



	<b>ENGL 1101</b>	<b>ENGL 1102</b>	<b>ENGL 1102M</b>
Summer 2004	0/0	0/0	0/0
Fall 2004	2/23	1/4	2/28
Spring 2005	1/14	0/0	3/35
<b>TOTAL</b>	3/37	1/4	5/63

ESOL sections are limited to 15 students. ESOL sections for First-year Composition were taught as follows: During the **fall semester**, ESOL sections were taught by Matt Horton (1 ENGL1101); Lizz Bernstein (1 ENGL1101 and 1 ENGL1102M); Stephanie Hummer (1 ENGL1102); Signe Wegener (1 ENGL1102M). During **spring semester**, sections were taught by Lizz Bernstein (1 ENGL1101); Janay Crabtree (1 ENGL1102m); and Signe Wegener (2 ENGL1102M).

#### **ON-LINE Sections (sections/students)**

	<b>ENGL 1101</b>	<b>ENGL 1102</b>	<b>ENGL 1102M</b>
Summer 2004	0/0	0/0	0/0
Fall 2004	6/93	2/31	0/0
Spring 2005	2/28	5/70	0/0
<b>TOTAL</b>	8/121	7/101	0/0

Like ESOL sections, ON-LINE sections of First-year Composition are limited to 15 students. The ON-LINE classes were taught as follows: During **fall semester**, Rebecca Childs (2 ENGL1101); Teggin Chamberlain (1 ENGL1101); June Griffin (1 ENGL1101); Shane Bruce (2 ENGL1101); and Valerie Morrison (2 ENGL1102). During **spring semester**, June Griffin (2 ENGL1101); Teggin Chamberlain (2 ENGL1102); Shane Bruce (2 ENGL1102); and Rebecca Childs (1 ENGL1102).

**Learning Communities, Fall 2004 (sections/students)**

	<b>ENGL 1101/1102</b>	<b>Taught by</b>	<b>ENGL 1102M</b>
Science	1/ 6 + 5 = 13	Anita Derouen	0/0
International	1/6 + 9 = 15	Stephanie Hummer	0/0
Education	1/10 + 8 = 18	Brad Edwards	0/0
Social Science	1/ 5 + 8 = 14	June Griffin	0/0
<b>TOTAL</b>	4/ 27 + 30 = 60		0/0

Learning Communities sections of FYC have a maximum of 22 students taught during fall semester, although most sections are smaller because a few students place out of English Composition altogether.

**Honors First-year Composition (sections/students)**

	<b>ENGL 1050H</b>	<b>ENGL 1060H</b>
Summer 2004	0/0	0/0
Fall 2004	6/88	4/60
Spring 2005	4/52	2/26
<b>TOTAL</b>	10/140	6/86

Honors First-year Composition classes are also limited to 15 students.

**Totals**

- The total number of sections for First-year Composition in 2004-05 (all varieties, excluding Honors sections) was 287; the total number of students was 5974. This is approximately the same as the previous year.
- The total number of ESOL sections of First-year Composition was 9; the total number of students was 104.
- The total number of sections of ON-LINE First-year Composition was 15; the total number of students was 222. The total number of sections of Oglethorpe House FYC was 4; the total number of students was 50.
- The total number of sections of Learning Communities combined sections was 4; the total number of students was 60. The total number of sections of Honors First-year Composition was 16; the total number of students was 226.
- The total number of sections in First-year Composition (including Honors

sections) was 287; the total number of students was 6200.

- The total number of first-semester composition students (ENGL 1101) was 2347; the total number of second-semester students (ENGL 1102, 1102M, 1050H, 1060H) was 3853. The total was 6200.

The average number of students per section of FYC during the year was:

- 20.8/22 in regular sections (94.6% occupancy rate in classes limited to 22 students);
- 11.5/15 in ESOL sections (77% occupancy rate in classes limited to 15 students). This number is a lower than last year but may be a bit misleading, as an uncounted number of students were moved to ESOL sections in the first four weeks of the semester. Thus, the teachers probably taught more students than this snapshot, taken at the end of add-drop period, indicates;
- 14.8/15 in ON-LINE sections (98.7% occupancy rate in classes limited to 15). It is interesting how well these on-line sections fill up and retain their students. Teacher quality plus small class size probably accounts for the retention rate, as an essay by Christy Desmet, William Finlay, and Lorraine Pearce argues;
- 12.5/13 in Oglethorpe sections (96.15% occupancy rate in classes limited to 13 students), a little lower than last year's figures;
- 14.12/15 students in Honors First-year Composition (91.4% occupancy rate in classes limited to 15 students).
- 15/22 students in the Learning Communities (69% occupancy rate in classes limited to 22 students).

Our "occupancy rates" remain strong, which is a good thing for a program whose funding is now based on performance-based budgeting. We still have some difficulty filling classes at periods 08 and 09.

