Overview
The English Composition Program (ECP) is responsible for providing writing instruction to all incoming students, excepting those students who enter with appropriate transfer or AP credit. 2013-2014 was the second year of UC’s semester conversion. The ECP offered four courses newly configured for semesters (Engl 1000, 1001, 1012, and 2089) and discontinued the two “bridge” courses (Engl 1902 and 2989) designed to assist students who began the composition course sequence under quarters but hadn’t completed the sequence. (See the section Semester Conversion in the 2012-2013 Annual Report for further discussion) In addition to offering our regular online sections of 1001 and 2089, we piloted our first hybrid onsite/online sections of Engl 1001 and 2089 in spring 2013. In fall and spring semesters of 2013 and 2014, the ECP taught 6,460 students in a 291 sections of composition. Twenty-two adjunct instructors, fourteen full-time educator faculty members, five tenure-track faculty, three visiting assistant professors, and forty-one graduate students staffed our courses this year.

Teachers are supervised and supported by two program directors, with assistance from the English department and a graduate student assistant. Educator associate professor Joyce Malek continued as interim director of English composition. Professor Malek has served as associate director since fall 2006 with three years as interim director. Educator assistant professor, Michelle Holley, continued as interim associate director. Both directors receive a one-course release each semester for their work.

This year, the ECP was also supported by graduate assistant to the composition directors, Carla Sarr, and three graduate student mentors, Niven Abdul-Hamid, Jessica Brown, and Luke Geddes. The program also benefits from the support of English department staff members Geri Hinkle-Wesseling, Devore Nixon, and Kevin Newman. Additionally, programmatic issues were reviewed, discussed, and approved by the Composition Advisory Committee (CAC), which consisted of the following members: Molly Brayman (Educator), Michelle Holley (Educator), Patty Houston (Educator), Joyce Malek (Educator: Committee Chair), Carla Sarr (graduate student), and Gary Vaughn (Tenure-Track). Graduate student mentors, Niven Abdul-Hamid, Jessica Brown, and Luke Geddes also contributed to the committee.

We met the following goals set last year for 2013-2014:

- Pilot hybrid on-line/on-site sections of first-year composition, Engl 1001 and 1012
- Extend the on-line course evaluation system to include on-site sections of composition
- Revise the Student Guide for English Composition 1001 for the 2014-2016 academic years
- Continue to offer a wide range of pedagogical and professional development opportunities for all writing instructors.

In addition, we successfully hired an English composition program director. However, we were not able to retain our three visiting faculty positions nor were we able to have them converted to full-time educator positions.
### Core Responsibility: Teaching English Composition to over 6000 Students

Our required writing courses are the heart of our program. During academic year 2013-14, we taught 6460 students in 291 sections of English composition distributed as follows:

#### Fall 2013 Enrollment

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Sections</th>
<th>Seats Available</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1000</td>
<td>4</td>
<td>92</td>
<td>91</td>
</tr>
<tr>
<td>ENGL 1001</td>
<td>78</td>
<td>1,794</td>
<td>1,741</td>
</tr>
<tr>
<td>ENGL 1001 (Hybrid)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ENGL 1001 (Online)</td>
<td>6</td>
<td>138</td>
<td>126</td>
</tr>
<tr>
<td>ENGL 1012</td>
<td>4</td>
<td>92</td>
<td>82</td>
</tr>
<tr>
<td>ENGL 2089</td>
<td>53</td>
<td>1,219</td>
<td>1193</td>
</tr>
<tr>
<td>ENGL 2089 (Hybrid)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ENGL 2089 (Online)</td>
<td>8</td>
<td>184</td>
<td>180</td>
</tr>
<tr>
<td>ENGL 2089 (Honors)</td>
<td>3</td>
<td>69</td>
<td>61</td>
</tr>
<tr>
<td>ENGL 2089 (Service Learning)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>159</strong></td>
<td><strong>3,657</strong></td>
<td><strong>3,538</strong></td>
</tr>
</tbody>
</table>

