

## **Annual Report on the First Year Composition Program, 2017 - 2018**

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The First-year Composition Committee (FYCC) met three times during the 2017 - 2018 academic year. Members of the committee included: Christy Desmet (Chair), Deborah Miller, Holly Fling, Renee Buesking, Al Dixon, Anthony Galli, Mary Ann O’Neal-Ingles, Carmen Comeaux, Lindsey Harding, Danielle Bray, Lainie Pomerleau, Robby Nadler, and Sara Steger.

### **I. COURSE DEMOGRAPHICS:**

During the 2017-2018 academic year the First-year Composition Program taught the following number of sections and students (broken down into Total, ESOL, Online, Learning Community, Honors, and Special Topics sections of English 1101, 1102, and 1102E). \*\*ENGL 1103 was discontinued in Fall 2017\*\*

#### **TOTAL SECTIONS**

	<b>ENGL 1101</b>	<b>ENGL 1102</b>	<b>ENGL 1102E</b>	<b>TOTAL</b>
Sum 2017 (20 max)	1	5	1	7
Fall 2017 (19 max)	74	108	0	182

Spring 2018 (21 max)	15	102	0	117
<b>TOTAL</b>	90	215	1	306

**ESOL Sections (limited to 15 students)**

	<b>ENGL 1101</b>	<b>ENGL 1102</b>	<b>TOTAL</b>
Summer 2017	0	0	0
Fall 2017	2	2	4
Spring 2018	2	2	4
<b>TOTAL</b>	4	4	8

**Fall:** Teachers were: Philip Gilreath (ENGL1101) and Danielle Bray (ENGL1102)

**Spring:** Teachers were: Danielle Bray (ENGL1101/1102) and Lisa Lipani (ENGL1101)

**Learning Communities Fall 2017 Sections (limited to 20 students each)**

	<b>ENGL 1101 and 1102, combined</b>	<b>TOTAL</b>
Fall 2017	9	9
<b>TOTAL</b>	9	9

Learning Communities are combined sections of ENGL1101 and ENGL1102 offered only during Fall semester. Students who attend these sections take three classes together throughout the semester. The total number of these sections was 9. They were taught by: Nathan Camp (Sustainability & Slavery), Jaydn DeWald (Jazz), Spencer Simrill (Robots), Barry Shelton (Technology), Holly Gallagher (Health), Christopher Alexander (Capitalism), Lindsay Tigie (Global), and Lisa Lipani (Informatics).

Learning Communities sections of FYC have a maximum of 15 students taught during fall semester only, although most sections are smaller because some (indeed, perhaps, an increasing number) of students in each LC place out of English Composition altogether. In Fall 2017, there was a dramatic increase in freshman acceptance and enrollment, putting a bit more strain on the FYC office in regard to Learning Communities. Learning Communities were discontinued beginning Fall 2018.

**Honors First-year Composition Sections (limited to 15 students)**

	<b>ENGL 1050H</b>	<b>ENGL 1060H</b>	<b>TOTAL</b>
Summer 2017	0	0	0

Fall 2017	3	3	6
Spring 2018	2	3	5
<b>TOTAL</b>	5	6	11

### Special Topics Sections of FYC

**Summer 2017:** No special topic courses were taught during the summer session.

**Fall 2017:** There were 17 sections taught in the fall, and they are as follows: Stephen Brooks (FYC Experiment - 4); Teresa Saxton & Nancee Reeves (Archival Research Course – 5); Sarah Mayo (Writing to Creature Features: Monsters in American Cinema – 0 because she received a fellowship for 2017-2018 afterwards ; Holly Fling (Reading and Writing Materiality: Objects as Texts - 2); Shamala Gallagher (Who Are You?: Cultural Identity and Personal Politics in Contemporary Writing - 2); Amy Locklin (Realities and Robots/Robots and Realities – 3); Maria Chappell (Discovering the Hidden Treasures of UGA’s Special Collections Library – 1).

**Spring 2018:** There were 18 sections taught in the spring, and they are as follows: Stephen Brooks (FYC experiment – 4); Nancee Reeves (Aliens in the Archives - 2); Teresa Saxton (Scandal in the Archives - 2); Spencer Simrill (Comedy - 4); Joshua Hussey (Detective Fiction – 3); Robby Nadler (Science Writing – 1); and Beth Kozinsky (Disney Analysis - 2).

