

University System of Georgia Academic Advisory Committee on English
2018 Annual Meeting
South Georgia State College

Thursday, 29 March 2018

In attendance:

Abraham Baldwin Agricultural College	Wendy Harrison
Albany State University	James Hill
Armstrong State University	Beth Howells
Atlanta Metropolitan State College	Lisa Mallory
Augusta University	Todd Hoffman
Bainbridge State College	Emily Dowd
BOR University System Office Liaison	Barbara Brown
College of Coastal Georgia	Robert Bleil
Columbus State University	Judy Livingston
Dalton State College	Kerri Allen
East Georgia State College	Carmine Palumbo
Fort Valley State University	Berlethia Pitts
Georgia College & State University	Beauty Bragg
Georgia Gwinnett College	Rebecca Flynn
Georgia Institute of Technology	Andy Frazee
Georgia Southern University	Curtis Ricker
Georgia Southwestern State University	Eugenia Bryan
Gordon State College	Jason Horn
Kennesaw State University	Sheila Smith McKoy
Middle Georgia State University	Debra Matthews
Savannah State University	Michael Schroeder
South Georgia State College	Rhonda Kelley, CHAIR
University of North Georgia	Shannon Gilstrap
University of West Georgia	Meg Pearson
Valdosta State University	Donna Sewell

Rhonda Kelley (South Georgia State College), Advisory Committee Chair for 2017-18, called the meeting to order at 1:00 p.m.

Rebecca Flynn (Georgia Gwinnett College), Chair-Elect, served as the recording secretary.

Motion for minutes

Second

1:15- 2:30 BOR Information and Initiatives by Barbara Brown (Board of Regents)

Co-requisite learning support. No group of student you can identify that learning support classes benefit. Stand-alone learning support results in loss of retention. Students who start

in learning support fair better in co-requisite classes. Thesis: co-requisite classes result in better student success and retention.

English placement index. A formula that takes high school GPS, SAT/ACT, and Accuplacer to place students in appropriate courses (co-requisite). EPI has 7-8 different ways to calculate scores. Was initially developed with Compass and Compass scores were converted to Accuplacer scores. Next year, Next Generation will replace Accuplacer. Also new SAT scoring have to be converted to new SAT scoring. In short, EPI needs to go away. Banner 9 starts in December. Patch for Banner 8 so we can place learning support students through the fall.

Multiple measures need to be used, but not combined into a formula, like EPI. If students hit the predetermined standards set in the following areas, SAT/ACT, Next Generation, and GPA, students may “opt-out” of learning support. Document titled “Fundamentals of Co-requisite Support provides information on these USG set standards. USG moving to eliminate ‘floor score’ limitations, so all students must be admitted into support classes.

Keeping learning support classes functioning well. Each college and university needs to be aware of who their learning support leader/coordinator is. UGS trying to keep learning support classes in the state of Georgia. Florida and other states have made learning support classes optional. Legislators in state of Georgia historically do not interfere (back in the day, segregation legislation led to loss of accreditation in the state) with BoR and academic institutions, so Brown is optimistic that we will keep learning support classes in Georgia.

Discussion about number of credits of learning support classes—either 1 credit 3 classes. Robert Bleil stated that 1 credit co-requisite had a limit of 5-8 students per class. Then limits eventually were thrown out the window. Discussion of large learning-support class sizes. Brown sending out some models for support classes that are successful, but decisions are ultimately left up to each institution. Brown stresses the need of having the same professor for collegiate and co-requisite classes.

Momentum Year: Providing pathways and good academic practices for first year students. Advises 12-15 credits a semester (30 credits the first year). First semester, place students in 5 courses first semester so that they can select major and not lose credits. Studies show that most students do better if they take more credits. Making sure students have some direction when they start their academic career. Programs of study guides are confusing to students. Instead, program maps are preferable, as they provide semester by semester courses students should take to achieve their degree. Students who finish English and Math in the first year have a 10% higher graduation rate. Also, looking at ‘academic mindset’ (belief in self and ability to perform well in college courses), is a part of the philosophy of Momentum Year. Brown: “These are not new ideas, just being ‘packaged up’ for institutions to implement.”

Gateways to Completion. Run by Dr. Williams. Some faculty concern about course design interference. Not trying to change outcomes, just come up with best practices. Will happen at an institutional level.

