

Annual Report on the First-Year Writing Program, 2019-2020

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Dr. Joshua King, Associate Director

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The First-year Writing Committee (FYWC) met five times during the 2019 - 2020 academic year. Members of the committee included: Nate Kreuter (Chair), Joshua King, Sara Steger, Caroline Young, Lindsey Harding, Kelsey Taylor, Christian Gallichio, Rebecca Hallmann Martini (Writing Center Director), Jim Wilson, Jon Burr, Chris Pizzino, and Tricia Lootens.

The first meeting of the year was held on 9/30/2019. The formal name change of the program from First-year Composition to First-Year Writing was considered and approved. Also, during this initial meeting a Curriculum Study was proposed and set into motion. The second meeting was held on 10/25/2019 to discuss special topics proposals for spring semester. The third meeting took place on 11/18/2019 to discuss the function and future of the current grading rubric. The 1/23/2020 meeting was held to judge and vote for Barnett and Moran winners. The FYWC also organized the criteria and work assignments for the Curriculum Study. The last session was held on 3/2/2020 and special topics for fall semester were discussed along with final thoughts on how to continue the Curriculum Study for the next sitting committee. Information gathered for this study was tabled and preserved for the next committee.

I. COURSE DEMOGRAPHICS:

During the 2019-2020 academic year the First-Year Writing Program taught the following numbers of sections and students (broken down into Total, ESOL, Online, Learning Community, Honors, and Special Topics sections of English 1101, 1102, and 1102E).

TOTAL SECTIONS

	ENGL 1101	ENGL 1102	ENGL 1102E	TOTAL
Sum 2019 (18 max)	1	7	1	9
Fall 2019 (18/19 max)	59	95	0	157 (includes 3 cross- listed ESOL sections)
Spring 2020 (19 max)	12	92	0	107 (includes 3 cross- listed ESOL sections)
TOTAL	72	194	1	273

ESOL Sections (limited to 15 students)

	ENGL 1101/1102	ENGL 1101	ENGL 1102	TOTAL
Summer 2019	0	0	0	0
Fall 2019	2	2	2	6
Spring 2020	2	1	0	3
TOTAL	4	3	2	9

Fall: Teachers were: Danielle Bray, Sr. Lecturer, in cross-listed sections ENGL1101/1102, Emily Beckwith, Graduate TA, in ENGL 1101 and Philip Gilreath, Graduate TA, in ENGL 1102.

Spring: Teachers were: Danielle Bray (ENGL1101/1102) and Philip Gilreath in ENGL 1102

Honors First-Year Writing Sections (limited to 15 students)

	ENGL 1050H	ENGL 1060H	TOTAL
Summer 2019	0	0	0
Fall 2019	3	3	6

Spring 2020	3	3	6
TOTAL	6	6	12

Special Topics Sections of FYW

Summer 2019: No special topic courses were taught during the summer session.

Fall 2019: There were 15 sections taught in the fall, and they are as follows: Stephen Brooks (FYC Experiment - 4); David Ingle (Recovery Writing – 4), Jonathan Burr (Letters, Diaries, and Reflections on the Past & Present - 4), Joshua Hussey (Detective Fiction – 2), Aviva Kasowski (Environmental Writing – 1).

Spring 2020: There were 11 sections taught in the spring, and they are as follows: Stephen Brooks (FYC Experiment - 4); Jonathan Burr (Letters, Diaries, and Reflections on the Past & Present - 4); Nick Ciavarra (Writing About Scripts & Performance – 1); Gabrielle Stecher (Passionate Proposals, Or the Art of Doing What You Love – 1) and Savannah Jensen (Shakespeare & Artist’s Books – 1).

TOTALS

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

- The total number of ESOL sections (ENGL1101, ENGL 1102) of First-Year Writing was 11; the total number of students was 123.
- The total number of First-Year Writing Special Topics courses was 26; the total number of students was 255.
- The total number of Online courses was 1. The total number of students was 45.
- The total number of sections of Honors First-Year Writing courses was 12; the total number of students was 180.

