields as sociology, psychology, philosophy, drama, music, art, computer science, and ecology. The economic necessity to respond to the "market conditions" of student interest and to the "purchasing power" of the student (who backs up his choices with dollars for the college) is indeed a stimulus to the creation of new courses, new approaches, new interdisciplinary amalgamations, and new coalitions of faculty.

Yet another reason for the change in English at the community college level has been the introduction of two-year or shorter duration "career" programs for both the full-time student just graduated from high school and

the part-time student who has been or is employed full-time. Such career programs (in diverse fields like computer programming, nursing, mental health assistant, fire prevention, law enforcement, electronic technology, oceanographic technology, and recreation aide) either do not allow time (amid all the specialized technical course work required for completion of such a program), or do not require the same range or depth of academic pursuit in English as do baccalaureate programs in the general liberal arts and sciences. Hence, new and different courses in English or different numbers of required course credits in English have been established for "career oriented" students in the community college.

A concluding reason for the flux in English programs in community colleges is the academic recognition and respectability being accorded the various media systems and symbol systems used by contemporary Americans. Such popular and pervasive media as motion pictures, television, still photography, various musical modes (such as electronically generated tones and the compositions of the "moog synthesizer"), dance forms, participatory drama, encounter groups, the mathematical symbolism of computers and philosophy and the natural sciences, abstract and representation forms of art in sculpture and two-dimensional drawings--all of these have forced language into new dimensions and symbols, with many ramifications for expression, connotation, morphology, and cultural impact. These new symbol systems have been recognized increasingly as worthy of academic pursuit because they, as well as the traditional forms of written English, serve as expressers and interpreters of contemporary and traditional life. These symbols express new cultural contexts, new communication and language systems, each having potential impact on English programs, their content and their role in higher education.

With all of these varied new threads of change being woven into the texture and curricular fabric of higher education, it is probably inevitable that "traditional" English programs are in flux. But the flux includes some interesting and refreshing results, and some heightened concern about what new pattern should emerge for English in community colleges.

Case Study Notes

The four community colleges visited by the author and mentioned above provide some case-study notes on this topic. Their English programs manifest both a commonality of concern for the present uncertain state of the discipline and a number of probings in new directions and into new dimensions. Some English faculty in these colleges wonder whether eventually the requirement for English courses as such (both composition and literature courses) will be abandoned as an anachronism and the English program perhaps be restructured in a totally elective framework!

What is happening in these four community colleges can be summarized generally under five major headings, each heading related to an assumption that has tended to underlie the basic traditional patterns of English in community colleges and perhaps in higher education. The five major assumptions fundamentally being challenged by some or all of these community colleges are:

1. That students have not acquired sufficient competency in written composition for purposes of college study.

2. That the writing incompetence of entering freshman college students can or should be judged on an a priori basis for purposes of determining

whether some students should be placed in a "remedial" type of English composition course rather than in the "regular" English course.

3. That a prescribed, specific set of English composition and literature courses should be uniformly required for student eligibility for graduation from degree and/or certificate curricula.

4. That the study of literature is necessarily, relatively exclusively, and desirably related to an historical approach to generic forms, with subdivisions by nationality groupings such as American literature, English literature, and "world" literature.

5. That most or all students, like Procrustes, should be stretched to fit the "bed" of a fixed schedule of classes and a uniform academic calendar for the study of English.

With reference to assumption 1, above, regarding student competency in written composition, several of the colleges visited were offering or discussing an approach that makes it possible for students to waive or bypass enrollment in the usual required freshman English course in composition. Such a waiving at one college is on the basis of a score on a pre-college examination and recognizes that some students are sufficiently skilled in composition and mechanics of English to advance to other courses in English or to take courses in other disciplines of interest to them. In one instance, at Shoreline Community College, students not only can qualify for a waiver of the first required English course, but, in the future, may be able to receive credit for the course, based on an examination given to the student. Such an approach recognizes the differential composition

