

UNDER GRADUATE EDUCATION

Vice Provost for Undergraduate Education: John Bravman
Web Site: <http://undergrad.stanford.edu>

The Vice Provost for Undergraduate Education (VPUE) is responsible for building partnerships with faculty, departments, programs, and schools to promote and sustain excellence in undergraduate education at Stanford. It has a special focus on the academic programs in the first and second year that engage students in critical thinking and scholarly inquiry and that lay the foundations for their subsequent fields of concentration and future achievements. The VPUE supports faculty and departments by providing resources for fostering excellence in teaching, advising and mentoring, and undergraduate research. The Bing Overseas Studies Program, Center for Teaching and Learning, Diversity Outreach, Freshman and Sophomore Programs, Freshman Dean's Office, Introduction to Humanities, New Student Orientation/Approaching Stanford, Program in Writing and Rhetoric, Hume Writing Center, Undergraduate Advising and Research, and Writing in the Major report to the VPUE. The Office of the VPUE works closely with the Office of the Vice Provost for Student Affairs and the Admissions Office. The Vice Provost for Undergraduate Education reports to the Provost.

Policies governing undergraduate education are formulated by Faculty Senate committees and voted into legislation by the Faculty Senate. The Committee on Undergraduate Standards and Policies (C-USP) addresses such topics as general education requirements, grading, awards, advising, and teaching evaluation. The Committee to Review Undergraduate Majors (C-RUM) oversees the initiation and review of undergraduate degree programs. Committee members include the Vice Provost for Undergraduate Education or his delegated staff (ex-officio) and representatives from the faculty at large, administration (such as the Office of the University Registrar), and students. The Associated Students of Stanford University (ASSU) nominations committee selects student members. The VPUE also maintains, by rule of the Faculty Senate, the Introduction to the Humanities Governance Board and the Writing and Rhetoric Governance Board to oversee these University degree requirements. Finally, the Undergraduate Advisory Council (UGAC) was established by the Provost in 1996 to serve as the main faculty advisory body for the Vice Provost for Undergraduate Education.

CENTER FOR TEACHING AND LEARNING

Associate Vice Provost for Undergraduate Education and Director:
Michele Marinovich
Senior Associate Director (Science and Engineering): Robyn Wright Dunbar
Associate Director (Humanities): Mariatte Denman
Associate Director (Social Sciences and Technology): Marcelo Clerici-Arias
Associate Director (Technology and Teaching): to be announced
Associate Director for Academic Support: Adina Glickman
Tutoring and Academic Skills Specialist: Amy Chambers
Administrators: David Leech, Cristen Osborne, Linda Salser
Oral Communication Program Director and Senior Lecturer:

Doree Allen
Oral Communication Specialists and Tutor Managers: Jennifer Hennings, Lindsey Paul
Lecturers: Thomas Freeland, Joyce Moser, Marianne Neuwirth, Leslie Townsend, James Wagstaffe, Randall A. Williams

Department Offices: September-December 2008: Terman Building, Starting January 2009: Sweet Hall, 4th floor
Speaking Center: Meyer Library 123
Mail Code: 94305-3087
Center Phone: (650) 723-1326
Email: TeachingCenter@stanford.edu
Web Site: <http://ctl.stanford.edu>

The Center for Teaching and Learning is a University-wide resource on effective teaching and public speaking for faculty, lecturers, and teaching assistants and on effective learning and public speaking for undergraduates and graduate students. All courses listed with CTL promote acquisition of public speaking skills, enhanced learning skills, and/or teaching excellence. Courses offered by the Center for Teaching and Learning have the subject code CTL.

CTL SERVICES TO UNDERGRADUATES AND GRADUATE STUDENTS

CTL provides resources for students who want to enhance their study approaches and clarify their learning strategies. Through courses, individual counseling, and workshops, CTL helps students build skills that are the foundation for continuous improvement and lifelong learning.

Free tutoring is available to undergraduates in several subjects; see <http://tutoring.stanford.edu> for details on where and when tutors can be found. Students qualified for tutoring may apply to be tutors and, if accepted, are expected to take CTL's course on tutoring; the application process takes place in February.

CTL SERVICES TO FACULTY, LECTURERS, AND TEACHING ASSISTANTS

CTL provides the Stanford community with services and resources on effective teaching. Our goals are: to identify and involve successful teachers who are willing to share their talents with others; to provide those who are seeking to improve their teaching with the means to do so; to acquaint the Stanford community with important innovations and new technologies for teaching; to prepare new teachers for their responsibilities; to contribute to the professional development of teaching assistants; to expand awareness of the role of teaching at research universities; and to increase the rewards for superior teaching.