#### Spring 2014 Enrollment

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Sections</th>
<th>Seats Available</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1000</td>
<td>2</td>
<td>46</td>
<td>45</td>
</tr>
<tr>
<td>ENGL 1001</td>
<td>58</td>
<td>1,334</td>
<td>1300</td>
</tr>
<tr>
<td>ENGL 1001 (Hybrid)</td>
<td>2</td>
<td>46</td>
<td>39</td>
</tr>
<tr>
<td>ENGL 1001 (Online)</td>
<td>2</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td>ENGL 1012</td>
<td>1</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>ENGL 2089</td>
<td>57</td>
<td>1,311</td>
<td>1,274</td>
</tr>
<tr>
<td>ENGL 2089 (Hybrid)</td>
<td>4</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>ENGL 2089 (Online)</td>
<td>3</td>
<td>69</td>
<td>70</td>
</tr>
<tr>
<td>ENGL 2089 (Honors)</td>
<td>3</td>
<td>69</td>
<td>49</td>
</tr>
<tr>
<td>ENGL 2089 (Service Learning)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>132</strong></td>
<td><strong>3,036</strong></td>
<td><strong>2,922</strong></td>
</tr>
</tbody>
</table>
### 2013-14 Academic Year Enrollment

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Sections</th>
<th>Seats Available</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1000</td>
<td>6</td>
<td>138</td>
<td>136</td>
</tr>
<tr>
<td>ENGL 1001</td>
<td>136</td>
<td>3,128</td>
<td>3,041</td>
</tr>
<tr>
<td>ENGL 1001 (Hybrid)</td>
<td>2</td>
<td>46</td>
<td>39</td>
</tr>
<tr>
<td>ENGL 1001 (Online)</td>
<td>8</td>
<td>184</td>
<td>169</td>
</tr>
<tr>
<td>ENGL 1012</td>
<td>5</td>
<td>115</td>
<td>92</td>
</tr>
<tr>
<td>ENGL 2089</td>
<td>110</td>
<td>2,530</td>
<td>2,467</td>
</tr>
<tr>
<td>ENGL 2089 (Hybrid)</td>
<td>4</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>ENGL 2089 (Online)</td>
<td>11</td>
<td>253</td>
<td>250</td>
</tr>
<tr>
<td>ENGL 2089 (Honors)</td>
<td>6</td>
<td>138</td>
<td>110</td>
</tr>
<tr>
<td>ENGL 2089 (Service Learning)</td>
<td>3</td>
<td>69</td>
<td>64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>291</strong></td>
<td><strong>6,693</strong></td>
<td><strong>6,460</strong></td>
</tr>
</tbody>
</table>

Students earn an A through C- in English 1000 and 1001. If they fall below a C-, students earn a non-punitive NP (not proficient) grade, which requires them to retake the course before progressing through the composition sequence. In English 1012 and 2089, students earn A through F. (Pass Rates do not include grades of W):

### Pass Rates 2013-14 Academic Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>2013-14 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1000</td>
<td>95%</td>
<td>92%</td>
<td>93.5%</td>
</tr>
<tr>
<td>ENGL 1001</td>
<td>93%</td>
<td>96%</td>
<td>94.5%</td>
</tr>
<tr>
<td>ENGL 1001 (Hybrid)</td>
<td>N/A</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>ENGL 1001 (Online)</td>
<td>89%</td>
<td>98%</td>
<td>93.5%</td>
</tr>
<tr>
<td>ENGL 1012</td>
<td>99%</td>
<td>80%</td>
<td>89.5%</td>
</tr>
<tr>
<td>ENGL 2089</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>ENGL 2089 (Hybrid)</td>
<td>N/A</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>ENGL 2089 (Online)</td>
<td>98%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>ENGL 2089 (Honors)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>ENGL 2089 (Service Learning)</td>
<td>100%</td>
<td>N/A</td>
<td>100%</td>
</tr>
</tbody>
</table>

Included in the total of Engl 1001 sections are 66 Learning Community sections for majors from six different colleges:
Learning Communities (ENGL 1001)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>2013-14 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAHS</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>CCM</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>CEAS</td>
<td>17</td>
<td>N/A</td>
<td>17</td>
</tr>
<tr>
<td>CECH</td>
<td>8</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>COB</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>CON</td>
<td>N/A</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>35</strong></td>
<td><strong>31</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

**Faculty: Hiring, Development, and Supervision**
As our routinely positive student evaluations and peer evaluations indicate, we have a very talented, motivated, and creative group of teachers. Successful hiring, faculty development, and supervision make possible our dynamic community of teachers, despite the fact that these efforts are challenged by heavy teaching loads (full-time faculty teach between six and seven courses a year) and high course caps (twenty-three students per section; National Council of Teachers of English recommends twenty).

This academic year, faculty taught courses in the following configuration:

**Tenure Track Faculty**
Five tenure-track faculty taught 6% of composition courses or a total of 21 sections (Fall 9 sections; Spring 12 sections).