Barbara encourages ACE members to contact her regarding questions at:
Barbara.brown@usge.edu

2:33-Introduction of ACE Committee members

Break

3:12- Reconvene

Discussion of the Nine-Proposals: Georgia State wants to move to 1102 Co-requisite with lit classes, rather and a pre-requisite. Response to the proposal would be to question what would happen to lit class if student dropped 1102, and what are the reasons for the co-requisite in the first place. Do we have system guidelines that we are to abide by or not? Three objections: pedagogy, transferability and delivery.

Discussion that course numbering should represent level is nebulous. 1000-2000-3000-4000. For example, History courses that are 2000 level have no prerequisites. Since this is lacking in definition, the First year and Sophomore English committees could define the language in such a way that could distinguish the criteria of 1000 level classes. Would send to the Council of Education.

Move to deny GSU course co-requisite course proposal. One person voted for passage of course proposals as is. No one abstained. The majority denied approval.

Vote Savannah's six proposals unanimously approved.

Dramatic Writing for Film and Theatre course. GADOE and Georgia Film Academy's new course they want considered for approval as a 4th English option for USG admission purposes. They are asking ACE for feedback on adjustments. All members are in favor to approve this proposal with the following comments: We recommend that the TAHSTL.Re.1 be emphasized and adhered to when teaching this course so that students are in fact prepared for college-level writing. Committee has expressed concerns that high school teachers are comfortable competent teaching a dramatic writing course.

Plagiarism and Academic Dishonesty

Briefly touched upon. Growing problem. Everyone agrees.

Dismissal 4:35

Executive meeting 4:35-5:00

Friday, 30 March 2018

In attendance:

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Albany State University	James Hill
Armstrong State University	Beth Howells
Augusta University	Todd Hoffman
Bainbridge State College	Emily Dowd
BOR University System Office Liaison	Barbara Brown
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Rhonda Kelley called the meeting to order at 9:05 a.m.

Election of Committee Members/Executive Council 2018-2019

Robert Bleil spoke about the Executive Committee meeting and new and continuing committee members. Unanimous acceptance.

- Rhonda Kelley (2019, South Georgia State College) will become post-chair.
- Rebecca Flynn is committee chair (2020, Georgia Gwinnett College).
- Shannon Gilstrap (2021, University of North Georgia) will become chair-elect.

The three At Large committee members:

- Rebecca Burnett (2020, Georgia Tech)
- Robert Bleil (2019, College of Coastal Georgia)
- Lisa Mallory (2020, Atlanta Metropolitan College).

Discussion of WebEx Fall meeting for both executive and ACE committee members. After Chair Rebecca Flynn attends the Fall 2018 Chairs meeting, she will contact the committee

with issues raised during that meeting and contact the executive committee before broadening the discussion to a general ACE committee WebEx meeting.

Brief discussion about subcommittees, particularly the Ad Hoc sub-committee led last year by Rebecca Burnett regarding class size. The ACE discussed literature vs composition vs online classes. Drop-out rates high for online students. Committee decided to leave the matter of class-sizes to Rebecca Burnett who has compiled a significant amount of data. Beth Howells shared class-size memo (see Supplementary Material I).

Sub-Committee Meetings

Joint Subcommittee First-Year English and Sophomore English (Chair: Carmen Palumbo)

Committee Report:

Carmine Palumbo, Chair,

Members present: Rhonda, Rob, Curtis, Judy, Michael, Shannon, Wendy, Burlithia, Jason, Paul, Rebecca

The joint meeting discussed and approved unanimously the following three items:

- The joint subcommittee voted unanimously to reaffirm that the grade of “C” or higher, or equivalent, should continue to be required for successful completion of ENGL 1101: Composition I, ENGL 1102: Composition II, and as a pre-requisite for Core Curriculum literature courses. In addition, the joint subcommittee also voted unanimously to add these requirements to the standard course descriptions found in the USG Academic and Student Affairs Handbook (section 2.4.10, Common Course Numbers, Prefixes, and Descriptions). The revised description for ENGL 1101 will now say: *“A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills. The grade of “C” or higher, or equivalent, is required for successful completion.”* The new course description for ENGL 1102 will say: *“A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101 that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods. The grade of “C” or higher, or equivalent, is required for successful completion.”*
- The joint subcommittee also voted unanimously to uphold the grade of “C” in ENGL 1102 as the pre-requisite for all Core Curriculum literature courses (i.e. ENGL 2110, 2111, 2112, 2120, 2121, 2122, 2130, 2131, 2132). This language should be added to the course descriptions either as a footnote or as part of the description for each course: *Pre-requisite: ENGL 1102 with the grade of “C” or higher, or equivalent.*
- The joint subcommittee also approved unanimously the directive to remind English colleagues at all USG institutions that ENGL 1102 is not required to be a literature-based Composition course.
- It is the preference of this committee that as new survey literature courses are added to the USG Academic and Student Affairs handbook the above literature pre-requisite will apply to those as well and that they will also use standard numbers and descriptions.

