

To: FEPC members

From: Richard Hart

Date: 2/27/79

Bruce Gentry, an AI in good standing, has requested permission to run a variant tutorial version of 306 next fall. The New and Variant Course Subcommittee has considered and approved Bruce's request; I'm sending<sup>it</sup> to the rest of you now on a no-protest basis. Please let me know if you think the matter needs further discussion. If I have not heard from you by noon Thursday, 3/1/79, the request will stand approved.

Attached are Bruce's original memo and a response to one from me inquiring about the number of required themes, the number of conferences, and texts and uses of them.

Department of English Memorandum

To: Members of the FEPC

From: Bruce Gentry

Date: Jan. 30, 1979

In fall 1979, I would like to teach a tutorial variant of E306. The class would meet once a week, I would require student-teacher conferences, and I would encourage rewrites. Last fall I taught such a course, which I thought was successful, and I am prepared to spend the extra time that such a course would require. (I am scheduled to teach only one class in fall 1979.)

Please let me know what other information you would like to have.

Yours truly,

*Bruce Gentry*

Department of English Memorandum

To: Richard Hatt

From: Bruce Gearty

Date: 2/6/79

Thanks for the note.

Now then, some answers to your questions:

(1) I'd probably require a journal, 5 short papers, and a term paper, with rewrites encouraged on all six papers.

(2) Last semester, when I called the conferences "optional" but said that they affected each student's grade, the average was about seven conferences/student.

(I might mention here that four weeks of last semester were taken up with testing for the Freshman English evaluations, and there were no conferences during those weeks.) I would strongly encourage students to see me about each of their papers.

(3) I feel I could get by with my handouts, a handbook, ~~and~~ Trumble's Writing with Style, and perhaps readers. I'm giving assignments from the handbook for the first time this semester, & I may wish to continue doing so. I've used Writing with Style every semester I've taught as an optional assignment, & I'm sure

Department of English Memorandum

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(cont.)

I could do a better job with WWS than with The Writing Commitment. I would start the semester with WWS, have students read it all & discuss it. I would use the reader, sparingly, to give students examples of the sorts of writing I'm asking for. Having said all that, I'll add that I'm willing to use any books that are suggested for a tutorial course.

Other things I might mention:

- I just got my evaluations for this course. They were the best I've ever had, even though my class was created at the beginning of the second week and my students were forced to drop other E306 sections & add mine. (They were an angry bunch at first.)
- I had only one late paper all semester.
- I had only five excused absences all semester.

Bruce Gearty