**Educator Faculty**
Educator faculty taught 26% of composition courses, or a total of 89 sections (Fall 45 sections; Spring 34 sections). Educator faculty are AAUP represented and eligible for health care benefits and travel funding for professional development. Individuals are eligible for reappointment generally on three- or five-year appointments, subject to satisfactory performance and completion of teaching, service, and professional activity requirements.

This year, three educator faculty were approved for reappointment through the expedited reappointment process, Lisa Beckelhimer, Mary Leech, and Bea Opengart. One was promoted: Alli Hammond to associate professor, and two were reappointed and promoted: Chris Campagna to associate professor and Joyce Malek to full professor. Reappointment and promotion files are reviewed by eligible members of the English department before undergoing a second round of review at the college level and approval by the OBR.

Educator faculty constitute a group whose primary concern and responsibility is teaching English composition courses. The result is greater consistency within and among composition courses, an energized community in which teachers are invested in the curriculum and in opportunities for professional development, and an experienced teaching faculty who serve as strong mentors to new graduate and adjunct teachers. In addition, educator faculty are increasingly professionalized and engaged with national conversations about writing.
instruction. For example, during 2013-2014 our faculty presented work at national and local conferences, attended and conducted professional development workshops, served on university-wide committees, and published work.

**Graduate Assistants** (GAs) taught 21% of composition courses or a total of 72 sections (Fall 38 sections; Spring 34 sections). This year, the composition program trained, supported, and observed 24 new GAs. This task requires close supervision of teachers as well as a strong community in which teachers feel free to express concerns and doubts and share successes and insights. The directors commit fully to this endeavor, beginning with a three-day teacher-orientation for new students in the graduate program. Following this, students enroll in one semester of Practicum (focused on everyday activities in the writing classroom like facilitating discussion, responding to student writing, teaching research practices, etc.) and in a graduate seminar, Teaching College Writing, which provides students an introduction to the history of writing instruction in U.S. universities as well as an understanding of central debates concerning how best to teach writing at the college-level.

Currently forty-one GAs teach in the ECP. GAs, like all teachers in our program, teach English 1001 using a unified curriculum, presented in our in-house publication, *The Student Guide to English Composition 1001*, revised every two years by teachers in the program (more on that below). A handful of GAs also taught 2089 and Honors composition as well as courses in their major areas. Each year, we select a GA as assistant to the composition directors, a position for which we review applications, interview, and then hire an individual. The position enables the student to select one semester of no teaching during the year while making available numerous opportunities for professional development. In addition, we are in our fifth year of offering graduate mentor positions.

**Adjunct Faculty**
Adjunct Faculty members taught 27% of composition courses, or a total of 94 sections (Fall 52 sections; Spring 42 sections). Non-represented adjuncts are allowed up to a 16.67 credit load per academic year, or translated for our purposes, a five-course load with no more than 3 sections per term. Represented adjuncts teach up to six courses per academic year. This year, 21 non-represented adjunct faculty taught courses in fall term and 22 taught in spring term. One represented faculty member taught three sections each term.

The ECP is committed to supporting and retaining its adjunct faculty. To that end, the ECP invites new adjunct hires to the GTA orientation, pairs them with experienced faculty who review course materials, observe their classes, and guide them through the first term of teaching. In addition, adjunct faculty are invited to attend composition program meetings and workshops and encouraged to contribute to the Program as their schedules allow.

**Visiting Assistant Professors**
This year, the program had two visiting assistant professor positions. A third helped hold open a tenure track position. This faculty taught 4% of our courses or a total of 15 sections of composition (9 in Fall and 6 in Spring).

**Faculty Development**
The core values of the program are transmitted and reinforced through faculty development
activities, which are crucial for a program’s evolution, self-assessment, and responsiveness to current problems and questions related to writing instruction. Faculty development during this past year included both faculty workshops and ongoing faculty development commitments, as detailed below.

**Faculty Workshops & Events**
A total of eight faculty workshops/meetings and one ECP-sponsored event were offered during the academic year, all of which were organized and planned by the directors and/or composition faculty members, with support from the English department. These workshops represent the ECP’s ongoing commitment to offer support and professional development for faculty.

**Visiting Scholars**
In November 2014, Dr. Dale Jacobs visited us remotely from the University of Windsor, Canada to discuss his work on comics, and multimodality and composition. In March 2014, we welcomed Dr. Maya Poe from Northeastern University who led us in a discussion and workshop on her work with assessment. Both events were free and open to the public.