competencies of students, does not "penalize" them by requiring them to repeat the study of much of what they already know, and opens the way for the student to accelerate his college studies or to apply his composition competencies in advanced courses such as creative writing, journalism, or linguistics. (It would be just as logical, it would seem, also to give advanced college English credit for equivalent successful English studies previously completed by a student in advanced courses taken in high school.) If one of the goals of the English program is to certify or to recognize competence in composition, then the competent student ought to be able to avoid "re-inventing the wheel", and to find open academic avenues through which to apply his talents in new endeavors. Conversely, students who want or need assistance in developing their competence in written composition and related skills in reading should be able to obtain such assistance--and they can at most of the colleges visited, through some English courses, for academic credit (there being no stigma on the course to the effect that it is not sufficiently "respectable" to entitle a student to credit). The colleges offer such courses as developmental and speed reading, writing and composition laboratories or workshops, and reading-listening-speaking-writing courses for foreign students. Academic grades used in English, too, are reflecting in some of these colleges a concept of positive encouragement of a student's development of writing competencies, through use of passing grades (such as A, B, C, or P) and the use of "in process" grades (such as W, for withdrawn, or I, for incomplete) rather than grades denoting failure (such as F or E). The student is thus encouraged to attain a satisfactory level of mastery rather than to perceive

himself as a failure or an inadequate person, assuming his goal actually is to attain a competent level of performance, even though such a level may take him longer to attain than some other students.

With reference to assumption 2, above, regarding a priori screening and judgments of student incompetence in written composition, the Diablo Valley College is taking a positive approach that suspends a priori judgment regarding competence, avoids sorting out and "tracking" students into several different courses for the initial required offering in English, and recognizes the following considerations: (1) students can develop competence in composition while studying and maturing during the time they are enrolled in the English course, (2) students should be encouraged to progress at their own rate and should be given assistance if needed, and (3) students who demonstrate proficiency should be certified as having developed a satisfactory level of writing competence college studies. In general terms, the Diablo approach is to require one particular freshman English course for all regular students, to enroll all such students in the course regardless of previous academic background or proficiency in writing, to give credit and a grade for the course to each student on the basis of his intellectual achievement relative to the substance of the course (regardless of writing competency), and separately to certify each student in the course for satisfactory writing proficiency if his or her level of writing competence warrants such approval. No grade for writing proficiency is given--merely a symbol indicating satisfactory proficiency, which is recorded on the student's transcript. Such certification is necessary for graduation from the college. Students

not demonstrating adequate writing competence by the time they complete the required English course may achieve certification subsequently through work with an individual member of the English faculty, through work in one of several composition courses offered by the English faculty, through independent study, or through submission of samples of written work he completed in other courses (such as sociology, science, psychology, history), which work is evaluated by a special committee of the English faculty. Meanwhile, the student may proceed to enroll in various courses while developing his writing skills. Thus, while satisfactory writing competence still is judged important as a criterion for a degree or certificate, the lack of it is not used as a means of preventing the student from progressing through other courses for which he qualifies, or as a means of lowering his academic grade-point average, or as a means of stigmatizing him on an a priori basis. In an "open door," comprehensive community college, these considerations are important because of the very diverse range of students the college enrolls.

The third assumption listed above, relative to the prescription of a specific set of English composition and literature courses uniformly required of students for graduation, heretofore has probably been the assumption most characteristic of traditional collegiate, lower-division English programs and perhaps the assumption likely undergoing the most extensive challenge by and in community colleges. In none of the colleges visited were specific, prescribed courses required in English for more than the equivalent of one academic year (as compared to the previous tradition of two academic years

for English). In all of these colleges, the requirement was for no more than the equivalent of one academic year, and, in most instances, the English requirement could be reduced to the equivalent of one semester for degree eligibility, either by academic waiver because of high pre-college test scores achieved by students or by virtue of the faculty-perceived lack of need for more than the equivalent of one semester of English for some degree programs of the college. Additionally, many of the career-oriented "certificate" programs (i.e., sequences of courses of less than two-years duration in such applied fields as the engineering technologies and health sciences) did not require a course in English per se, but instead suggested the option of an elective English or humanities course. All of the colleges visited by the author had developed a wide range of elective offerings in English, covering such areas as journalism, creative writing, literature (by generic form such as the short story, or generic form by period of time such as twentieth century American poetry, or by ethnic authors such as Black or Chicano writers, or by traditional periods such as English literature from Beowulf to C. P. Snow), independent study, and interdisciplinary combinations (such as Man's Search for Himself Through the Arts). But these courses were generally conceived of as a few of the many courses a student could select from in the broad field of the humanities, rather than as specifically required courses which were a part of the general education requirement for all regular students. In terms of these English electives, none of the colleges visited offered "honors" courses in English exclusively for "bright" students who had achieved at least a specifically defined "high" grade-point average, to the exclusion of other students. English faculty in these

