

## Annual Report on the Freshman English Program, 1999-2000

**Christy Desmet (Director of Freshman English)**

**Kathy Houff (Assistant Director of Freshman English)**

The Freshman English Committee (FEC) met twice during the 1999-2000 academic year. During this time, its members were Christy Desmet (Chair), Kathy Houff (Secretary), Michael G. Moran, Michael Hendrick, David Payne, David Gants, Don McCreary, Michelle Ballif, and T. A. Representatives Angela Pfile and Greg Timmons.

During the 1999-2000 academic year, the Freshman English (FE) Program taught the following number of sections and students (broken down into regular and international sections of English 1101, 1102, and 1030):

### Regular Sections (sections/students)

	<b>ENGL 1101</b>	<b>ENGL 1102</b>	<b>ENGL 1030</b>
Summer 1999	3/64	4/80	0/0
Fall 1999	113/2330	34/737	7/151
Spring 2000	17/365	107/2173	26/513
<b>TOTAL</b>	<b>133/2759</b>	<b>145/2990</b>	<b>33/664</b>

### International Sections (sections/students)

	<b>ENGL 1101</b>	<b>ENGL 1102</b>	<b>ENGL 1030</b>
Summer 1999	0/0	0/0	0/0
Fall 1999	1/15	1/7	1/15
Spring 2000	2/22	1/15	1/13
<b>TOTAL</b>	<b>3/37</b>	<b>2/22</b>	<b>2/28</b>

The total number of sections for Freshman English in 1999-2000 was 318; the total number of students was 6500. The average number of students per section during the year was 20.6 in regular sections, 12.4 in international sections. The combined average was 20.4. We continue to have a need for teachers qualified to conduct classes in ESL composition, Writing for the Web, and Technical Writing; the English Department should consider recruiting adjunct faculty with these qualifications.

### Teacher Demographics

- 68 T.A.s taught 199 sections of FE (these numbers do not include T. A. units assigned to the Writing Center, for Computer Support, for sophomore support, for ENGL 3000 support, or for teaching sophomore sections).

- One tenured or tenure-track professor taught Freshman English classes. Don McCreary taught one section of ENGL 1102 (ESL) Spring semester.
- A total of 27 instructors taught 114 sections of FE this year. Here is the breakdown by semester:

Summer 1999	3 instructors taught	3 sections
Fall 1999	24 instructors taught	60 sections
Spring 2000	26 instructors taught	51 sections

## Program Development

### A. Curricular Development

The Freshman English Committee made some policy changes to the Freshman English Handbook this year. Having extended the length requirement for papers to 1,000-1,500 words in FY 1998-99, we adjusted this requirement to allow the one in-class essay to be shorter, 500-1,000 words. We also affirmed the current attendance policy (three allowed absences on the TR schedule, four on the MWF schedule) and strengthened the wording of the Handbook to mandate that students should write a total of five papers, four out of class and one in class, plus a three-hour final examination.

This year we also conducted a book search for ENGL 1102. The new set texts that we adopted are: *Making Literature Matter*, ed. Clifford and Schilb and as an alternative text, *The Bedford Reader*. For ENGL 1101, we went to a new edition of *The Presence of Others*, ed. Lunsford and Ruskiewicz and adopted as a supplement *Everything's an Argument*, by the same authors. Four sections of experimental 1102 classes on metaphor and film were approved and offered. Three sections of experimental ENGL 1101 were approved. Two sections were concerned with race and one with technology and environmental issues. In Summer 2000, the FE Program will participate in the Freshman College, an intensive short-session program for a small group of incoming students. Marisa Pagnattaro is developing and teaching a Freshman College version of ENGL 1101.

### B. Freshman English ON-LINE

Starting in summer quarter of 1997, we began teaching ON-LINE sections of ENGL 1101 and 1102. Three sections of ENGL 1101 ON-LINE were offered during Fall 1999. One section of ENGL 1101 ON-LINE and two sections of ENGL 1102 ON-LINE were offered during Spring 2000. In addition, during Spring 2000 Angela Mitchell and Laura Andrews taught two sections of ENGL 1102 that belonged to the "Collaborative Campus" project, conducted in cooperation with Georgia Tech and Gainesville College. These classes involve synchronous and asynchronous collaboration between UGA students and students at the other campuses. (The project is discussed further below.)

Staffing, and more importantly, training ON-LINE teachers remains a problem for the FE Program. When the courses were developed originally by Michelle Ballif and David Gants, they provided both support and training. Given the other development projects undertaken by the FE Office, we are not able to do hands-on work with the ON-LINE project. Furthermore, the attrition rate among ON-LINE teachers is high, since they seem particularly employable. In Fall 1999, for instance, we suddenly lost two of four sections of ENGL 1101 ON-LINE when the teacher was hired by North Georgia College. Although this is not part of his job description any longer, David Gants has been providing some help (although he will be on leave for all of the 2000-01 academic year) and Greg Timmons, as part of the Computer-Support team, has done some work. This year we added Ron Balthazor and Matt Kozusko as new ON-LINE teachers; neither required much training. Jennifer Kellog began teaching ON-LINE in Spring and will teach one section again in the Fall. She has made a good adjustment to the demands of the course but as you can see, we are not training new ON-LINE teachers very aggressively or rapidly or in particularly large numbers.

