

To: Freshman English Policy Committee

From: E106/206 Subcommittee

Re: E106/206 Policy Suggestions

Date: December 5, 1983

Our subcommittee met three times to discuss issues related to the new E106/206 course. We have three questions to ask the chairman:

1. Is the course required? The catalogue does not say it is. The legislation suggests it is, but the wording is ambiguous. Professor Kinneavy says that the departmental senate can require it.
2. Will students receive credit? The legislation says "These will be credit courses, but the credit will not count towards graduation." The catalogue does not say this.
2. Can the grade be given pass/no credit?

We discussed policies on the assumptions that it would not be required, would not carry credit, and could be graded P/NC.

We have suggestions to make in four areas: 1) relation to E306; 2) content, 3) grading, and 4) training. We each presented suggestions in each of these areas; what follows is a consensus of these suggestions.

1. Relation of E106/206 to E306

We agreed that the E106/206 course, since it is concurrent with E306, should address skills that will help weaker students with E306 assignments. To help focus on these skills, teachers should suggest referant units for study, and tutors may want to discuss some E306 papers.

2. Content

We agreed that the lab program for each student should include exercises in rhetoric as well as mechanics, and exercises at the essay, paragraph, and sentence levels. Units will be grouped into about 12 topics for easy selection. The E306 teacher should choose at least two of the units, the student two, and the lab teacher 4.

We accepted the exercises David McMurrey offered as examples, and suggest that release time be given to T.A.'s, A.I.'s, lecturers and professors to develop new units and programs.

### 3. Grading

We agreed that E106/206 should not receive a separate grade. We suggest that those passing the lab receive one more unit of their E306 grade; those who do not complete their program satisfactorily should receive one unit of no credit.

### 4. Training

We suggest training sessions of 4-6 hours during the first week of classes for all tutors. These sessions should be staffed by people who have worked at the lab, and should cover the types and location of materials, the terms used in various materials, the paperwork done in the lab, methods of conferencing, and attitudes towards basic writing students. Some of these meetings may be scheduled so that all new tutors attend at once, while others may have to be given several times. Also, there should be at least one meeting to explain the lab to all E306 teachers, and to show them their part in its work.

All these suggestions were made assuming that the number of students served by the lab remains the same, despite the new course. If the new course is required and the lab is not expanded, it will bring in enough students so that the current users of the lab and others with SAT scores above 382 will be forced out. Foreign students, who may make up half those in the lab now, do not take the SAT and will be forced out. Students with problems in E346 or writing emphasis courses will be forced out. We recommend that the FEPC inform the department of the implications of these changes.