colleges seemed to think such an honors approach would draw off and isolate some students who might otherwise contribute to the heterogeneous mix of students in regular classes and would tend to be somewhat unfairly and arbitrarily discriminatory and undemocratic. Thus, the traditional, university-oriented, prescribed requirement of two academic years of English courses has been abandoned by these four community colleges.

The fourth assumption, above, regarding the concept that the study of literature is necessarily, relatively exclusively, and desirably related to an historical approach to generic forms, with subdivisions by nationality groups, had also been modified in major ways by the colleges visited. This concept is an assumption tied to the idea that what is good for the undergraduate English major who may ultimately become a Ph.D. in English is also good, desirable, and necessary for the general education of all students. Such an assumption is no longer reasonable if one considers the variety of literature courses now thriving, on an elective basis, in these four community colleges. As mentioned in the preceding paragraph, literature courses have been generated in these community colleges to include very diverse literature, nationality of authors, periods of time, and thematic content. A brief listing of some of these courses in language and literature, including some which recognize new artistic media such as the motion picture film, will indicate the breadth and depth now available at these four colleges: Nature of Literature, The Nature of Language, The Short Story, Literature and Values, Afro-American Literature, Introduction to Mexican-American Literature, World Mythology, Women in Literature, Creative Writing, Communication in American Culture, Arts and Ideas, Magazine Article Writing, Contemporary Film, Special Studies in Humanities and Literature, The History and Literature of the

United States, Newspaper Writing and Reporting, Oriental Literature in Translation, European Masterpieces, The Craft of Poetry, and Imaginative Writing. Thus, both the student's interest in a variety of topics and the faculty member's varied interest in teaching in many specialized fields of inquiry are expressed in contemporary terms, in the context of a broader base of elective general education for a varied community college student body.

Finally, the fifth assumption stated above, related to the Procrustean "bed" of a fixed schedule of classes and a uniform academic calendar for the study of English, is finding a challenge in several of the practices and experiments of the four colleges visited. A fixed schedule of classes, with the assumption that students should attend the same class taught by the same instructor for an entire semester, is being significantly modified at Pima College, where, for several years, the college's two required English courses have been patterned on a "unitized" plan that enables students to complete one unit (or module) of study within a semester course, then to register for another and different unit of that course taught by the same or a different English professor, and then, after completing the second unit, to register for still another unit of that same course taught by still another English professor. Or, if the student wishes to, or must, he can "stop" after completing one unit and "start" again several months or semesters later, picking up where he left off without having to repeat the unit (or, the particular part of the course) he already had completed. Further, the student also has the option of selecting only several (four or five, for example) units within the eight or nine units offered as a part of the

course--he has options of varied parts as well as options of timing and instructors. Such an approach enables students to be selective within a course, dependent upon their particular career or transfer goals and interests. Such an approach also allows for a kind of continuous short-term registration, a modularity of course content, and a "unitizing" of the academic calendar. Special talents and interests of faculty can be capitalized on through such an approach inasmuch as faculty can "specialize" in teaching some units and need not be specialists in all units included in the course; or part-time faculty with particular talents or related background can be appointed to teach only certain units rather than to teach all units or an entire course. At Golden West College, one of the basic courses in grammar and composition is organized, within a semester calendar, in two nine-week modules, and students can register for one module of the course, complete it, and take the next module immediately thereafter or at an appropriate nine-week interval subsequently. One module of the course is taught in major part through an audio-tutorial laboratory, with some computer-assisted instruction also, allowing students self-pacing for their own learning during the nine weeks, with tutorial support from English instructional laboratory aides employed by the college. (Paraprofessional aides, student aides, and student tutors also were used relatively extensively in many of the English courses taught at three of the colleges visited.) Thus, the "lock-step" class schedule and academic calendar are yielding to more individualized, self-pacing, and diversified course offerings in English.

Where To Now?