**Curriculum workshops:** See fuller discussion below: Ongoing Faculty Development Opportunities

- **Fall 2013:** two norming workshops for Engl 1001 faculty.
- **Spring 2014:** three workshops related to Engl 2089.

- **CCCC proposal workshop,** organized by Laura Micciche. Participants submitted proposals electronically in advance of the meeting, and discussion focused on revision strategies for improving and strengthening proposals.

- **Graduate student conference,** “Transforming Access,” for which the ECP was a co-sponsor. Organized by the ECP graduate assistant, Carla Sarr, and graduate assistant mentors, Niven Abdul-Hamid, Jessica Brown, and Luke Geddes, with assistance from the 2012-2013 Program Assistant, Janine Morris, the interdisciplinary conference attracted presenters from across the U.S.

**Ongoing Faculty Development Opportunities**
These activities are regular parts of our program; they continue to be important ways for us to cohere as a faculty.

- **New GA Orientation:** This three-day orientation in mid-September, led by the composition directors, the GA to the program and the composition mentors, with support from the English department, introduces new graduate students to the composition program, contextualizes composition course assignments, goals, and outcomes within the larger program, provides an overview of pedagogical strategies for use in writing classrooms, introduces GAs to experienced faculty members, and creates bonding opportunities for new GAs. The experience is capped by an optional run/walk event, now in its sixth year.

- **Composition Program Meetings:** Composition directors lead faculty meetings at least once each term to share program goals and initiatives and to address curricular and faculty development concerns. This year, the program held three meetings: one at the beginning of each term and one at the end of spring term. At the opening fall meeting, writing faculty gather to preview the year ahead (i.e., changes on the horizon, reminders about policy, fiscal...
matters, news about textbooks, and so forth). This meeting also gives everyone a chance to ask questions and share good news. The other two meetings are used to summarize activities and to set the agenda for the next term.

Composition Advisory Committee (CAC) Meetings: This year, the CAC met twice each term. In fall term, committee members observed new teachers and wrote descriptive commentary about the experience. Other actions included drafting procedures for requesting additional travel funds over the allocated amount that derive from royalties collected from sales of the Student Guide, approving piloting hybrid versions of Engl 1001 and 2089 after hearing a report from Michele Griegel-McCord and Ron Hundemer about efforts at UCBA, hearing updates about from the editors of the Student Guide for 2014-2016 and the Dynamic Book, reviewing questions for the online course evaluation, and approving guest speakers Professors Dale Jacobs and Mya Poe. This years members were Joyce Malek (chair), Michelle Holley (co-chair), Molly Brayman, Hannah Rule, Beckie Borah, Mary Leech, Gary Vaughn, Carla Sarr (ECP Assistant) and ECP Mentors Jessica Brown, Luke Geddes, and Niven Abdul-Hamid. CAC notes and announcements are catalogued on our committee blog: http://cacuc.wordpress.com/.

Blackboard Community: Our Bb Composition site is extensive. The site includes the entire Student Guide as a PDF so that teachers can access this complete curriculum guide for 1001 online. Thus, teacher planning is easily facilitated. In addition, the Bb site includes outcomes for all composition courses, sample assignments and syllabi, reading suggestions, supplemental materials for core assignments, links to relevant articles, materials, and useful sites about writing and teaching. We also maintain a discussion board and an announcements page.

Norming Sessions/Student Writing Assessment Workshops:
The ECP held two well-attended student writing assessment workshops to discuss student writing in Engl 1001. The workshops help maintain cohesive grading standards throughout the Engl 1001 curriculum and provide opportunities for experienced and less experienced composition instructors to form informal pairs or groups for ongoing discussion of student writing.

Intermediate Composition Workshops
In spring term, we held three workshops related to Engl 2089: “Introduction to Engl 2089” for faculty who were new to teaching the course and a workshop of “Best Practices in Engl 2089” that invited faculty to share assignments and materials. Both workshops were led by Gary Vaughn and Garrett Cummins. In April, Christina LaVecchia, Gary Vaughn, and Joyce Malek led a more intensive workshop to prepare faculty scheduled to teach the course in summer and fall.

Faculty Supervision
Faculty are supervised through student evaluations, teaching observation reports, review of teaching materials, and final grade review. Educator faculty undergo a lengthy reappointment process which enables full review of job performance and effectiveness. New GAs are observed by members of the CAC in Fall semester. New adjunct faculty are paired with experienced faculty who observe their classes and guide them through their first term.