CTL also has responsibility for helping teaching assistants (TAs) with their preparation for and effectiveness in teaching and for helping departments with designing effective TA training programs. Programs include: videotaping, microteaching, and consultation; small group and other forms of mid-quarter evaluation; workshops and lectures; a handbook on teaching and a library of teaching materials; quarterly teaching orientations; an informative quarterly newsletter; and work with individuals, groups, and departments on their specific needs. For further details, see CTL's teaching handbook or the CTL brochure, both available by calling (650) 723-1326, or see <http://ctl.stanford.edu>.

For questions or requests, email TeachingCenter@stanford.edu.

ORAL COMMUNICATION PROGRAM

The Oral Communication Program at CTL provides opportunities for undergraduates and graduate students to develop or improve their oral communication skills. Courses and workshops offer a comprehensive approach to speech communication, including training in the fundamental principles of public speaking and the effective delivery of oral presentations. The goal is to enhance students' general facility and confidence in oral expression. The program also provides innovative, discipline-based instruction to help students refine their personal speaking styles in small groups and classroom settings. Those interested in individualized instruction or independent study are invited to make an appointment to use the program's Speaking Center in Meyer Library, room 123, where trained student tutors, multimedia, and instructional resource

materials are available on an ongoing basis. To schedule an appointment, see <http://speakinghelp.stanford.edu>. For further details, call (650) 725-4149 or 723-1326 or see <http://ctl.stanford.edu/Oralcomm>.

FRESHMAN AND SOPHOMORE PROGRAMS

Assistant Vice Provost and Program Director: Sharon Palmer
Associate Director: Lee West
Academic Technology Specialist: Edward O'Neill
Oral Communication Lecturer: Joyce Moser
College Programs Associate: LaCona Woltmon
Administrators: Gari Gene, Mona Kitasoe, Marie Ochi-Jacobs, Teresa Nguyen

Department Offices: Sweet Hall, 1st floor
Phone: (650) 723-4338
Fax: (650) 736-2797
Email: froshsophprograms@stanford.edu
Web Sites: <http://introsems.stanford.edu>; <http://soco.stanford.edu>

Freshman and Sophomore Programs (FSP), a division of the office of the Vice Provost for Undergraduate Education, sponsors and supports Freshman-Sophomore College, as well as Stanford Introductory Seminars, including Freshman Seminars, Sophomore Seminars and Dialogues, and Sophomore College. FSP also coordinates initiatives that encourage faculty and students to build on relationships formed in introductory seminars by forming ongoing mentoring and research partnerships based on their shared intellectual interests. FSP is located on the first floor of Sweet Hall. For detailed information, see the web site or contact the office.

FRESHMAN-SOPHOMORE COLLEGE

The Freshman-Sophomore College (FroSoCo) at Sterling Quad is a residence for approximately 180 freshmen and sophomores interested in broad intellectual exploration of the liberal arts and sciences. The College integrates intellectual, academic, and social activities with residential life. Entering freshmen have the option of living for two years in FroSoCo. For more information, see <http://frosoco.stanford.edu>.

STANFORD INTRODUCTORY SEMINARS

Participating Faculty: Over 200 faculty from more than 60 departments take part in Introductory Seminars programs. See faculty listings in each department's section of this bulletin for pertinent information.

SIS Offices: Sweet Hall, 1st floor, 590 Escondido Mall
Mail Code: 94305-3091
Phone: (650) 723-4338
Email: froshsophprograms@stanford.edu
Web Sites: <http://introsems.stanford.edu>; <http://soco.stanford.edu>

Stanford Introductory Seminars (SIS) provide opportunities for first- and second-year students to work closely with faculty in an intimate and focused setting. These courses aim to intensify the intellectual experience of the freshman and sophomore years by allowing students to work with faculty members in a small group setting; introducing students to the variety and richness of academic topics, methods, and issues which lie at the core of particular disciplines; and fostering a spirit of mentorship between faculty and students. Over 200 faculty from more than 60 departments take part in the introductory seminars programs. The courses are given department credit and most count towards an eventual major in the field. Most also fulfill General Education Requirements (GERs).

Some faculty who have taught Freshman Seminars or Sophomore College volunteer to continue working with their students through a formal advising relationship during the students' sophomore year.

FRESHMAN SEMINARS AND SOPHOMORE SEMINARS AND DIALOGUES

Freshman Seminars and Sophomore Seminars and Dialogues are offered in many disciplines throughout the academic year. Freshman preference seminars are typically given for 3-4 units to a maximum of 16 students, and generally meet twice weekly. Although preference for enrollment is given to freshmen, sophomores and first-year transfer students may participate on a space-available basis and with the consent of the instructor. Sophomore preference seminars and dialogues give preference to sophomores and first-year transfer students, but freshmen may participate on a space-available basis and with the consent of the instructor. Sophomore preference seminars are given for 3-5 units to a maximum of 14 students, while sophomore preference dialogues take the form of a directed reading, and are given for 1-2 units to a maximum of 5 students.