Where is all of this flux in patterns of English leading? What kind

of framework can be created to tie down some of the loose ends and to give some new coherence to English programs in community colleges?

First, where is all of this leading, or, perhaps, rephrased, what is emerging from the flux? Five outcomes are discernible.

• There is in English programs an academic acceptance of the heterogeneity characteristic of the student body of community colleges--including the well-motivated student, the student who is uncertain about his goals, the bright student, the poor achiever, the young student, the older student, the native American student, and the foreign student.

• English programs are providing a choice for students rather than a uniform course prescription associated historically with the required two-year format of lower-division general education.

• Considerable diversity, including interdisciplinary approaches, is being developed in English programs, with attention to contemporary cultural interest and contexts.

• Flexibility of time for student learning--through self-pacing instructional and learning materials, non-punitive grading systems, audio-tutorial laboratories, small modular units of instruction, flexible registration and scheduling, and small modular calendar units within the longer academic calendar--is being attempted to encourage and to support student learning in English programs.

• A redefinition of the role of English in the community college curriculum is evolving, probably placing English more directly in the context of pluralistic cultural humanism instead of in its more traditional context of historical English literary and language scholarship.

Mosaic Patterns

Given these apparent outcomes, what kind of curriculum framework can be structured to give a frame of reference and perhaps some improved coherence to the future development of English programs in community colleges? One such framework that could be proposed might be called "mosaic patterns," and could draw upon a number of the promising developments mentioned in the paragraphs above. Essentially, mosaic patterns for the "English" program could consist of the following elements:

1. The program, or area of study, could, perhaps more appropriately, be titled something like "American Symbolic Culture," instead of "English," in recognition of the refocusing and broadening of the program as evidenced in a number of existing community colleges. The study and use of the variety of symbol systems characterizing language and literature in American culture could then be the focus of the new "English" programs.

2. A "mosaic" pattern (which is generally defined here as an appropriate selection of relatively small course modules, varying in particulars, in number, and in range of variety, to provide a relatively non-prescriptive, non-uniform set of educationally broadening experiences for the student) should be designed for inclusion in the program of a college in order to recognize and support the curiosity and varied backgrounds represented in the heterogeneous "student mix" enrolled in community college programs, including "foreign" students who are not proficient in the "American" language.

3. The program should allow a maximum of elective choice for the student, within a broadly prescriptive course framework that emphasizes literature (in a broadly defined contemporary and historical, cultural context) and American language (in a broadly defined sense of varied and coherent symbolic communications systems). In this connection, mosaic courses should not be established primarily to serve the potential "English" Ph.D. major, but should make it possible for such students, who are relatively few in number, to elect to take courses related to such university concepts of specialization.

4. The program should provide, if the particular college's academic-degree or certificate eligibility standards require, a means for a student's writing proficiency to be certified or acknowledged as satisfactory--but generally in terms of a developmental outcome of college study rather than as a punitive "in-put" barrier or requirement for course enrollment at the college.

5. The instructional and learning approaches used in the mosaic program should provide flexible timing arrangements and a maximum of self-pacing and self-expression modes, including credit by examination, course equivalency waiver, college credit for advanced equivalency, college credit for advanced equivalent study previously completed by the student in high school or other colleges, audio-visual self-pacing tutorial laboratories, field work in the community, modular scheduling of modular courses, non-punitive grading (or, non-punitive evaluation of student progress), course registration procedures that allow students to register for smaller increments of

course work (perhaps courses the equivalent of about one-semester hour of academic credit per mosaic course module) than the typical semester or quarter academic-calendar system presently permits, sufficiently specific written learning objectives for each course (such objectives to be distributed at the beginning of the course to each student enrolled in the course) to enable the student to understand initially what the goals and resources of the course are and what performance outcomes will be expected of the student enrolled in the course.

If combined with a self-pacing learning approach (e.g., credit by examination, review and multi-media materials, "open" learning laboratories) and a grading system that records "successes" or incompletes (rather than "failures"), then the mosaic pattern can afford the student a supportive climate in which he can linger or accelerate in his studies, "stop in" or "stop out," and receive remedial assistance--regardless of the number of academic credit units for which the student may be registered at a particular time.

