

6/4/2019 - Prepared by Kensie Poor, FYC Office Manager

Annual Report on the First Year Composition Program, 2018 - 2019

Dr. Deborah Miller (Interim Director of First-year Composition, UGA Writing Center)

Dr. Joshua King (Interim Associate Director)

Kensie Poor (First Year Composition Office Manager – Admin Associate II)

The First-year Composition Committee (FYCC) met three times during the 2018 - 2019 academic year. Members of the committee included: Deborah Miller (Chair), Joshua King, Sara Steger, Ron Balthazor, Sujata Iyengar, Elizabeth Davis, Caroline Young, Christopher Alexander, Cameron Winter, Emily Beckwith, Paula Rawlins, and Danielle Bray.

I. COURSE DEMOGRAPHICS:

During the 2018-2019 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** Learning Communities were discontinued in Fall 2018**

TOTAL SECTIONS

	ENGL 1101	ENGL 1102	ENGL 1102E	TOTAL
Sum 2018 (20 max)	1	5	1	7
Fall 2018 (19 max)	71	91	0	162

Spring 2019 (20 max)	13	106	0	119
TOTAL	85	202	1	288

ESOL Sections (limited to 15 students)

	ENGL 1101/1102	ENGL 1101	ENGL 1102	TOTAL
Summer 2018	0	0		0
Fall 2018	2	2	2	6
Spring 2019	2	1	0	3
TOTAL	4	3	2	9

Fall: Teachers were: Jessica Brumley (ENGL1101), Danielle Bray (ENGL1101/1102), and Philip Gilreath (ENG1102)

Spring: Teachers were: Danielle Bray (ENGL1101/1102) and Jessica Brumley (ENGL1102)

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

	ENGL 1050H	ENGL 1060H	TOTAL
Summer 2018	0	0	0
Fall 2018	3	2	5
Spring 2019	4	2	6
TOTAL	7	4	11

Special Topics Sections of FYC

Summer 2018: No special topic courses were taught during the summer session.

Fall 2018: There were 12 sections taught in the fall, and they are as follows: Stephen Brooks (FYC Experiment - 4); Joshua Hussey (Multi-modal Writing Maps - 1); David Ingle (Writing Recovery – (2); Spenser Simrill (Food Maps: Exploring Family History Through Food - 4); Nathan Camp (Slavery: Reacting to the Past - 1).

Spring 2019: There were 16 sections taught in the spring, and they are as follows: Stephen Brooks (FYC experiment – 4); Christa Rampley – A Look Into the Writing Process- 3); Nicholas Ciavarra (Writing Through Script & Performance - 1); Jonathan Burr (Letters, Diaries, and Reflection - 4); Joshua Hussey (Detective Fiction – 3); David Ingle (Recovery Writing – 1).

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 9; the total number of students was 105.
- The total number of First-year Composition Learning Community sections (combination of ENGL1101/1102) was 0; the total number of students is highly difficult to calculate because these courses were under enrolled to start – Discontinued.
- The total number of First-year Composition Special Topics courses was 28; the total number of students was 532.
- 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 209.

Breakdown of total students included in 2018-2019

	ENGL1101	ENGL1102	ENGL1102E	TOTAL
Summer 2018	20	100	45	165
Fall 2018	1,166	1,659	0	2,806
Spring 2019	219	2,105	0	2,324
TOTAL	1,405	3,864	45	5,314

FYC classes had 15-21 students per class. The total number of FYC sections, taught during 2018-2019 was 286, with a total number of students for the year being **5,314** (regular FYC sections plus ESOL, minus Honors totals).

II. TEACHER DEMOGRAPHICS

During the 2018 - 2019 school year, the teaching staff consisted of 9 teachers during summer 2018; 73 teachers during Fall 2018; and 58 teachers during Spring 2019. The number of FYC sections taught throughout the year was $160/119 /7 = \mathbf{286}$ (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 2018: Dr. Sara Steger, Assistant Director of FYC, was in charge of the FYC Digital Learning Labs, and Renee Buesking served as Lab Coordinator. Support and Development Laura Weaver, Alexie McPherson, Sarah Shermyen, and Gabrielle Stetcher. Christian Gallichio, Emma Perry, Bridget Dooley, and Lindsay Tigue provided support as Flex Staff, serving both in the labs and in the writing center.

2. Spring 2019: Dr. Sara Steger, Assistant Director of FYC, was in charge of the FYC Digital Learning Labs, and Danielle Gilman served as Lab Coordinator. Support and Development was provided by Sara Steger, Laura Weaver, Joshua Hussey, Sarah Shermyen, Gabrielle Stetcher, Support and Development Andrew Nance, Emma Perry, Joshua Hussey, and Laura Weaver. Connor Fisher, Joshua Wade, Alyssa Leveall, and Samantha Regal provided support as Flex Staff, serving both in the labs and in the writing center.

3. Emma Support: During the 2018-2019 school year, our support personnel developed and updated multimodal help documentation for Emma for instructors and students. We reviewed our accessibility, updated all markup tag links and references to the FYC Guide, and updated documentation for support staff. We also developed an orientation to portfolios and visited the classrooms of new instructors (by request) to train students in creating and adding documents and files to their portfolios.