For a list of introductory seminars offered in 2008-09, see the "Stanford Introductory Seminar Courses" section of this bulletin. For an application or more information, see the SIS annual course catalogue, published each September, or <http://introsems.stanford.edu>.

All seminars require a brief application. See the *Time Schedule*, the *Stanford Introductory Seminars Course Catalogue* published each September, or <http://introsems.stanford.edu>. Due dates for 2008-09 applications for both freshman and sophomore preference courses are: Autumn Quarter, 5 p.m., September 19; Winter Quarter, noon, December 5; Spring Quarter, noon, March 13.

SOPHOMORE COLLEGE

Sophomore College offers sophomores the opportunity to study intensively in small groups with Stanford faculty for several weeks before the beginning of Autumn Quarter. Students immerse themselves in a subject and collaborate with peers, upper-class sophomore assistants, and faculty in constructing a community of scholars. They are also encouraged to explore the full range of Stanford's academic resources in workshops and individually. At its best, Sophomore College is characterized by an atmosphere of intense academic exploration. Each Sophomore College course enrolls twelve to fourteen students, who live together in a Stanford residence and receive two units of academic credit. Eligible students will have been enrolled for no more than three academic quarters; be sophomores in the Autumn Quarter during which the college is offered; be in good academic standing; and have completed at least 36 units of academic work by the end of the Spring Quarter preceding the college. Students must also have an on-campus housing assignment for the ensuing academic year and intend to enroll in the Autumn Quarter. Admitted students who are found to have academic standing problems after the completion of Spring Quarter may have their admission revoked. The Sophomore College program fee covers tuition, room, board, books, and class-required travel arranged by the program. The total fee is \$1300, but all students automatically receive an \$800 scholarship. Each student pays the remaining \$500, which is included in the University Bill. Financial aid is available. Students are also responsible for travel to campus (or to another site for some off-campus seminars), phone, network activation fees, and other personal expenses. Courses are announced in March, and applications are due in April. For a list of Sophomore College Seminars offered in 2008-09, see the "Sophomore College Courses" section of this bulletin. For more information or to apply, see <http://soco.stanford.edu>.

FRESHMAN DEAN'S OFFICE

Associate Vice Provost and Dean of Freshmen: Julie Lythcott-Haims

Assistant Dean of Freshmen: Koren Bakkegard
Offices: Sweet Hall, 1st floor
Mail Code: 94305-3094

Phone for freshmen and transfer students: (650) 723-7674
Phone for parents: (650) 725-0649
Email: frosh@stanford.edu

Web Site: <http://undergrad.stanford.edu>

The Freshman Dean's Office welcomes and integrates freshmen into Stanford from acceptance of admission through the end of the first undergraduate year. It addresses students' individual transitional needs, connects students to resources and opportunities, and cultivates an understanding of Stanford's history and traditions. The office is also a resource for transfer students and parents.

INTRODUCTION TO THE HUMANITIES PROGRAM

Director: Russell A. Berman

Associate Director: Ellen Woods

Affiliated Faculty: Jean-Marie Apostolides (French and Italian), Shahzad Bashir (Religious Studies), Carl Bielefeldt (Religious Studies), Chris Bobonich (Philosophy), Philippe Buc (History), Scott Bukatman (Art and Art History), David Como (History), Charitini Douvaldzi (German Studies), Dan Edelstein (French and Italian), Shelley Fisher Fishkin (English), Charlotte Fonrobert (Religious Studies), Zephyr Frank (History), Michael Friedman (Philosophy), Marisa Galvez (French and Italian), Robert Harrison (French and Italian), Linda Hess (Religious Studies), Ian Hodder (Archaeology and Anthropology), Nadeem Hussain (Philosophy), Christian Kaesser (Classics), William Koski (Law), Helen Longino (Philosophy), Henry Lowood (University Libraries, German Studies), Marsh H. McCall, Jr. (Classics), Ian Morris (Classics), David Palumbo-Liu (Comparative Literature), Robert Proctor (History), Alice Rayner (Drama), Rob Reich (Political Science), Eric Roberts (Computer Science), Rob Robinson (German Studies), Janice Ross (Drama), Walter Scheidel (Classics), Helen Stacy (Law), Jennifer Summit (English), Blakey Vermeule (English), Barbara Voss (Archaeology and Anthropology), Ban Wang (Asian Languages), Amir Weiner (History), Bryan Wolf (Art and Art History), Tobias Wolff (English), Lee Yearley (Religious Studies), Yiqun Zhou (Asian Languages)