Discussion of MOWR students being prepared for college climate. Shannon Gilstrap forwarded a civility statement for syllabi drafted by UNG for incoming MOWR students to set expectations in terms of behavior and class content (such as hot-button issues). See Supplementary Material II for statement.

Barbara Brown will share her research with committee information regarding the adaptation of standard numbering of courses/course descriptions so committee may recommend adding pre-requisite information to the USG course descriptions of literature courses that are not yet included (African American lit etc). English survey courses that are currently included are: 2110,2111, 2112, 2120, 2121, 2122, 2130, 2131, 2132.

Four motions: 1. Upholding C and added to USG course 1101 and 1102 descriptions 2. Upholding C and added to USG 2000 level literature course descriptions. 3. Include language illustrating that 1102 is not required to be an English based literature course. Unanimous acceptance.

Joint Subcommittee Major Programs and Graduate Programs (Chair: Meg Pearson)
Members present: James, Beth, Todd, Emily, Kerri, Beauty, Eugenia, Sheila, Debra, Donna
Committee Report

1. Wide ranging conversation resulted in committee recommending to the larger group that committees have pre-set agenda, based on chair/faculty/rep feedback before the meeting.
2. Absent an agenda, the group decided to chat about enrollment **decline within majors and MA programs** as well as **marketing and recruitment strategies to combat same.**
 - a. KSU rep noted that they are discussing having two tracks to combat the poaching of English majors by Mass Comm departments in particular: one a BS in English without Foreign Language requirements, one a straight BA. The proposed BS would have a revised Area F to teach the skills that the faculty perceived as being taught in FLL: discussions of language (linguistics?), classes on non-Anglo texts and films, grammar
 - i. Many international students have such a BS
 - b. Several recommended an ADE Consultancy, which could be obtained for a reasonable fee. (Email David Lawrence for info via MLA/ADE.) An expert in a particular area will come and help department strategize new directions.
 - c. Several recommended a professional writing track in the undergraduate and graduate to recruit
 - d. Some departments had 12 month faculty use part of their workload for recruitment
 - e. Hybrid certificates and minors were discussed: professional writing, social justice certificate, cultural studies, lit and medicine, etc.
 - f. Other strategies for changing the way we work, including getting help from other units on campus:
 - i. add professional advisors to listservs for the department to get them up to speed;
 - ii. get a world lit requirement in your core;
 - iii. consider accelerated BA/MA sans GRE requirements (a 4+1);

- iv. model catalog after Ball State's visual catalog and have an internship for the person designing the website;
 - v. social media marketing campaign to help create community (#MondayMeetTheMajor, etc.); run by an intern in the department (Beth Howells has example of contract for this position)
 - vi. Department swag with end of year funds: not just mugs, but Dover editions and bookmarks, moleskins, small notebooks with logo (give these away to students who attend "welcome back" pizza party, again, to help community)
 - vii. Sigma Tau Delta does book reviews online via department twitter
 - viii. Put student accomplishments on digital signage
 - ix. Recruit students by running GPAs in core classes and send them notes from chair
 - x. Create an advisory board for ENGL with local businesses, create internships that way
 - xi. Informal teaching workshops for local K-12 (Thursday Revisions – the first Thursday of the month come to UWG for...revision with snacks)
 - xii. Create a summer institute for helping K-12 teachers (grants)
- g. Subcommittee adjourned.

Move to adjourn, Rhonda Kelley
Second, Shannon Gilstrap

The meeting adjourned at 11:32 a.m.

Supplementary Material

I.