Breakdown of total students included in 2019-2020

	ENGL1101	ENGL1102	ENGL1102E	TOTAL
Summer 2019	15	104	45	164
Fall 2019	1,043	1,768	0	2,811
Spring 2020	221	1,754	0	1,975
TOTAL	1,279	3,626	45	4,950

FYW classes had 15-19 students per class. The total number of FYW sections, taught during 2019-2020 was 273, with a total number of students for the year being **4,950** (regular FYW sections plus ESOL, minus Honors totals).

II. TEACHER DEMOGRAPHICS

During the 2019 - 2020 school year, the teaching staff consisted of 9 teachers during summer 2019 (1 Academic Professional, 2 Lecturers, 2 full time instructors, 1 part-time instructor, and 3 Graduate TAs). During Fall 2019, the teaching staff consisted of 7 Lecturers, 1 TT Faculty member, 51 Graduate TAs, and 12 instructors. During Spring 2020, the teaching staff consisted of 7 Lecturers, 40 Graduate TAs, and 12 instructors.

The number of FYW sections taught throughout the year were $9/157/107 = 273$ (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 FYW Digital Learning Labs

1. Fall 2019: Sara Steger, Assistant Director of FYW, was in charge of the FYC Digital Learning Labs, and Renee Buesking served as Lab Coordinator. Support and development was provided by Laura Weaver, Alexie McPherson, Josh Hussey, and Ben Rutherford. Emma Perry, Josh Wade, James Kliewer, and Amy Bonnafons provided support as Flex Staff, serving both in the labs and in the writing center.

2. Spring 2020: Sara Steger was in charge of the FYW Digital Learning Labs, and Renee Buesking served as Lab Coordinator. Support and Development was provided by Laura Weaver, Alexie McPherson, Josh Hussey, and Ben Rutherford. Emma Perry, Josh Wade, and Amy Bonnafons provided support as Flex Staff, serving both in the labs and in the writing center.

3. Emma Support: During the 2019-2020 school year, our support personnel researched and developed help documentation to facilitate the upcoming transition to using eLC paired with eLearning for Writers (eLW, aka “Emma Lite”) as the Learning Management System in FYW courses. The staff developed a template course in eLC that instructors will be able to clone in their own courses. They also developed help documentation for instructors and students regarding how to turn in and assess portfolios in eLC.

Park 118, the walk-in support lab, had 216 visits from students during the 2019-2020 school year. Instructors made approximately 60 separate requests to reserve the instructional labs (Park 117 and Park 119), and many of those requests were for multiple days and course periods. The development staff continued to monitor and assist instructors and students remotely when the university moved to online instruction in March 2020, while the Flex staff’s hours shifted to the writing center.

4. Emma Development: In Fall 2019, Ron Balthazor and Sara Steger worked on updates to Emma, including migrating to comply with UGA’s new Single Sign-On services, upgrading to PHP version 7.2, and upgrading our Symfony platform to version 3.4. This latter included a major overhaul, requiring extensive development, testing for deprecations, and bug testing. In Spring 2020, Ron Balthazor and Sara Steger began development of eLearning for Writers (eLW), a version of Emma that focuses on document exchange and markup designed to be integrated via LTI 1.3 with eLC. A version of eLW will be piloted in Summer 2020 by Joshua King and Josh Hussey, with plans to expand piloting in the fall. Sara Steger also submitted a Learning Technologies Grant to support development of the project. During the fall semester, Sara Steger and Josh Hussey piloted the Achieve Platform from MacMillan learning in their FYW courses. In the spring semester, Sara Steger piloted Eli Review in her 1050H course.

B. Writing Center:

The Writing Center now submits a separate Annual Report and as of this year has its own Director (Dr. Rebecca Hallman-Martini).

2. Curricular Development

Apprentices: In 2019-2020, the FYW Program trained a total of 9 apprentices 2 (Summer 2019); 1 (Fall 2019) and 6 (Spring 2020).