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1102: **special section on "Writing Collaborative Hypertext"** (Angela Mitchell, ENGL 4830, Writing for the World Wide Web (Ron Balthazor). Since the Freshman College students will live in Oglethorpe, we hope that

Kathy, and Sam Prestridge conducted the study, which proved to be more time-consuming and elaborate than expected, in Fall 1999 and Spring 2000. Kathy Houff and Christy Desmet presented their findings at the Writing Program Administrators Breakfast meeting during the CCCC convention in Minneapolis (April 2000). Christy Desmet and Sam Prestridge did presentations at the Computer and Writing 2000 Conference in Fort Worth (May 2000). For these presentations, see <http://virtual.park.uga.edu/cdesmet/candw2000/computer/>. Based on the findings of this project, we have decided:

1. To incorporate even more CAI pedagogy into our practicum for new teachers.
2. To make available more specific tools and lesson plans for use with the standard ENGL 1101 and 1102 syllabi.
3. To talk more explicitly about the dynamics of the computer classroom and the relation between technology and writing pedagogy in our teacher-training program.
4. To use the taxonomy of teaching styles developed from this project to help writing teachers define their roles as teachers of technology

[http://www.arches.uga.edu/~angelmitchell/bet\\_tech.html](http://www.arches.uga.edu/~angelmitchell/bet_tech.html)

<http://virtual.park.uga.edu/~andreww/ENGL/Syllabus.html>

End post course surveys suggest that, despite some mechanical and logistical difficulties, the course was successful. We have received telephone requests from students who want to take the class in Fall, when Angela Mitchell will teach an "in-house" version of the course that will depend on collaboration among students in the same class at UGA. We will continue to study the collaborative process and hope to offer the cross-campus version of Collaborative Campus again in Spring 2001. Preliminary discussion of the class and our assessment of it can be found at: <http://virtual.park.uga.edu/cdesmet/candw2000/hypertext/>. Christy Desmet presented the findings gathered here at the Computers and Writing 2000 Conference in Fort Worth (May 2000).

## E. Assessment

In FY 1998-99, The EE Program was asked by VPAA Jim Fletcher to study the department's placement procedures for Freshman English. Using statistics gathered by the EE Program, we found that, not surprisingly, the handful of folks who received a D or F in ENGL 1101 and 1102 did not pass the class satisfactorily, for the following reasons, in order of their frequency: failure to come to class, failure to come to class at all, failure to complete the work, scores on the English Placement test that are close to mandating the afternoon writing sample or a "3" on the afternoon writing sample, which places the marginal student in ENGL 1101 instead of ACA. In FY 1999-2000, we repeated the study, with the same results and also took a harder look at "W" and "WF" grades. The overwhelming majority of students who are withdrawn simply fail to attend class.

## F. Teacher Training and Support

In 1999-2000 the EE Program trained a total of 26 apprentices: 7 in summer 1999, 13 in Fall 1999 and 6 in Spring 2000. As the number of Ph.D. students entering the department drops, we have been able to offer Teaching Assistantships to M.A. students in their second year. This has caused a more rapid turnover in teaching personnel and more students enrolled in both apprenticeships and the Fall practicum class. We think that the Program needs to reassess the workload and rewards for teachers who voluntarily take on apprentices.

Fall Orientation again included an extended orientation program, designated as the Composition Pedagogy Practicum and consisting of weekly class meetings. Dr. Christy Desmet and Kathy Houff taught this class. T. A.'s in the class submitted Computer Lab lesson plans, teaching philosophies, transcripts of conferences with students and evaluations/observations of experienced TA's as part of their course work. (The course web site can be found at <http://virtual.park.uga.edu/cdesmet/class/engl6910/>.) This year's ENGL 6910: Extended Orientation class had a total of 23 students. T. A. mentors Lacey Melby, Crumpton, Jeannine Cochran, Penny Parker,

Crumpton met with new teachers of ENGL 1030 every third Friday, sharing ideas and materials. We are very grateful for the work she did since we are always in need of new papers for the multicultural composition class.

In Fall 1999, the Graduate Faculty approved as a new course ENGL 6911: Composition Pedagogy Practicum, which is designed for new teachers of Freshman Composition. The course, which is a development from the 1-hour "Extended Orientation" class that has been offered for the last three years, will be taught for the first time in Fall 2000.

### **T. A. Awards and Activities**

The following eight Teaching Assistants were nominated by the English Department for the Outstanding Teaching Assistant Awards given by OISD: Matt Kozusko, Valerie Levy, Tracy Butts, Angela Pfile, Beth Ann Way, Paul Quick, Leslie Petty, and Greg Timmons. All the nominees received the award. Karen Bartlett was nominated for, and awarded, the Excellence in Teaching Award. For the third year in a row, an English Department T. A. has received this award, which is the highest teaching honor given to UGA Teaching Assistants. Paul Quick was awarded a TA mentor position from OISD for 1999-2000.

### **Student and Faculty Events**

The three Barnett Award winners for this year are Lesley Joseph (ENGL 1101, Mary Kay Boyd ), Mary Catherine D♦Arcy (ENGL 1102, Stephen Miss), and Jeremy Craig (ENGL 1030, Elizabete Vasconcelos). Conference presentations on rhetoric and composition by English Department members, in addition to those listed above, include: Michelle Ballif, "The Ecstasy of Community Redux," Conference on College Composition and Communication, Minneapolis, May 2000.

Finally, the FE Office awaits the imminent arrival of Talia Speak, the littlest princess and future Lady Rhetorician.