Lecturers: Lalaie Ameeriar, Ahmed Alwishah, Rashida Braggs, Renu Cappelli, Bill Carter, Sarah Cervenak, Anita Chan, Kathleen Coll, Jon Daehnke, Xinyu Dong, Michael Feola, Sabrina Ferri, Melissa Ganz, James Genone, Gillian Goslinga, Abby Heald, Phillip Horky, Michael Hunter, Jesse Kauffman, Joann Kleinneier, Laura Maguire, Michael McFall, Zena Meadowson, Martina Meyer, Alice Petty, Christy Pichichero, Jennifer Rapp, Uzma Rizvi, Laurel Scotland-Stewart, Dana Sherry, Maya Soifer, Melissa Stevenson, Anise Strong, Nicolas Tackett, David Walter, Candace West, Gabriel Wolfenstein, Joshua Wright

Department Offices: Sweet Hall, Second Floor

Mail Code: 94305-3068

Department Phone: (650) 723-0944

Email: ihumprogram@stanford.edu

Web Site: <http://ual.stanford.edu/ihum>

Courses offered by the Introduction to the Humanities Program have the subject code IHUM, and are listed in the "Introduction to the Humanities Courses" section of this bulletin.

Introduction to the Humanities offers courses that satisfy a three quarter General Education Requirement (GER) for first-year students. The purpose of the Introduction to the Humanities (IHUM) requirement is to build an intellectual foundation in the study of human thought, values, beliefs, creativity, and culture. Introduction to the Humanities courses enhance skills in analysis, reasoning, argumentation, and oral and written expression, thus helping to prepare students for more advanced work in the humanities, and for work in other areas.

The IHUM requirement may be satisfied in two ways:

Introduction to the Humanities courses—a one quarter, interdisciplinary course followed by a two quarter course sequence.

1. *The Program in Structured Liberal Education*—a three quarter, residence-based learning experience, which satisfies the IHUM requirement, both of the University Writing and Rhetoric requirements, and the General Education Requirement in the Humanities. For information on the program, see the "Structured Liberal Education" section of this bulletin.

OVERSEAS STUDIES PROGRAM

Program Director: Norman Naimark

Stanford Program in Australia

Director, Centre for Marine Studies, University of Queensland: Ove Hoegh-Guldberg

Faculty: Kevin Arrigo, Bill Casey, Sophie Dove, Norm Duke, John Hall, Ron Johnstone, Davey Kline, Ian Lilly, Selina Ward

Stanford Program in Beijing

Director: Xiaohong Shen

Faculty: Dong Chen, Bobai Li, Kun Li, Jean Oi, Scott Rozelle, Andrew Walder, Xixin Wang, Shizhou Wang, Yun Zhou

Stanford Program in Berlin

Director: Karen Kramer

Faculty: Brigid Barton, Maria Biege, Camilla Bork, Ulrich Brückner, Regina Casper, Knut Ebeling, Charlotte Fonrobert, Dubravka Friesel-Kopecki, Martin Jander, Wolf-D. Junghanns, Ingo Klein, Christa Maerker, Matthias Pabsch, Orrin Robinson, Jari Spletstoesser, Sylke Tempel, Jochen Wohlfeil

Stanford Program in Florence

Director: Ermelinda Campani

Faculty: Khaled Fouad Allam, Guilio Cifarelli, Paolo Galluzzi, Charles Loverme, Giuseppe Mammarella, Leonardo Morlino, Fiorenza Quercioli, Joan Ramon Resina, Filippo Rossi, Emanuela Scarpellini, Kenneth Schultz, Carolyn Springer, Timothy Verdon, Luisa Vierucci

Stanford Center for Technology and Innovation (SCTI)—Kyoto

Director: Andrew Horvat

Faculty: Toshihiko Hayashi, Ursula Heise, Catherine Ludvik

Stanford Program in Madrid

Director: Santiago Tejerina-Canal

Faculty: Francisco Javier Bobillo de la Pena, Eva Botella Ordinas, María Teresa Cambor Portilla, Julia Doménech Lopez, Tamar Herzog, Sheila Klaiber, Miguel Larrañaga Zuleta, Pablo de Lara del Toro, Laura Murcia, Susan Sartarelli, Francisco Seujo Maceiras, Lisa Surwillo, Juan Andres Walliser

Stanford Program in Moscow

Program Director: Alexander Abashkin

Faculty: Tatyana Boldyreva, Maxim Bratersky, Galina Filatova, Sergey Kortunov, Liza Kurganova, Vladimir Mau, Dmitri Trenin, Olga Zinovieva

Stanford Program in Oxford

Director: Geoffrey Tyack

Faculty: Paddy Bullard, Giovanni Cappocia, Helena Chance, Helen Kidd, Robert McMahon, Emma Plaskitt, Jack Rakove, Richard Rowley, Robert Siegel, Bart van Es

Stanford Program in Paris

Director: Estelle Halevi

Faculty: Mark Applebaum, Keith Baker, Laurie Boussaguet, Colette Deremble, Jean Paul Deremble, Jean-Marie Fessler, Sonia Gourevitch, Patrick Guedon, Sylvain Guyot, Laurent Habert, Jan Keppler, Eloi Laurent, Jacques Le Cacheux, Benoit Leguet, Richard Martin, Florence Mercier, Elizabeth Molkou, Anne Muxel, Anastasia-Erasmia Peponi, Christian de Perthuis, Martial Poirson, Pauline Reycheman, Sylvie Strudel, Fabrice Virgili