### TOTALS

From the above totals, the breakdown of specialized FYC courses (ESOL, Online, Learning Community, Service Learning, and Special Topic courses are as follows):

- The total number of ESOL sections (ENGL1101, ENGL 1102) of First-year Composition was 8; the total number of students was 120.
- The total number of First-year Composition Learning Community sections (combination of ENGL1101/1102) was 9; the total number of students is highly difficult to calculate because these courses were under enrolled to start.
- The total number of First-year Composition Special Topics courses was 21; the total number of students was 700.
- The total number of Online courses was 1. The total number of students was 45.
- The total number of sections of Honors First-year Composition was 11; the total number of students was 165.

#### **Breakdown of total students included in 2017-2018**

	<b>ENGL1101</b>	<b>ENGL1102</b>	<b>ENGL1102E</b>	<b>TOTAL</b>
Summer 2017	20	100	45	165
Fall 2017	1,371	1873	0	3,244
Spring 2018	287	2,069	0	2,356
<b>TOTAL</b>	<b>1,678</b>	<b>4,042</b>	<b>45</b>	<b>5,765</b>

FYC classes had 15-21 students per class. The total number of FYC sections, including the Honors sections, taught during 2017-2018 was 334, with a total number of students for the year being **6,185** (5,765 regular FYC sections plus ESOL, approximate LC, and Honors totals).

## **II. TEACHER DEMOGRAPHICS**

During the 2017 - 2018 school year, the teaching staff consisted of 9 teachers during summer 2017; teachers during Fall 2017; and 64 teachers during Spring 2018. The number of FYC

sections taught throughout the year was 358 (these numbers do not include TA units assigned to the Writing Center, Computer Support, or for teaching sophomore sections, creative writing and upper-division classes).

### III. PROGRAM DEVELOPMENTS

#### 1. Administration and Program Supervision

##### A. Emma and FYC Digital Learning Labs

1. **Fall 2017:** Dr. Sara Steger, Assistant Director of FYC, was in charge of the FYC Digital Learning Labs, and Henna Messina served as Lab Coordinator. Support and Development was provided by Renee Buesking, Danielle Gilman, Barry Shelton, and Laura Weaver. Maria Chappell, Sarah Shermyen, and Gabrielle Stecher provided support as Flex Staff, serving both in the labs and in the writing center.

2. **Spring 2018:** Dr. Sara Steger, Assistant Director of FYC, was in charge of the FYC Digital Learning Labs, and Henna Messina served as Lab Coordinator. Support and Development was provided by Barry Shelton, Danielle Gilman, Laura Weaver, and Shamala Gallagher. Sarah Shermyen, Sara Marshall, and Gabrielle Stecher provided support as Flex Staff, serving both in the labs and in the writing center.

3. **Emma Support:** During the 2017-2018 school year, Support personnel developed multimodal help documentation for instructors; the latter highlighted best practices for the Emma toolsets' affordances. We developed an Emma FAQ document for students, and we reviewed the new markup tags (which will be the default tags starting summer 2018) to add references to relevant sections in the FYC Guide. When changes to OneDrive made it impossible for students to host images for use in Emma through their accounts, we tested and wrote help documentation for using Kaltura as our hosting site for images. Support staff also worked to move all of our in-house support documentation from a wiki to be hosted in-house on Emma.

Over the academic year, we oversaw renovations to Park 119, including removal of the built-in desks, new carpet, ceiling tiles, paint, blinds, and lighting. Both Park 119 and 117 (our instructional lab spaces) received new presentation technologies, including new overhead projectors and speakers. Park 119 now has two screens and projectors, plus a document camera and DVD player. We continue to seek funding for new furniture and computers.

Park 118, the walk-in support lab, had about 650 visits from students during the 2017-2018 school year. Instructors made approximately 120 separate requests to reserve the instructional labs (Park 117 and Park 119), and many of those requests were for multiple days and course periods.