Curriculum Development: Ongoing Curricular Activities
University Composition Committee (UComp)
The program directors and faculty continued its participation in the long-standing University Composition Committee (UComp), meeting regularly with colleagues who teach/administer English composition on the regional campuses to address curricular and programmatic issues. In spring, UComp sponsored its 17th Annual all-University Student Writing contest, awarding over $1300.00 in prize money.

ESL/EFL Composition Courses
In 2011, to address the growing numbers of International students needing English language preparation in our composition courses, the ECP directors worked with the ESL Program directors in the College of Education to develop a system to more appropriately place ESL/EFL speakers in writing courses. The directors also collaborated to offer ESL/EFL versions of first and second-year composition courses and helped with revising the courses for semesters.

Students entering UC with TOEFL/TOESL scores or who place into an ESL section on the basis of the ENPT exam, enroll in the composition sequence offered through the ESL Program. Most courses are taught by former English graduate students or adjunct faculty who have taught courses through the composition program. Faculty receive ongoing training in ESL instruction. ESL courses are capped at 15 students and can run with as few as 7, providing opportunities for more personalized instruction than students would find in a class of native speakers.

Service Learning
Several composition faculty offer Service Learning versions of their courses, with the goal of engaging students in service and learning opportunities with local nonprofit organizations. Coordination for SL courses is facilitated through the Center for Service-Learning and Civic Engagement. Interested faculty are encouraged to take advantage of the Center’s support and materials. In FS13-SS14, faculty offered five Service Learning sections (one 1001 and four 2089).

Freshman Seminars
In 2012, A&S began requiring A&S students to enroll in one course designated as a Freshman Seminar during their first year. Freshman seminars are designed around a theme, with an emphasis on reading, writing, and discussion. Class sizes are kept small to provide a more intensive learning experience. Because the design of Freshman Seminars closely correlates to our composition courses, ECP faculty are asked to offer FS sections. Students in these sections earn composition credit while satisfying their FS requirement. In FS13-SS14, ECP faculty offered three sections of Engl 1001 as Freshman Seminars.

Learning Communities
The ECP continues its involvement with the First-year Experience Program by setting aside a number of its Engl 1001 sections for Learning Communities, cohorts of first-year students who take two courses in common each term. Many LC cohorts are organized by major or college and can be comprised of as many as 15 students. Because sections designated as LC’s are held closed until all students in the cohort can register, the ECP strives to maintain LC sections of Engl 1001 at no more than 50-55% of the total 1001 offerings each term so that students not in LC’s can find seats. This year, LC’s comprised 66 sections of the 291 Engl 1001 sections offered or about 23%.
Emerging Ethnic Engineers Program
The ECP continued its involvement with the Emerging Ethnic Engineer (E3) summer bridge program by teaching a summer section of Engl 1001 developed for the E3 program. Supported by a grant and operated out of the College of Engineering, students passing the course receive advanced standing for first-year composition. Click here for more information: http://ceas.uc.edu/special_programs/emerging-ethnic-engineers.html

Student Athlete Summer Bridge Program
This summer 2014, the ECP continued its support of the athletic program’s Summer Bridge by restricting a section of Engl 1001 to student athletes. Once the students have enrolled, the section is opened to general enrollment. This program is not grant supported: students earn English composition credit upon passing the course.

Leadership 2.0 Summer Bridge Program
Fashioned after the E3 Summer Bridge Program, this pre-nursing summer bridge program included English 1001 in summer 2014. An instructor from the ECP taught a section of Engl 1001 to a cohort of 13 students. Supported by a grant and operated out of the College of Nursing, students passing the course receive advanced standing for first-year composition. Click here for more information: http://nursing.uc.edu/academic_programs/bsn/leadership/leadership-bridge.html

A&S English Placement
Students are placed into one of five entering composition courses (0096, 0097, 1000, 1001, 1012) based on a combination of their ACT/SAT scores or the English Placement Exam (ENPT). Students take the ENPT who score a 17 or lower on the ACT Combined English & Writing or 420 or lower on the SAT Combined Writing Students with no combined writing score from ACT or SAT also take the exam.