Stanford Program in Santiago

Director: Iván Jaksic

Faculty: Mabel Abad, César Alborno, Andrés Bobbert, Ignacio Briones, Germán Correa, Uta Francke, Claudio Fuentes, Sergio

Micco, Sergio Missana, Oscar Muñoz, Alvaro Palma, Hernan Pons, Jorge Ruffinelli, Bernardo Subercaseaux, Sharon Reid

Program Offices: Ground Floor, Sweet Hall, 590 Escondido Mall

Mail Code: 94305-3089

Phone: (650) 723-3558

Email: bospstudy@lists.stanford.edu

Web Site: <http://bosp.stanford.edu>

Courses given in the Overseas Studies Program have subject codes beginning with OSP and are listed in the "Overseas Studies Courses" sections of this bulletin.

The Bing Overseas Studies Program (BOSP) provides opportunities for Stanford students to broaden their undergraduate education through study in another country and immersion in its culture. Regular programs in Australia, Beijing, Berlin, Florence, Kyoto, Madrid, Moscow, Oxford, Paris, and Santiago offer courses in engineering, humanities, sciences, and social sciences with full Stanford credit. Many courses also count toward major requirements and/or fulfill General Education Requirements. Students may enroll for one or more quarters at most locations. Academic or paid internships are available at the Berlin, Florence, Kyoto-SCTI, Madrid, Moscow, and Paris programs. Research opportunities are available in various formats at different centers. Minimum academic and language prerequisites are specific to each program. See <http://bosp.stanford.edu> for information on these requirements.

While studying overseas through BOSP, students remain registered at Stanford and pay regular tuition, along with the overseas fee, which is based on Stanford room and board rates. Regular financial aid applies, and may be increased to cover additional costs. At most centers, students live in a homestay or with local students.

Overseas Studies also offers a limited number of special programs including, in 2008-09, ten three-week faculty-led seminars at overseas locations.

Overseas Studies, located on the ground floor of Sweet Hall, has full-time staff members and student advisers to assist in planning for overseas study. Course information, while accurate at the time of publication, is subject to change. See <http://bosp.stanford.edu> for updated information.

STRUCTURED LIBERAL EDUCATION

Director: Roland Greene (Comparative Literature)

Coordinators: Suzanne Greenberg and Greg Watkins

Lecturers: Suzanne Greenberg, Rashi Jackman, Nicole Lopez, Jeremy Sabol, Greg Watkins

Department Offices: Sweet Hall, Second Floor, and Florence Moore Hall

Mail Code: 94305-8581

Department Phone: (650) 725-0102

Email: sle-program@stanford.edu

Web Site: <http://sle.stanford.edu>

The Program in Structured Liberal Education (SLE) offers freshmen an interdisciplinary approach to the liberal arts. The program emphasizes intellectual rigor and individualized contact between faculty and students. SLE has three basic purposes: to present a coherent program of instruction; to develop a student's ability to ask effective questions of texts, teachers, the culture, and themselves; and to develop intellectual skills in logical reasoning, critical reading, expository writing, and group discussions. SLE encourages students to live a life of ideas in an atmosphere that stresses critical thinking and a tolerance for ambiguity. Neither the instructors nor the curriculum provides ready-to-serve answers to the questions being dealt with; rather, SLE encourages a sense of intellectual challenge, student initiative, and originality.

The residence hall is the informal setting for lectures and small

group discussions. SLE instructors work closely with students and participate in dorm life. SLE enhances the classroom experience with other residence-based educational activities, including a weekly film series and a student-produced play each quarter.

Freshmen interested in enrolling in SLE should indicate this preference for their IHUM assignment. SLE is designed as a three quarter sequence and students should be willing to make a commitment for the entire year.

PROGRAM IN WRITING AND RHETORIC

Faculty Director: Andrea A. Lunsford

Associate Director: Marvin Diogenes

Assistant Directors: Christine Alfano, Nancy Buffington

Acting Writing in the Major Director: Marvin Diogenes

Hume Writing Center Director: Clyde Moneyhun

Hume Writing Center Associate Director for Honors Writing: Hilton Obenzinger

Hume Writing Center Assistant Directors: Patti Hanlon-Baker, Sohui Lee

Lecturers: Christine Alfano, Paul Bator, Julia Bleakney, Shaleen Brawn, Nancy Buffington, Joel Burges, Dana Carluccio, Subho Chakravarty, Kevin DiPirro, Mark Feldman, Marjorie Ford, Wendy Goldberg, Patti Hanlon-Baker, Arturo Heredia, Scott Herndon, Jonathan Hunt, Donna Hunter, Melissa Leavitt, John Lee, Sohui Lee, Sangeeta Mediratta, Kimberly Moekle, Kelly Myers, Alyssa O'Brien, John Peterson, Gabrielle Ribera-Moyer, Carolyn Ross, Helle Rytkonen, Kim Savelson, Susan Schuyler, Rod Taylor, John Tinker, Jonah Willihnganz, Susan Wyle