Generally, the mosaic pattern of "American Symbolic Culture" courses offered by a community college in the framework described above could be subdivided into four clusters of substantive content, two "clusters" (reading and written composition) being strictly service and elective in nature (but offered for academic credit) for those students who wish to elect such courses. Two other "clusters" (literature and American language) could be required areas of study, with a relatively broad range of elective choice

required for each student within each of these two categories. Perhaps, for example, a student matriculated in a degree program would be required to elect 3 or 4 credit modules from among the many modular "mosaic" courses offered under the "cluster" of literature, and an additional 2 or 3 credit modules from among the many "mosaic" modules offered under the "cluster" of American language. Both the fields of "literature" and "American language" seem to be the academic areas which, substantively and historically, have an appropriate identification with the goals and curriculum of collegiate general education, as well as with the functions of the faculties in "English" (or "American Symbolic Culture"). Therefore, being relevant to fulfilling the community college educational experience believed traditionally to be desirable for students, these two "clusters" logically could represent the academic areas prescribed for students desiring an academic degree or certificate from a community college.

"Mosaic" modules can be an approach that benefits both the student and the faculty member. Students could choose several courses from a variety of many courses intended to provide students with diverse and exploratory experience in this branch of the humanities, taught by a number of different faculty. In this way, the choice of students would not be limited to only one or two courses of a limited focus and faculty treatment, but could be broadened to three or four times that number. Further, faculty would be able to specialize, for a while or continuously, in specialized aspects of topics or materials they particularly like or are especially proficient in, rather than being generalists continuously associated with all topics in

all courses, regardless of whether they enjoy teaching them all. Thus, both a potential generalist benefit for the student and a potential specialist (or selective specialist) role for faculty would be created.

To illustrate what mosaic modular courses could be included under each of the four "clusters" mentioned above, the accompanying chart lists some suggestions intended to indicate breadth, depth, and content of various course modules. The listings are in no way intended to be exhaustive, but merely indicative of the nature of offerings that could be available to students within the general conceptual framework included in this type of mosaic approach to the "English" programs of community colleges.

In what directions are community college "English" programs going? Certainly, it would appear, from the information gathered through visits to the four colleges mentioned above, in some intellectually exciting, broadly provocative, and educationally responsible directions. Right on!

AMERICAN SYMBOLIC CULTURE,
ILLUSTRATIVE CHART -- MOSAIC PATTERNS

Elective Clusters and Elective Service Mosaic Courses

Reading: Modular Mosaic Courses, For Credit

-- Developmental Reading
-- Reading for Non-English Speaking Students
-- Speed Reading

Composition: Modular Mosaic Courses, For Credit

-- Expository Composition
-- Basic Composition
-- Bibliographic Research Composition
-- Technical Writing
-- Creative Writing: Short Story
-- Creative Writing: Poetry
-- Journalistic News Reporting
-- Journalistic Feature Reporting
-- Journalistic Editorial Writing
-- Magazine Writing

Required Clusters and Elective General Education Mosaic Courses

Literature: Modular Mosaic Courses, For Credit

-- Mid-Twentieth Century American Literature
-- Concepts of God in Literature
-- Selected Themes in Classical Literature
-- Tragic Themes in Literature
-- Existential Philosophy in Literature
-- Mythology and Literature
-- The Essay
-- Selected Themes in Oriental Literature
-- Literary Criticism I, II, and III
-- American Poetry I, II
-- English Poetry I, II, and III
-- The Modern Film as Literature
-- Russian Poetry
-- Oriental Poetry
-- Black-American Literature
-- Mexican-American Literary Figures
-- Spanish Influences in American Literature
-- Humor in American Short Stories
-- English Dramatic Literature
-- Death as a Literary Theme
-- Love as a Literary Theme
-- The Novel in England
-- Historical Overview of English Literature I, II, and III
-- Independent Tutorial Study in Literature

American Language: Modular Mosaic Courses, For Credit

-- American-English as a Second Language
-- Review of College Grammar
-- Linguistics
-- History of the American-English Language
-- Semantics I, II
-- Dialects of the American-English Language
-- Field Study in American-English
-- Mathematics as Language
-- Independent Tutorial Study in American-English
-- Comparative Linguistics
-- New Concepts of Linguistic Analysis
-- Music as Language
-- Nonverbal American Communication Symbol Systems
-- Public Speaking I, II