Students who score 18-27 on ACT Combined or 430-620 on SAT Combined are placed directly into 1001. Students who score 28 or higher on ACT Combined or 630 or higher on SAT Combined are advised into 1012. Placement testing is administered on UC’s Blackboard system, available through the orientation link. All placement assessment is managed online. Essays written by A&S students are read by readers at UC-Blue Ash; A&S appeals are handled by the ECP directors. Between May 1, 2013 and May 1, 2014, the placement team read 292 A&S essays with the following results:

<table>
<thead>
<tr>
<th>ENPT Test Score</th>
<th>Course Placement</th>
<th>Number of Results</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ENGL 0096</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>ENGL 0097</td>
<td>2</td>
<td>~ 1%</td>
</tr>
<tr>
<td>4</td>
<td>ENGL 1000</td>
<td>117</td>
<td>40%</td>
</tr>
<tr>
<td>5</td>
<td>ENGL 1001</td>
<td>173</td>
<td>59%</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>292</td>
<td></td>
</tr>
</tbody>
</table>

Note: 0096 and 0097 are offered on the regional campuses.
**Academic Writing Center**
The Academic Writing Center is a free tutorial service located in 149 McMicken Hall and headed by Dr. Joseph Cunningham, Academic Writing Center Coordinator.

The AWC supports first-year students in introductory composition courses, upper-level undergraduates learning to write in particular disciplines, graduate students working on theses and dissertations, ESL writers across the disciplines, and faculty working on research projects. The AWC offers tutorial support online.

The AWC employs undergraduate and graduate tutors. Undergraduate peer tutors enroll in a semester-long tutor training course prior to tutoring, with some time spent tutoring under the observation of the course’s instructor, the AWC Coordinator. Graduate student tutors have teaching and tutoring experience; all are working toward MAs and/or PhDs.

**Initiatives and Innovations**
A successful writing program must be periodically infused with new ideas in order for it to progress and change. For this reason, we are particularly proud of the following initiatives that we believe contribute to a vital and exciting culture of teaching and learning:

**Queen City Writers: A Journal of Undergraduate Writing and Composing (QCW)**
Queen City Writers continued publishing essays and multimedia work by undergraduate students from across the country. This on-line refereed journal is faculty reviewed and publishes essays and multimedia work by undergraduate students from across the country. Twice a year, QCW publishes inquiry-based essays related to writing, rhetoric, reading, literacy, pop culture and media, community discourses, and multimodal and digital composing. Editor-in-chief, Lisa Beckelhimer, solicits manuscripts from students in colleges and universities across the country and shepherds them through the review process. Manuscripts are reviewed by an editorial board of faculty and graduate students from several institutions. To date, QCW’s website has had more than 11,000 hits, with the number growing every day. Information about QCW and copies of issues can be found on-line at [http://qc-writers.com/](http://qc-writers.com/)

**Teaching and Technology Committee (TTC)**
TTC is comprised of faculty from composition, literature, and professional writing who teach online and/or use technology extensively in the classroom. The group offers its expertise in online instruction and technology on the TTC blog, a website authored by Michele McCord that went live at the beginning of 2013-14, and through workshops and informal group and one-to-one meetings. In fall 2013, the committee held an online teaching pedagogy roundtable for the department that featured discussion of teaching professional writing courses online, distance conferencing, and the use of Canvas, an alternative Learning Management System to Blackboard. In spring semester, Teresa Cook presented a digest of her experiences at an all-day workshop she’d attended regarding the new Blackboard system UC will implement in Fall 2014.

**College of Allied Health Sciences Writing Fellows Workshop Series**
In fall 2013 and spring 2014, Dr. Joyce Malek and Dr. Hannah Rule continued the series of three three-hour workshops for the faculty in the College of Allied Health. Requested by the CAH deans to improve student writing at the undergraduate and graduate levels, the workshops are designed to help faculty develop writing assignments that encourage and support student learning through writing. In spring 2013, four CAHS faculty met to showcase their work, get
feedback on works in progress, and draft a statement that captures the college’s commitment to writing across the Allied Health curriculum. The statement was added to the Writing Fellows Blackboard page and forwarded to the CAHS deans. To date, twenty-three CAHS faculty have completed the workshops. In addition to the workshops, three department of English graduate students were hired as writing tutors for CAH undergraduate and graduate students and students completing coursework on-line. The workshops and tutoring support are continuing through the next academic year.

Revision of the Student Guide to English Composition 1001
This year we undertook revising the Student Guide to English Composition 1001 for 2014-2016, the main text for Engl 1001. Royalties from the SG support faculty development opportunities for educator faculty and for graduate students in composition and rhetoric who need additional funding for composition-related conferences and workshops. See fuller discussion about the Guide below.