During the spring semester, Sara Steger and Joshua Hussey piloted using eLC as the course management and writing platform for their FYC classes. We are in communication with MacMillan learning regarding a pilot of their Achieve Platform for the fall semester.

Park 118, the walk-in support lab, had 591 visits from students during the 2018-2019 school year. Instructors made approximately 100 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 Joshua Hussey) worked on the Emma code to make improvements, including:

- Disabled editing of documents added to the portfolio when portfolio editing is closed.
- Developed a new UI for files and reviews, bringing the listings to the left menu.
- Added day of the week in the calendar agenda view.

We also added additional CPU and RAM to the Emma servers for increased performance.

Finally, we collaborated with James Castle from UGA's online learning regarding development possibilities and technologies to support FYC writing pedagogy.

B. Writing Center:

Fall 2018: Paula Rawlins was the Assistant Director of the Writing Center. Her assisting consultants during this semester were: Nathan Dixon, Anna Forester, Travis Dular, Joshua Wade, Elizabeth Swails, (2) Joe Seale, and Annelise Norman. Flexing between the Digital Learning Labs and Writing Center were: Christian Gallichio, Emma Perry, Bridget Dooley, Lindsay Tigue

1. **Spring 2019:** Paula Rawlins was the Administrator of the Writing Center. Her assistant consultants during this semester were Bridget Dooley, Travis Dular, Joe Seale, Anna Forester, Elizabeth Swails, and Joshua Wade. Flexing between Digital Learning Labs and Writing Center consulting were: Connor Fisher, Joshua Wade, Alyssa Leveall, and Samantha Regal

The Writing Center now submits a separate Annual Report.

2. Curricular Development

Apprentices: In 2018-2019, the FYC Program trained a total of 15 apprentices and 1 interns: 5 (Summer 2018); 5 (Fall 2018) and 5 (Spring 2019). The 1 internships was during Fall 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 2018

W: 15 F: 16 C-/D: 5

Spring 2019

W: 31 F: 11 C-/D: 6

IV. Student Awards

1. Donald E. Barnett Essay Awards 2018-2019

ENGL 1101

Student: Sanjana Rao

Teacher: Sarah Shermeyen

ENGL 1102

Student: Kyra Posey

Teacher: Aviva Kasowski

2. Michael G. Moran ePortfolio Awards 2018 - 2019

ENGL1101

Student: Peng Qi Zhou

Teacher: Danielle Bray

ENGL1102

Student: Sarah Riggs

Teacher: Anthony Galli

3. Teaching Assistant Awards and Activities

For the period of 2018-2019 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: Claire Cronin, Connor Fisher, Jackie Kari, Jacob Sunderlin, Joshua Wade, Joe Seale, and Lindsay Tigue.

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

4. Program Events

Non-Tenure Track Community Building: 2018-2019 Academic Year Report

Introduction

The 2018-2019 academic year marked continued progress for non-tenure track community building. In addition to establishing an event that could become an FYC tradition, there were two social events. Additional support for these efforts was gained through an approval for \$100 of funding per semester from the Willson Center for Humanities and Art. These funds will be critical to future community building efforts.

This brief report provides an overview of each event, including financials and attendance. The conclusion includes forward-looking statements regarding continued community building efforts and the need for ongoing funding.

Events

Of the four events held as part of this initiative, three were supported by department funds (the non-funded event was an off-campus potluck). The three events were as follows: a social in Park Library on November 7, 2018, a Reflection Lunch on December 5, 2018, and a second Reflection Lunch on May 1, 2019. This section provides a brief overview of each of these events.

Park Library Social

Held on November 7, 2018, this event took place in the evening with nine FYC faculty in attendance. This social gathering provided FYC faculty an opportunity to chat about such topics as their courses, their plans for the semester, and life in Athens. In addition to coffee and tea, there were a variety of chocolates, cheeses, and crackers. Though we budgeted for \$75 to cover food and beverages, we spent \$55.78. Ultimately, this event was a lively gathering that served as a kickoff for our academic year of community building.

Reflection Lunch

This event was held on Reading Day in the fall and spring. Attendance was strong at both lunches, with 13 FYC faculty present on December 5, 2018 and 15 FYC faculty present on May 1, 2019. The purpose of this event was to provide FYC faculty an opportunity to gather at the end of the semester and to reflect upon assignments, classroom activities, and any other topic

related to composition instruction. For both reflection lunches, the budget was \$175. These funds covered food and beverages for attendees (provided by Panera in the fall and UGA Catering in the spring). In the fall, we spent \$140.27 and, in the spring, we spent \$153.20.

Given the strong attendance at these events and the lively and reflective quality of discussions, it is possible that the Reflection Lunch could become a new FYC tradition.

Conclusions

Overall, non-tenure track community building efforts this semester were successful. In total, we spent \$349.25, which is below our academic year budget of \$509.60. The 2019-2020 academic year will be critical for our community building efforts. Momentum is continuing to build, and we have a variety of event possibilities for instructors, lecturers, and graduate students who teach FYC courses. Moreover, our hope is to work closely with the new FYC Director to expand our efforts in ways that bring them to the center of the FYC program and the core of what it means to teach FYC courses at UGA. For these reasons, it is important that we continue to have the support of the English Department. At the budgeted funding level, we can continue to hold such successful events as the Reflection Lunch as well as develop new events.