Teaching Affiliates: Regina Arnold (Autumn), Lee Konstantinou (Autumn), Jenna Lay (Autumn), Michael Reid (Autumn)

Department Offices: Building 460, Room 223, Margaret Jacks Hall

Mail Code: 2085

Department Phone: (650) 723-2631

Email: pwrcourses@stanford.edu

Web Site: http://ual.stanford.edu/AP/univ_req/PWR/Req.html

Courses given in the Program in Writing and Rhetoric have the subject code PWR.

The Program in Writing and Rhetoric (PWR) designs and teaches courses that meet the Writing and Rhetoric requirement for undergraduates at Stanford as well as intermediate and advanced writing and rhetoric classes. For more information on the requirement, see the "Courses" section below and the "Writing and Rhetoric Requirement" section of this bulletin.

PWR courses engage students in rhetorical and contextual analysis of texts and substantive research-based argument. Students in PWR courses learn and practice time-tested rhetorical principles to gain increasing control over the intellectual and stylistic elements of their writing; they learn to analyze the ideas and persuasive strategies of others and to apply those insights to their own writing.

Toward these ends, PWR 1 focuses on elements of academic argument: understanding a writer's stance; developing a supportable argumentative thesis; discovering, developing, and deploying cogent proofs; making appropriate organizational and stylistic choices; and understanding the expectations of audiences. The course emphasizes research-based writing, including the effective use of print and non-print sources, primary and secondary sources, and data based on fieldwork. Students enrolled in PWR 1 carry out significant research and use it as the basis for a polished and persuasive research-based argument.

PWR 2 further develops students' skills in writing and oral presentation, emphasizing the ongoing development of content, organization, and style. The course addresses the dynamic interdependence of writing and speaking, as well as the importance of visual and multimedia elements in the effective presentation of research. Students enrolled in PWR 2 have opportunities to draft and revise written assignments and oral presentations as well as

opportunities to present the results of scholarly inquiry, with an emphasis on how to work purposefully and well with a variety of presentation media.

As a general rule, students complete a minimum of three major assignments in both PWR 1 and 2. Written assignments vary from 5 to 15 pages in length, and students work intensively on revising each piece of writing. Oral presentations may involve collaborative work as well as multimedia elements. All assignments involve analyzing a range of texts as well as identifying, evaluating, and using multiple sources in support of academic and research-based arguments. In-class work focuses on how to read with an increasingly critical eye and how to identify, evaluate, integrate, and cite sources effectively.

Writing and Rhetoric classes enroll no more than 15 students, and all classes are conducted as seminars in which participation is crucial. In-class activities include close reading of and responding to the writing of peers; these workshops are augmented by a minimum of three individual or small group conferences with the PWR instructor during the quarter.

COURSES

The Writing and Rhetoric requirement includes courses at three levels.

The first-level course, taken in the first year, can be satisfied by courses in PWR or Structured Liberal Education; the curriculum emphasizes analysis and research-based argument.

2. The second-level course, to be completed by the end of the sophomore year, is a writing and oral/multimedia presentation course taught by the Program in Writing and Rhetoric and by other programs and departments; completion of Structured Liberal Education also satisfies the second-level requirement.

3. The third-level course is a Writing in the Major (WIM) course taught in each major, providing students with systematic opportunities to develop skills for writing in their chosen fields. A list of certified WIM courses may be found in the table of "Undergraduate Major Unit Requirements" in the "Undergraduate Degrees and Programs" section of this bulletin. WIM course descriptions may be found under individual department and program sections.

The sequence of required courses provides a coordinated approach responsive to how students mature as writers, researchers, and presenters during their undergraduate years. At each level, students develop greater sophistication in conducting inquiry and producing scholarly work in progressively more specific disciplinary contexts.

Before the term in which students enroll in the first two levels of the requirement, they review course descriptions on the web site at http://ual.stanford.edu/AP/univ_req/PWR/Courses.html. After reviewing the offerings, students submit a list of top choices, and the PWR office assigns students to courses based on these preferences.

WRITING AND RHETORIC 2 REQUIREMENT

The Writing and Rhetoric 2 requirement may be satisfied through completion of courses offered through PWR or by other programs and departments. Before the quarter in which students are assigned to enroll in the second-level course, they will be able to review all available courses that meet the requirement on the web site at http://ual.stanford.edu/AP/univ_req/PWR/Courses.html. In addition to PWR 2, designated Center for the Teaching of Learning (CTL) courses and Stanford Introductory Seminars (SIS) satisfy the second-level Writing and Rhetoric requirement (Write-2). SIS courses require an additional application form; see http://ual.stanford.edu/OO/intro_seminars/IntroSemsCurrent.html and the SIS Winter and Spring supplements for more information.