Administrative Accomplishments & Reflections
As noted on page one of the report, this year we met the four goals established in the 2012-2013 report:

• Pilot hybrid on-line/on-site sections of first-year composition, Engl 1001 and 1012
• Extend the on-line course evaluation system to include on-site sections of composition
• Revise the Student Guide for English Composition 1001 for the 2014-2016 academic years
• Continue to offer a wide range of pedagogical and professional development opportunities for all writing instructors.

In addition, we successfully hired an English composition program director. However, we were not able to retain our three visiting faculty positions nor were we able to have them converted to full-time educator positions.

Hybrid Sections of 1001 and 1012
In spring 2014, we experimented with offering hybrid sections of Engl 1001. Due to low enrollments in Engl 1012 sections, we cancelled sections and were not able to offer hybrid sections. However, we offered several hybrid sections of 2089. Hybrid sections combine online instruction with classroom-based instruction. A typical model meets 2/3 of instructional hours online with 1/3 in the classroom.

We offered two hybrid sections of Engl 1001 and four hybrid sections of 2089. Pass rates for Engl 1001 hybrid sections were slightly lower than for online or classroom-based sections: 90% hybrid compared to 93.5% online and 94.5% classroom-based.

We offered four hybrid sections of Engl 2089. Pass rates for hybrid sections matched the pass rates for online sections at 97%, slightly lower than the pass rates for classroom-based sections at 98%.

We are offering hybrid sections of Engl 1001 and 2089 for the 2014-2015 academic year (three sections in FS14 with SS15 to be determined) and 2089 (three sections in FS14 with SS15 to be
determined) and will reassess at the end of spring term 2015. We are not offering hybrid or
online sections of Engl 1012 in FS14.

Online Course Evaluations
With the help of CAC members, we revised course evaluation questions for all four of our
composition courses and implemented CoursEval at the end of fall term. The CoursEval system
allows faculty to see their student evaluations within days of the grading deadline. It also
provides faculty with a comparison of their scores to those of other instructors teaching the
same course. Program administrators and the department head have access to all scores and
are able to address concerns in a more timely manner.

The link to CoursEvals is sent to students in the 12th week of the term. Students complete
them anytime until the system closes on the last day of classes. After the first term and upon
faculty request, we delayed sending CoursEvals to students until the 14th week to allow more
time for major projects to be completed.

Completion rates for CoursEval varied from section to section with some sections nearing 90%
completion and some with fewer than a handful of students completing the evaluations.
Faculty have been experimenting with ways to assure a better completion rate including
setting aside class time as was done under the print-based system. We will continue to use
CoursEval and explore ways to increase completion rates.

2014-2016 Student Guide to English Composition 1001
Because the bulk of our FYC sections are taught by graduate students and adjuncts, we publish
the Student Guide to English Composition 1001, the required course text that functions to unify
our curriculum and provide instructors with basic course materials. Every two years, the Guide
undergoes updating and revising. This year, professors Michelle Holley and Hannah Rule, and
graduate students, Carla Sarr and Janine Morris edited the 2014-2016 edition of the Student
Guide.

The Guide includes a statement of the ECP’s guiding principles, sequence and goals of the ECP’s
two major courses (1001 and 2089), information about the Academic Writing Center, an essay
grading rubric with explanations of key terms, information about plagiarism and citing sources,
and a syllabus template and schedule.

The bulk of the Guide is a description of the four major assignments—texts in action, research
project, recast, and reflection—with options and writing activities related to each. Throughout
the Guide are references to additional activities, information, and sample pages in the
suggested supplemental text. This year in an effort to reduce cost to students, we chose the

The Student Guide has included student writing samples for several years: over half of the
2014-2016 Guide contains student work for each assignment. In 2009, the SG expanded the use
of student work with its cover designed by a UC student. Supported with a $500.00 award by
our publisher, Hayden McNeil, the ECP hosts the cover design contest open to all UC students.
The 2014-2016 edition features a cover by DAAP student, Ellen Wang. Along with funding the
cover contest, this year Hayden McNeil provided gift cards to students whose work is published
in the Guide. In addition to student writing and the cover, this edition also includes “writing
selfies” taken by students of their composing spaces alongside archival photos of composing activities across UC history.

To accommodate the growing number of students’ digital compositions, we are able to make projects available as links in the print version, in the DynamicBook (see below), or on the ECP Organization Blackboard site.