3. Assessment: In AY 2019-2020, the Office of Institutional Research gathered and shared the following tables of data with FYW:

Credit Types

English 1101	English 1102	Number of Students	Average GPA	4 Year Graduation Rate	6 Year Graduation Rate
No Credit	Transfer Credit	159	3.25	46.25%	52.38%
	UGA Credit	51	3.19	50.00%	73.91%
	Total	210	3.23	47.17%	58.14%
Exception Credit	No Credit	5,068	3.45	67.06%	85.71%
	Exception Credit	5,218	3.62	77.07%	90.31%
	Transfer Credit	3,226	3.48	75.12%	90.29%
	UGA Credit	18,499	3.42	68.45%	86.75%
	Total	32,011	3.46	70.07%	87.29%
Transfer Credit	No Credit	523	3.31	51.34%	63.48%
	Exception Credit	60	3.71	70.83%	85.00%
	Transfer Credit	26,830	3.32	78.14%	83.61%
	UGA Credit	1,999	3.28	61.64%	78.13%
	Total	29,412	3.32	76.61%	82.84%
UGA Credit	No Credit	3,567	3.14	50.63%	74.92%
	Exception Credit	7	3.02	50.00%	50.00%
	Transfer Credit	1,182	3.29	63.13%	85.30%
	UGA Credit	11,028	3.26	56.30%	83.47%
	Total	15,784	3.24	55.35%	81.04%
Grand Total		77,417	3.36	68.88%	84.16%

Exception Credit includes AP, IB, and Departmental Placement Exams

Grades

English 1101 Grade	English 1102 Grade	Number of Students	Average GPA	4 Year Graduation Rate	6 Year Graduation Rate
ABC	ABC	34,436	3.31	71.28%	84.50%
	DFW	1,390	2.95	48.99%	65.66%
	Other Grades	4,445	3.31	53.70%	77.27%
DFW	ABC	814	3.05	56.24%	77.09%
	DFW	127	2.47	31.82%	45.90%
	Other Grades	336	1.86	10.19%	18.37%
Other Grades	ABC	23,240	3.44	71.45%	87.71%
	DFW	698	2.72	35.71%	54.94%
	Other Grades	11,931	3.53	71.43%	87.35%

Engl 1101 Grade Breakdown

English 1101		ABC	DFW	Other Grades	Grand Total
No Credit	Number of Students			210	210
	Average GPA			3.23	3.23
	4 Year Graduation Rate			47.17%	47.17%
	6 Year Graduation Rate			58.14%	58.14%
Exception Credit	Number of Students			32,011	32,011
	Average GPA			3.46	3.46
	4 Year Graduation Rate			70.07%	70.07%
	6 Year Graduation Rate			87.29%	87.29%
Transfer Credit	Number of Students	25,589	639	3,184	29,412
	Average GPA	3.31	3.10	3.44	3.32
	4 Year Graduation Rate	76.24%	70.03%	81.20%	76.61%
	6 Year Graduation Rate	82.75%	74.30%	86.03%	82.84%
UGA Credit	Number of Students	14,682	638	464	15,784
	Average GPA	3.28	2.26	3.25	3.24
	4 Year Graduation Rate	57.17%	17.42%	51.65%	55.35%
	6 Year Graduation Rate	82.74%	42.20%	78.57%	81.04%

Engl 1102 Grade Breakdown

English 1102		ABC	DFW	Other Grades	Grand Total
No Credit	Number of Students			9,158	9,158
	Average GPA			3.32	3.32
	4 Year Graduation Rate			59.91%	59.91%
	6 Year Graduation Rate			80.36%	80.36%
Exception Credit	Number of Students			5,285	5,285
	Average GPA			3.62	3.62
	4 Year Graduation Rate			76.99%	76.99%
	6 Year Graduation Rate			90.18%	90.18%
Transfer Credit	Number of Students	30,020	872	505	31,397
	Average GPA	3.34	3.11	3.48	3.34
	4 Year Graduation Rate	77.07%	71.31%	82.53%	76.97%
	6 Year Graduation Rate	84.30%	74.40%	83.33%	83.96%
UGA Credit	Number of Students	28,470	1,343	1,764	31,577
	Average GPA	3.38	2.68	3.50	3.36
	4 Year Graduation Rate	65.49%	28.63%	13.51%	63.48%
	6 Year Graduation Rate	86.78%	53.20%	20.00%	85.06%