4. **Emma Development:** The Emma Development team (Ron Balthazor, Sara Steger, and Barry Shelton) worked on the Emma code to make improvements, including:

- Setting up fixtures to load the production database with data (useful for testing in a development environment);
- Installing an inactivity timeout in the journal that will save a journal document and logout after a certain amount of inactivity;
- Researching and installing a new pdf reader (DOM pdf). In addition, we added styles to Emma documents so that users can format a page according to MLA formatting (for example, setting the “Works Cited Header” ensures that the works cited page will be a separate page on the pdf);
- Enabling administrative sharing of markup sets in addition to the default sets to enable instructors a choice about which FYC-wide sets they want to associate with a course;
- Various bug fixes and making improvements, including:
  - CSS fixes for bolding in Chrome and hyperlink colors in lists;
  - defaulting course creation to most recent created term;
  - adding a “show more” toggle to previous course.

## **B. Writing Center:**

**Fall 2017:** Robby Nadler was the Assistant Director of the Writing Center. His assisting consultants during this semester were: Paula Rawlins (training to take over for him beginning Fall 2018), Travis Dular, Ann Gillespie, Joe Seale, Diane Courtier, Lindsay Tigue, and Bridget Dooley.

**1. Spring 2018:** Robby Nadler was the Administrator of the Writing Center. His assisting consultants during this semester were: Paula Rawlins (training to take over beginning Fall 2018), Lindsay Tigue, Bridget Dooley, Travis Dular, Connor Fisher, Maria Chappell, and Joshua Wade.

*The Writing Center now submits a separate Annual Report.*

## **2. Curricular Development**

**Apprentices:** In 2017-2018, the FYC Program trained a total of 10 apprentices and 6 interns: 1 (Summer 2017); 8 (Fall 2017) and 1 (Spring 2018). The 6 internships were during Spring 2018.

**3. Assessment:** In AY 1998-99, the FYC Program was asked by then-VPAA Jim Fletcher to study the department's placement procedures for First-year Composition. This study was ongoing. We tracked the number of students who receive C-'s, D's and F's and the reasons for their performance; we also tracked the numbers and reasons for student W's and WF's.

With the disappearance of IMS and the advent of Banner, it is unfortunately no longer possible to track this data. These following figures are not conclusive, as TA/Instructors/Lecturers do not turn in the sheets sent to them to record this information to send back to Park Hall Room 128, and many of the students drop on their own before midpoint.

#### **Fall 2017**

**W: 29            F: 14            C-/D: 4**

#### **Spring 2018**

**W: 37            F: 18            C-/D: 10**

### **IV. Student Awards**

#### **1. Donald E. Barnett Essay Awards 2017-2018**

##### **ENGL 1101**

Student: Jack Froistad

Teacher: Al Dixon

##### **ENGL 1102**

Student: Alex Hines

Teacher: Andrew Nance



## **2. Michael G. Moran ePortfolio Awards 2017 - 2018**

### **ENGL1101**

Student: Lacey Walker

Teacher: Christa Rampley

### **ENGL1102**

Student: Amelia Johnson

Teacher: Al Dixon

## **3. Teaching Assistant Awards and Activities**

For the period of 2017-2018 the following Teaching Assistants were nominated by the Department for the Outstanding Teaching Assistant Awards given by the Office of the Center for Teaching and Learning: Renee Buesking, Holly Gallagher, Jaydn DeWald, Ward Risvold, Kristen Gleason, Holly Fling, and Elizabeth Swails.

Robby Nadler was nominated for the Excellence in Teaching Award for 2017 – 2018 but did not win it.

## **4. Program Events**

### **Council on Basic Writing Innovation (INNY) Award**

At the annual 4C (Conference on College Composition and Communication) meeting, Robby Nadler, Kristen Miller (Head of the Division of Biology), and Christy Desmet received the Council on Basic Writing's Award for Innovation for UGA's Science Writing Project. Only one award is given each year nationally. A collaboration between the UGA Writing Center, Division of Biology, First-year Composition, and the Writing Intensive Program, the Project involved a study of how advanced humanities writers respond to biology lab reports in order to isolate science writing knowledge gaps. The study resulted in enhanced training for our Writing Center consultants and a science writing handbook for Biology 1107L, authored by Robby as Assistant

Director of the Writing Center. This semester, he also piloted the university's first FYC class on science writing.