“A Note for Dual-Enrolled Students: Dual and joint-enrolled students (formerly grouped under the Move On When Ready program at UNG) are a vital part of American higher education. Through state, local, and even corporate initiatives the number of concurrently enrolled students in American higher education is steadily rising. According to the National Alliance of Concurrent Enrollment Partnerships, dual enrollment has an average growth rate of 7% annually since 2002-2003.

The Department of English is committed to designing a classroom atmosphere that enables all students to do their best academic work. We are committed to following data reported by NACEP to guide how we work with students in the MOWR program, and we are committed to following research from Rhetoric and Composition professional organizations and scholars that speak to the assessment of this student population (e.g., Conference on College Composition and Communication’s Statement Dual Credit/Concurrent Enrollment Composition: Policy and Best Practices).

We also ask that all students understand the behavioral and curricular expectations that come with undertaking college-level work.

Behavioral Expectations

We ask that all students

- Arrive to class on time, prepared to engage with the class material
- Follow the University of North Georgia’s academic calendar, particularly the University’s statement on excused absences
- Use their University of North Georgia email account as the primary means of communication with their instructor
- Contribute respectfully to class discussion with classmates and instructors

Curricular Expectations

We ask that all students strive with the instructor to develop writing and reading skills which will prepare them for their majors and professions.

We look to the Framework for Success in Postsecondary Writing and ask that all students strive with the instructor to develop eight Habits of Mind essential to productive college-level writing:

- Curiosity
- Openness
- Engagement
- Creativity
- Persistence

- Responsibility
- Flexibility
- Metacognition”

II.

LLP Class Size Report
1.7.14

After years of discussion on class size, the Department of Languages, Literature, & Philosophy is heartened to see the caps of the composition courses (ENGL 1101 and ENGL 1102) reduced from 25 to 23, with plans for caps at 22 for 2014-15. The decrease in the reliance on part-time faculty, a slight dip in enrollment, and a renewed interest in retention and the First-Year Experience (through First Class) have supported our efforts to develop smaller classes that will improve student learning and engagement. This report further demonstrates the benefits of reducing class size, based on both local and national data, and recommends reducing the class size to 20 by 2016.

According to the 1987 Statement on Class Size and Teacher Workload published as part of the Guidelines by the National Council of Teachers of English, our class size should move to 20 students:

No more than 20 students should be permitted in any writing class. Ideally, classes should be limited to 15. Students cannot learn to write without writing. In sections larger than 20, teachers cannot possibly give student writing the immediate and individual response necessary for growth and improvement. English faculty members should not teach more than 60 writing students a term.

In a 1992 statement, The Association of Departments of English affirmed NCTE’s conclusion that “the number of students in each section should be 15 or fewer, with no more than 20 students in any case.” Additionally, they recommended that no more than three sections of composition per term be assigned to college English teachers. In order to give students sufficient practice writing and revising and to provide teachers a chance to respond to extensive writing, we need to remain vigilant about course size. The national organizations which govern class size affirm our move to maintain smaller classes to improve literacy and student success.

Research on class size from the past ten years also reinforces the professional organizations’ conclusion that smaller classes enhance student engagement, retention, and performance:

- Richard Haswell (2004): For regular first-year composition (FYC), the mean class size (taken from data collected across 177 institutions) was 21.49; for basic writing, the mean class size (collected from 87 institutions) was 17.98.

- Alice Horning (2007): the *US News and World Report* rankings, often used to recruit students and increase enrollment, uses class size as a key indicator for institutional rankings. The higher the percentages of classes offered with *19 or fewer* students, the higher that institution is ranked by *US News*. Class size counts for 30% of the category for faculty resources, and faculty resources counts for 20% of the overall institutional ranking. Additionally, Horning uses research by Richard Light and Vincent Tinto to argue that smaller classes in critical first-year courses like FYC have the potential to significantly improve student retention, particularly because students report high satisfaction and high levels of engagement in smaller courses.
- Greg Glau (2005): Arizona State University lowered FYC course caps from 26 to 19 (in part to improve its institutional ranking). Doing so led to several positive outcomes in retention and students success: More students passed English 101 and 102 than previously; more students continued on from 101 to 102; fewer students withdrew from the courses; student evaluations of all faculty improved.
- Sue Beebe (2004): At Texas State University, San Marcos, Beebe has collected data that show a correlation between lower class size and increased student success (as measured by the number of students who pass the course). Beebe calculated that the decrease (from 15% to 8.7%—nearly half) in the number of students failing the course meant that 85 more students succeeded than previously would have succeeded in a single Fall, meaning that the institution saved time and money at the same time it improved retention.