IV. Student Awards

1. Donald E. Barnett Essay Awards 2019-2020

ENGL 1101

Student: Shiva Byroju

Title: Quackery in India

Teacher: Katie Hurlock

Honorable Mention: Jiayi (Melody) Zhang

Title: Dear Director Vallianos

Teacher: Emily Beckwith

ENGL 1102

Student: Juliana Lutz

Title: Technology as a Parent

Teacher: Al Dixon

Honorable Mention: Alessa de Castro

Title: Round and Round We Go: A Comparison and Contrast of
“The Ones Who Walk Away From Omelas” and Mr. Burns

Teacher: Bridget Dooley

2. Michael G. Moran ePortfolio Awards 2019-2020

ENGL1101

Student: Sean Turner

Teacher: Kelsey Taylor

Honorable Mention: Swathi Bala

Teacher: Johanna Bailie

ENGL1102

Student: Rachel Godleski

Teacher: David Ingle

Honorable Mention: Nicole Spektor

Teacher: Nathan Gehoski

3. Teaching Assistant Awards and Activities

For the period of 2019-2020 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:

- Cameron Winter
- Christian Gallichio
- Annelise Norman
- Emma Perry

- Philip Gilreath
- Paul Cunningham

Paul Cunningham for nominee for the Excellence in Teaching Award for 2019-2020.

4. Program Events

Non-Tenure Track Community Building: 2019-2020 Academic Year Report

Introduction

The 2019-2020 academic year marked a continuation of community building efforts. There were two reflection luncheons planned for Reading Day in the fall (December 5, 2019) and spring (April 29, 2020). Due to the ongoing pandemic, only the fall event was held and will be the focus of this report.

Events

The December 5th event was held in Park Hall Room 67. Similarly, to events held in the prior academic year, attendance was strong. There were 14 in attendance, including 9 instructors, 1 lecturer, and 4 writing administrators/staff members.

The purpose of this event was to provide FYW teachers and staff an opportunity to gather at the end of the semester to reflect upon assignments and classroom activities and to chat with the new FYW Director about topics raised by the newly formed instructor ad hoc committee.

For both reflection lunches, the budget was \$250. These funds covered food and beverages for attendees (provided by UGA Catering). The fall event came in under budget at \$217.97.

Conclusions

Overall, non-tenure track community building efforts continue to show growth. Momentum is continuing to build, and we hope for future professional development and community building opportunities for instructors, lecturers, and graduate students who teach FYW courses.

5. Program Future Goals

In Fall 2020 FYW will transition away from its hardcopy Composition Guide to a digital guide that will be provided to students at no cost. This transition is enabled by a \$10,000 from the UGA Libraries. In the near future, FYW intends to transition to an open-access textbook in order to further reduce costs to students, and in order to provide a textbook tailored to UGA's FYW curriculum.

FYW will continue the curriculum study begun in 2019-2020 with an eye toward updating the curriculum to better suit the needs of students, the larger General Education curriculum, and to better reflect the academic and civic lives our students are likely to lead in a fast-paced, digitally-driven era.

In the immediate term, FYW will be intensely focused on supporting FYW instructors and students to meet the conditions of the Covid-19 pandemic and to ensure that we continue to deliver a robust curriculum, despite the disruptions of the pandemic.

FYW, in conjunction with the FYW Committee, will work to continue developing transparent policies for both students and instructors, in order to ensure excellent, professional curriculum delivery.