HUME WRITING CENTER

The Hume Writing Center, located in Room 20 of Margaret Jacks Hall (Building 460), supports student writing in the full range of academic and extracurricular contexts. The center emphasizes support for students writing for PWR, Introduction to the Humanities, and Stanford Introductory Seminars, while also serving all Stanford undergraduates through one-to-one and group tutorials,

workshops, and seminars. Other events sponsored or hosted by the center include regular Writers' Nights featuring fiction and poetry readings, the "How I Write" series of dialogues with Stanford faculty, and spoken word performances. For further details on the center, see

http://ual.stanford.edu/ARS/help_writing/WritingProject.html.

PWR PEDAGOGY PROGRAM

PWR offers ENGLISH 397A, a pedagogy seminar for all graduate students (TAs) from English, Modern Thought and Literature, and Comparative Literature who teach PWR courses as part of their graduate studies. Taught in the Autumn Quarter, the pedagogy seminar focuses on syllabus design, developing writing assignments, and responding to student writing. The history of rhetoric and writing supplies a theoretical foundation as well as practical lessons for how to teach writing and research most effectively. In the Winter and Spring, graduate students continue their pedagogical development through a series of workshops and seminars focused on specific issues in the teaching of writing. Elements of the pedagogy program include class visits; group evaluation of writing assignments; workshops and lectures; a handbook on teaching; a library of teaching materials; a program web site with links to other writing program sites; and individual work with mentors and peers.

PEER WRITING CONSULTANTS

The Program in Writing and Rhetoric offers PWR 195, a course on the tutoring of writing for undergraduates chosen to serve as peer writing consultants in the Hume Writing Center and across the campus.

COMMUNITY WRITING PROJECT (CWP)

Students may elect to enroll in a section of PWR 1 or 2 designated as "CWP" on the PWR web site. Students in CWP sections complete at least one project during the term (a grant proposal, pamphlet, news article, profile, or web site) for a local community service agency. The program provides an orientation for each CWP section, including a description of participating agencies. Community Writing Project assignments are then made in consultation with the instructor, the agencies, and the program.

UNDERGRADUATE ADVISING AND RESEARCH

Director (Acting): Carol Porter

Program Office: Sweet Hall, first floor

Phone: (650) 723-2426

Fax: (650) 725-1436

Web Site: <http://undergrad.stanford.edu>

Email: vpue-advising@stanford.edu, vpue-research@stanford.edu

Appointments: <http://undergrad.stanford.edu>

The Office of Undergraduate Advising and Research (UAR) helps students realize the full intellectual richness of undergraduate life at Stanford. UAR advisers work directly with students in one-on-one interactions to help them develop their scholarly interests before and after they declare a major, overcome obstacles to their academic success, immerse themselves in their chosen fields, engage with faculty, take advantage of academic opportunities and resources outside their major departments, and, for some students, to prepare for post-baccalaureate study.

The UAR staff includes professional advisers in Sweet Hall, academic directors (ADs) in Branner, Florence Moore, Freshman-Sophomore College, Lagunita, Roble, Stern, Toyon, and Wilbur residence halls, the South Row, and the Athletic Academic Resource Center. Freshmen are assigned to academic advisers (faculty and academic staff) according to their preliminary academic interest and

residence. The academic directors associated with the residences and UAR advisers complement the role of the assigned advisers with a comprehensive understanding of the curriculum; they advise students broadly on their courses of study and long term goals. Some freshmen receive enhanced academic support through participation in Expanded Advising Programs (EAP).

UAR services include:

- assistance with curriculum planning, including overseas studies
- consultation on choosing a major
- advice on integrating research into an undergraduate program of study
- support for students considering and applying for merit-based scholarships and national fellowships
- practical advice on how to prepare for and apply to graduate and professional schools
- academic and personal advising related to academic performance
- guidance on policies and procedures concerning academic standing
- assistance with interpretation and application of academic rules and regulations
- use of the resource library and membership on email lists
- referrals to campus tutoring resources and counseling offices

SCHOLARSHIPS AND FELLOWSHIPS, AND POST-BACCALAUREATE STUDIES

Along with the Overseas Resource Center (<http://icenter.stanford.edu/orc>), UAR staff help students to compete for merit scholarships and post-baccalaureate fellowships. UAR also administers campus nomination competitions for the Goldwater, Udall, Beinecke, Center for the Study of the Presidency, Jack Kent Cooke, Carnegie, Liebmann, and Truman scholarships, as well as the Goldman Sachs Global Leaders Program. Binders containing applications of previous winners are available in the offices of academic directors and on the first floor of Sweet Hall.