## Teacher Demographics

- 66 **Teaching Assistants**, along with 23 **Adjunct Instructors**, taught 287 sections of FYC (these numbers do not include Honors sections of FYC, T. A. units assigned to the Writing Center, for Computer Support, for sophomore support, for ENGL 3000 support, or for teaching sophomore sections, creative writing and upper-division classes);
- 0 tenured professors taught 0 section of FYC (exclusive of Honors courses);

## Program Development

### I. Administration and Program Supervision

A. **Office Events:** Fall 2004, Bob Cummings joined the FYC staff as Assistant Director. He has been in charge of the labs and generally of technology while working on his dissertation about wikis. He also played a major role in the <emma> Portfolio Pilot Project (see below).

**B. CAI in First-year Composition and the “Frogs”** The Fall of 2004 Frog (computer-assisted classroom assistants) staff were: Bob Cummings (“head frog”), Marlene Allen, Tegg Chamberlain, Anita DeRouen, Jane Gatewood, and Wesley Venus. In the fall we conducted approximately 177 lab orientation sessions from August 30 through September 10. These sessions perpetuated the curriculum already in place from AY 03/04: teaching students the physical rules of using the labs, establishing e-mail access, and covering the basics of research in GIL/GALILEO. Once these sessions concluded, each FYC class was scheduled to visit the labs for approximately two weeks during their semester. During those sessions instructors were responsible for developing and applying their own curricula to best use the computer lab resources in a manner which fit their own pedagogical goals. Frogs remained on call in room 66 to assist with any problems in the labs as well as to help with curriculum development. Frogs, especially Anita DeRouen, led <emma> orientation sessions for all who requested such. And during the final two weeks of the fall semester, the frogs hosted the completion of teaching evaluations for FYC.

1. **<emma> Developments:** This was a big year for <emma>, as the entire program, after two years of pilot programs, moved to replace the late-at-night, high-stakes Final Examination with a portfolio of writing that is graded by two instructors for 30% of the student's final grade. The ePort contains: biography + image; reflective introduction; two polished essays; revision exhibit; peer review exhibit; a “wild card.” For 2004-05, we used the modified form of jEdit as our essay processor. Bob Cummings, Ron Balthazor, and the frogs conducted many workshops throughout the year to help teachers adjust to the new system.

## II. Curricular Development

**A. Apprentices and Fall Orientation:** In 2004-05, the FYC Program trained a total of 18 apprentices: 14 in Fall 2004, and 4 in Spring 2005. Fall Orientation went off well this year, and the members of that orientation continued to work with one another in ENGL 6910/6911, the Composition Pedagogy Practicum. Deborah Miller taught that class in Fall 2004.

**B. ENGL 1101 and Learning Communities:** In 2002-03, Christy Desmet was part of an ad hoc committee convened by Vice President for Instruction Del Dunn to come up with a plan for instituting Learning Communities for First-semester students at UGA. A subsequent committee decided on a plan that would include a thematically appropriate ENGL 1101 class as part of the core cluster for each Learning Community. Returning to the committee, Christy scheduled the classes for the Learning Communities, chose teachers for them, and worked with the groups to ensure success. Anita De Rouen is teaching ENGL 1101 for the Science Learning Community; Brad Edwards for the Education Learning Community; June Griffin for the Social Sciences Learning Community; and Stephanie Hummer for the Global Community Learning Community.

**C. Experimental courses:** (all courses were ENGL1102) Martin Rogers – “Anime (japanimation)””; Beth Beggs – “The State of the American Dream;” Matt Adkins – “An

Introduction to Literature and Rock Music;” Carmen Skaggs – “Opera as Literary and Dramatic Form.”

**IV. Assessment:** In AY 1998-99, The FE Program was asked by VPAA Jim Fletcher to study the department’s placement procedures for First-year Composition. This study is ongoing. We have been tracking the number of students who receive D’s and F’s and the reasons for their performance; we have also been tracking the numbers and reasons for student W’s and WF’s.

**Summer 2004**

**W: 4**

**WF: 0**

**D’s and F’s: 1 D**

**Fall 2004**

**W: 45**

**WF: 8**

**D’s and F’s: 34**

**Spring 2005**

**W: 59**

**WF: 6**

**D’s and F’s: 26**

These numbers are consistent with or better than previous years. Given the larger class size in Fall 2004, this is great news.

**V. Teaching Assistant Awards and Activities**

Billie Bennett was nominated for the Excellence in Teaching Award.

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: Matt Adkins, Shane Bruce, Anita DeRouen, Jennifer Eimers, Carman Skaggs, and Wesley Venus. All of our nominees received the award, and we are very proud of them.

**VI. Student Awards**

The Donald E. Barnett Awards for 2004-1005 are as follows:

**ENGL1101** – Melissa Light (Teacher: Greg Timmons)  
 “Trendy or Healthy”

**ENGL1102** – Sean Hill (Teacher: Dr. Mary Anne O’Neal)

7

“Chopin’s Other Awakenings”

**ENGL1102M** – Cameron Dye (Teacher: Billie Bennett)

“Allusions to Bob Dylan and the Folk Music Revival in Toni Morrison’s ‘Recitatif’”