While national guidelines and current research certainly provide important context for the class size discussion, we would be remiss if we did not consider our local context. The Core Committee constructed a Composition Workload survey to understand the benefits of smaller capped classes. We received survey responses from 28 of the 34 composition instructors invited to participate responded. The following data indicate that smaller course caps could improve pedagogy and provide more opportunities to work individually with students. Most importantly, smaller classes allow writing instructors to teach writing as a process of drafting, receiving instructor feedback, and revising.

- While 21% of our instructors teach over 55 composition students a semester and potentially more than the recommended 60, 79% teach fewer.
- 100% of instructors required 4 or 5 formal revised, word-processed papers developed at least in some part out of class that may have been composed in a multi-draft process (as required in our course objectives).
- 82% of those essays are 4 to 5 pages each.
- For 89.25% of our instructors, those essays take anywhere from 11 to 25 minutes each to grade
- In addition to those essays, 88.89% of respondents assign more than 6 additional graded assignments per term and 78.57% require at least one conference.

In addition to the above quantitative information, the qualitative comments reveal overwhelming benefits of smaller class sizes.

We asked: “With fewer students, how does your instruction change?”

<p>Some respondents addressed the opportunity to innovate.</p>	<ul style="list-style-type: none"> • More time for preparation and design of course and course materials • More time to evaluate work, both in written commentary and face to face conferences • Increased opportunity for more effective collaborative learning • Improved use of online classroom technologies <p>o <i>There is more time to prepare, revise assignments, create new assignments, use new materials.</i></p> <p>o <i>I am able to devote more time and effort to grading student work, meeting students in conference, reading materials for class, preparing for lecture, generating assignments, etc.</i></p> <p>o <i>I would be able to manage more small group/collaborative learning. I could spend more of my personal time on finding supplemental resource, rather than grading papers.</i></p> <p>o <i>I can spend more time commenting on students' papers when I grade. 2. I can include more informal assignments in my classes, which better enables me to assess skills prior to their turning in formal essays. 3. I can be more creative in designing lesson plans, which enables me to make better use of online and classroom technologies.</i></p> <p><i>Note: For question 6, I answered by indicating how many informal assignments I give PER CLASS.</i></p> <p>o <i>I can be more creative in designing lesson plans, which enables me to make better use of online and classroom technologies.</i></p> <p>o <i>we can do more creative assignments that open up the space of the classroom</i></p>
<p>Many respondents described the opportunity to intervene individually and chance to create community afforded by smaller classes, which have been demonstrated in the literature as essential components in student success.</p>	<ul style="list-style-type: none"> • Ability to facilitate stronger learning communities • Improved ability to know students individually • Increased ability to offer one-to-one assistance for struggling students • Improved ability to include revision strategies in class • Better access to computer labs • Better facilitation of student participation in class • Improved facilitation of workshopping of drafts in class <p>o <i>It gets much stronger, obviously. I can spend more time with each student's writing... and the students are more apt to feel part of an academic community.</i></p> <p>o <i>I'm able to get to know students better individually.</i></p>

- o I include more one-on-one activities, and I am better able to quickly identify when a student is struggling--and help.*
- o I can allow more time for revision and one-on-one conferences. I can also work with them in the computer lab; this has proven to be very effective.*
- o It's also easier for me to track individual needs and to schedule conferences appropriately.*
- o More time for discussion/analysis/addressing individual needs.*
- o More individualized attention.*
- o I would be able to determine and try to meet every single student's needs. This would be especially helpful as the level of preparation among our freshmen is so wildly diverse.*
- o I can devote more time on each student. It is especially good for class participation.*
- o More individual attention to writing and more engagement of students in class discussion.*
- o More attention to individual students' work*
- o I'm able to give individualized feedback throughout the writing process.*
- o I'm able to meet more frequently with students to help strengthen their writing as well as provide a more intimate setting to facilitate more in depth discussions.*
- o Student participation in class increases as class size decreases....*
- o I am able to work individually with students more often during class time, particularly with finding research materials and looking at drafts/pre-writing, etc. I can actually read drafts during class. I can talk to students and work with them earlier in the process as well, helping with topic selection and crafting of the essay.*
- o It becomes more personalized. We can focus on strengths and weaknesses. It also offers an opportunity to enhance the experience with the addition of more critical articles and the opportunity to discuss them in more depth. Smaller groups help draw out the shy or those lacking confidence. It just seems easier to build community and in doing so, help everyone find their voice and learn to appreciate the voices of others.*
- o Usually I have 23 students in each class and if that number were lowered to 15, I could devote more time to tailored and focused individual instruction during and outside regular class times. I have found that the more focused group and individual instruction I am able to*