UAR offers workshops and individual consultations on choosing a graduate or professional school, such as in law or the health professions, writing personal statements, soliciting letters of recommendation, and preparing for interviews.

UNDERGRADUATE RESEARCH

UAR sponsors and supports programs that encourage undergraduates to work individually with faculty on research, advanced scholarship, and creative projects. Programs are designed to serve students new to research and those with considerable research experience who are able to take on advanced, independent projects.

STUDENT GRANT PROGRAMS

UAR offers research grants to registered Stanford undergraduates. Grants support faculty-mentored research projects, and are typically used to pay for research/creative supplies, travel, and room and board (Major Grant and Chappell Lougee Scholarship recipients may include a stipend within their budget if they are working full-time on their project over the Summer Quarter). For the 2008-09 academic year, students have access to the following grant programs:

Small Grants provide for student projects that explore a topic of interest or contribute to the development of future intellectual pursuits. They are often used for smaller projects, preliminary research, and follow-up expenses associated with larger projects.

Major Grants support larger projects that normally span several quarters. Funded projects typically culminate in an honors thesis or some other substantial capstone product that demonstrates a focused and intellectually rigorous perspective on the topic of interest. Major grant proposals are subject to a review process that includes input from faculty in the relevant departments.

The Chappell Lougee Scholarship supports sophomores who wish to undertake research in the humanities, creative arts, and social sciences. Students receive a grant for full-time research under the supervision of a faculty mentor. In addition, UAR provides guidance for students to transform their research into a creative performance, a capstone or honors project, or post-baccalaureate study.

Angel Grants assist students in producing a finished public creative work such as an art exhibit, film, stage production, or concert.

Conference Travel Grants support students who have been invited to present their research at a professional or scholarly conference. The grants fund travel expenses to and from the conference, and normal conference registration. Students demonstrating financial need may also include conference-associated food and lodging in their budget.

For current deadlines and program details, see <http://studentgrants.stanford.edu>. The application for any student grant consists of (1) a student-authored project proposal, including a line-item budget, and (2) a letter of support written by a qualified member of the Stanford faculty. UAR may also consult student transcripts as well as outside faculty reviewers. Proposals are judged on intellectual significance, rigor and feasibility of project design, and evidence of student preparedness.

UAR provides advising support for students considering a research grant, including proposal writing and project design consultation and advice on administrative policies. Students can view sample proposals at the UAR office. For more information, see <http://studentgrants.stanford.edu>.

DEPARTMENTAL AND FACULTY SPONSORED RESEARCH OPPORTUNITIES

Departments, interdisciplinary programs, and Stanford research centers may apply through the UAR office for VPUE Departmental Grants for Undergraduate Research to support programs that provide undergraduates with mentorship and training in scholarship and research. Typically, departments pair students with a faculty member or faculty-led research group according to their mutual scholarly interests. Students conduct substantive, directed research on a particular aspect of the faculty member's research project, and they meet frequently with their faculty mentors to discuss progress and future directions for the project. For an official request for proposal form, see <http://vpuedepartmentalgrants.stanford.edu>. Students should check with UAR staff to determine which departments and centers currently sponsor research programs.

Individual faculty members may also apply through the UAR office for VPUE Faculty Grants for Undergraduate Research. Faculty Grants provide funding for undergraduates to work closely with faculty on a directed research project. Typical student research activities include conducting literature reviews, developing and conducting research surveys, collecting and analyzing data, aiding in the development of course materials, and conducting laboratory experiments. Faculty determine student participation in this program, so students should contact departments and faculty for more information. For an official request for proposal form, see <http://vpuefacultygrants.stanford.edu>.

SUMMER RESEARCH COLLEGE

Summer Research College (SRC) is a residential program directed by UAR for students engaged in faculty-mentored research endeavors on campus over the summer.

SRC aims to foster close intellectual and social contact among students and faculty in an interdisciplinary residential community. During the day, students work with their faculty advisers or research groups campus-wide. In the evenings and on weekends, they have opportunities to share in research discussions, dinners with faculty guests, social and cultural activities, and other informal gatherings with fellow researchers.

SRC is not a source of funding for student research; it is a residential program intended to enrich undergraduates' summer research experience. Residents of SRC obtain funding through UAR and non-UAR funding programs. For more information about SRC, including registration procedures and college policies, see <http://src.stanford.edu>.

BING HONORS COLLEGE

Bing Honors College brings students who are writing honors theses to campus in September before the start of the regular school year for a program of intensive scholarship and writing guided by faculty from participating departments and programs. By

concentrating solely on the thesis for nearly three weeks, the college participants begin the senior year with a commitment to independent scholarship in an atmosphere of shared intellectual purpose. The college sponsors crossdisciplinary forums, such as writing workshops and methodology panels, as well as residential activities, and a celebratory concluding event to which students invite their research advisers. Students participating in the college receive room and board, and access to computers.