

## WFB's Working Notes

What are the conditions necessary for improving writing here at UT and making the Division work? What are the (realistically, not ideally) conditions under which the Division will flourish? Obviously, we could not introduce all of these immediately, but at the outset of the Division we should have the Administration's approval to phase in these changes over time.

### The Minimum

#### **Pedagogical**

reconsider the entrance exam

increase enrollment in 306 by  
adjusting cutoff scores

work in conjunction with Provisional  
Program on remedial writing offerings  
(how will course fare after N. Peterson leaves?)

Division trains ta's for writing substantial  
courses; university funds these ta-ships

Develop upper-division writing courses in  
professional writing; technical writing,  
business writing, writing about the social  
science, writing about the humanities, etc.

writing center offering free tutoring:  
1.) drop-in hours staffed by undergrads  
2.) for our weakest students, weekly one-hour  
regular appts. with graduate students  
writing center should have its own administrator  
(as does the writing computer lab)

in conjunction with English Dept., develop  
undergraduate concentration in rhetoric & writing  
(offer editing class regularly)

develop abilities of future hs teachers by  
offering opportunities beyond 360M  
(develop contacts with Ed School, high schools,  
state agency; encourage students to take more  
writing and editing classes, history of rhet class;  
opportunities to tutor)

### The Realistic Ideal

#### **Pedagogical**

all students take 306 (Plan 2 students  
take 603--in the future develop an optional  
argumentation course for Plan 2)

offer basic writing course

students take one writing course beyond  
306 in addition to the 2 SWCs

### Program Development/Improvement

semesterly staff meeting for all to attend (perhaps to be held during reading period)--an opportunity to get feedback, ideas, ect., promote community

workshops on ways to improve writing (again could be brownbag lunch). Possible subjects: how to make the transition from 306 to 309, how to use readings more effectively, etc.

possibly continue practice of end-of-semester surveys to get feedback on courses from the teachers

bring featured speaker to campus

work to counter our bad rep in the university, state, and professional (CCCC) communities

work to establish strong ties with the English dept.

### Graduate Students Training

For years AGSE has asked for their teaching here be further strengthened and professionalized. Toward that end, we need to view their written requests made in Spring 91.

Maintain (but strengthen) present two-tier system:

--two assistant directors with no teaching responsibilities (should be advanced doctoral students who are great teachers who can articulate our programs goals)--working in conj. w/ dir & assoc dir, they act as mentors, review commenting, visit classes

--faculty supervision that fulfills univ regulations and that provides students letters for dossier

### Faculty/Staff Governance, ECT.

Executive committee form of government with provision for regular input from graduate students and lecturers; if we are to grow and improve, we need to benefit from the expertise and experience of all of our teachers

Program develops and articulates a rationale and philosophy for its offerings, but remains flexible so as to allow for individual theories and styles

(we should though have sample syllabi that illustrate our aims)

Computer lab should have a "subbudget," stationery, etc., to promote its professional status

Service and teaching are great, and we should surely embrace our commitment to them, but we need to resist strongly any characterization that we are simply a "service" operation--such characterizations demean us in the eyes of university faculty and are not true to the important tie between theory and practice; rhetoric & Comp is an important research field and we should do all that we can to educate the university community and the public about that field

### Faculty/Staff

--lecturer hiring should be kept at a minimum  
lecturers should have expertise and commitment to writing instruction  
no exploitation: lecturers should be paid fairly w/ benefits w/ every attempts to provide summer employment

--travel funds to attend professional conferences--we need to acknowledge structurally the direct link between teaching and research in our field

--summer funding for program development

--eventually we should work for tuition waivers for graduate student teachers

### Graduate Program in Rhetoric

--We need to work hard to stay connected in concrete way with the graduate program  
I don't think the fact that we teach in it is sufficient to ensure the kind of vital connections we need