Students who wish to access their books online will be able to do so with the introduction of the DynamicBook, an interactive online version available with a code affixed to each copy. Hayden McNeil is providing training for faculty who wish to use the DynamicBook alongside the print version. We are excited to offer the SG in both print and electronic versions, and wish to acknowledge the diligence and foresight of the editors in making this possible.

**Pedagogical and professional development opportunities**
See discussions throughout the report.

**Retaining full-time faculty educator positions**
It is with disappointment that we were not able to secure full-time educator positions in 2013-2014. Instead, the college agreed to two one-year visiting assistant positions for composition. Both positions were discontinued at the end of spring term: one position was converted to an annual adjunct position and the other was converted to term adjunct.

In 2013-2014, adjunct faculty taught 94 composition sections or nearly a third of our sections. Added to sections taught by graduate students and visiting professors, 53% of our composition courses or 181 of the 291 sections were taught by temporary instructors. Most of these instructors teach first-year composition courses.

The salaries for these positions make it impossible for a professional instructor to survive without outside work or additional support. Currently the salary for a term adjunct with a PhD is $975.00 per credit; for an adjunct instructor with an MA, the salary is $900.00 per credit. Term adjuncts are not eligible for benefits. A composition instructor employed as an annual adjunct earns less than $20,000.00 spread over 12 months with limited benefits. Term adjuncts and annual adjuncts have no guarantee of employment beyond the term of their contracts. In addition to the stress on faculty with temporary status, this situation puts composition in a constant position of hiring and training faculty.

We will continue to advocate for our adjunct faculty and continue to pursue full-time positions.

**Hiring a Writing Program Director**
On a much more positive note, we held a successful search for a tenure-track position in composition and rhetoric. From a field of 176 candidates, we are delighted to welcome Dr. Chris Carter to UC. Dr. Carter comes to UC from the University of Oklahoma where he was associate professor of English and co-director of first-year composition. Chris will assume the directorship of the ECP in fall 2014. In addition, Chris will join the Drs. Russel Durst and Laura Micciche to continue to build the PhD in rhetoric and composition. Chris’ CV can be found on the Department of English web page. We look forward to his vision and leadership.
Reconfiguring the ECP Administration

Chris’ arrival presented us with the opportunity to rethink the long-standing ECP administrative structure. The program has managed with a director and associate director for more than 25 years. Typically, the ECP directorship is held by a tenure-track faculty member. A full-time non-tenure track faculty member holds the associate position. At various times, the program has had additional support from staff in the English department who assist with various needs such as scheduling courses. The program is also supported by a graduate assistant.

Ideally, the directorship rotates among graduate faculty in rhetoric and composition. But in three of the past eight years due to sabbaticals, rhet/comp faculty leaving for positions at other universities or stepping away to pursue research, both the director and associate positions have been held by full-time non-tenure track faculty. The complexity of the position as well as the organizational dynamics require the director to be tenured or on track to tenure.

In addition, as the program has grown to include second-year composition and online courses, to accommodate learning communities, service learning, and freshman seminars, to implement a number of initiatives, and to hire and train a growing number of part-time faculty, not to mention teaching over 6000 students, the need to reassess the administrative structure and more clearly delineate roles became necessary.

With input from the rhetoric and composition faculty and the WPA administrators, we proposed an administrative structure with four positions: Writing Program Director; a Coordinator of First-year Writing; a Coordinator of Second-year Writing and Online Instruction, and a Composition Course Scheduler. With Chris’ hiring, the directorship will once again be held by a rhetoric and composition tenure-track/tenured faculty member. The coordinator and scheduler positions will be held by full-time educator faculty. The director and coordinators will receive a one-course release per term; the scheduler will receive a one-course release for the academic year. The program will continue to be supported by a graduate assistant who receives a one-course release for the year.

The department head approved the restructuring plan, which will be implemented in fall term 2014. For the first year of the plan, the structure has the added benefit of helping with the transition as the current interim director steps into the role of first-year writing coordinator and assists the director and second-year writing coordinator assume their roles. We hope to add a course scheduler for fall term 2015. See “Proposal to Restructure A&S English Composition Program Administration” for details of the plan.

Given the changes to the ECP administration, our goals for the upcoming 2014-2015 year are as follows:

- Transition to the new administrative structure
- Pursue full-time educator positions
- Continue to offer a wide range of pedagogical and professional development opportunities for all writing instructors

Respectfully submitted,
Joyce Malek
Educator Professor & Interim Director, English Composition Program

August 2014

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