	<p><i>provide students, the better they perform. Less students would enable me to more effectively instruct, guide, and meet the individual needs of my students. It would enable me to be more aware and tailor my lessons to those needs. However, this is still doable with the 23 students per class I have; less students would simply make it that much easier.</i></p> <p><i>o More time to focus on each one and to build a more meaningful connection. I feel that can we teach documentation styles over and over again without much effect unless students start to perceive as something arbitrary and something they value. In order for that transition to occur, there must be a connection between the student and the instructor that is based on more than the fear of poor grades.</i></p>
<p>An overwhelming number of respondents identified the pedagogical impacts: fewer students means more writing and more comments more often and more quickly.</p>	<ul style="list-style-type: none"> • Ability to assign and respond to more written assignments • Ability to read more individual drafts instead of relying solely on peer review • Ability to grade and return papers faster. • More specific commentary on students' written work • More face to face conferences with individual students • Better facilitation of writing assignments and evaluation of those assignments for the compacted flex terms • Improved assistance for students using English as a second language • More thorough instruction on research skills • More effective instruction on the conventions of standard English <p><i>o I can collect and respond to more assignments.</i></p> <p><i>o I would read more drafts instead of (or in addition to) peer reviews. Would probably require more informal writing assignments.</i></p> <p><i>o I can grade sets of paper much more swiftly and return those papers sooner -- in some cases a full week earlier.</i></p> <p><i>o Greater attention to each essay and greater likelihood of more than one conference per student and of more graded work per student</i></p> <p><i>o Fewer students make it possible to require more graded short writing assignments. These are valuable in assessing how well the students are processing what I</i></p>

teach; and these assignments are valuable scaffolding for more complex writing projects.

o I would be able to read more drafts of all formal writing assignments and I would be able to return student assignments significantly more quickly. I would also have the opportunity to read and comment on more informal writing throughout the semester—increasing the formal and informal writing I respond to makes a noticeable difference in what students learn in a writing class. Students speak up more in smaller classes, participate more, and don't "fall through the cracks" when they are struggling. If I had fewer students, I would also schedule at least one more conference per student per semester to make sure they were on track and to give feedback on assignments in person.

o I teach flex term classes on the Liberty Center campus, which means that 15 weeks of instruction are compressed into 7.5 weeks, with about 6 hours of class time per week. This means that students are turning in a formal essay every other week, and they are trying to learn many skills very quickly. The class is extremely intensive. I have one section with 12 students and another section with 25. In the section with fewer students, I can look at each student's draft thoroughly during our workshop sessions and answer all of their questions. In my larger class, students are constantly competing for my attention during workshop sessions and I can never get around to all of them. Class time is especially precious because I am only on the remote campus two days a week, so I have to get as much face time in with the students as possible. Particularly for the flex term sessions, small class sizes are essential for bringing students up to a college reading and writing level, particularly since many of my students are reading and writing at a lower-high school or even middle-school level when they enter my course. My students have an extremely wide range of abilities - some are ESL and/or struggling with basic grammar and usage, while others are much more advanced. With smaller class sizes, I can give each student the individualized instruction they need to succeed in the course. In larger classes, I cannot tailor my instruction as much and it is easier for students on the fringe to fall through the cracks. Furthermore, I try to leave detailed comments on all papers to give students individual feedback, but it is very difficult to turn around 35-40 essays with detailed comments within one week - which is what I must do to get

	<p><i>feedback to the students before their next essay is due. It is my opinion that flex term writing classes should be capped at 15, especially on the Liberty Center campus where the students are often not as prepared for college as those on main campus.</i></p> <p><i>o I can provide more individualized attention, which is key to the most effective forms of writing instruction. Also, I can provide students greater opportunities to produce writing in a complete form and allied to real-world writing challenges. According to the relevant research--and corroborated by my personal experience--lessons (like drills) abstracted from the paper-writing context rarely translate into improved understanding or performance. Work divorced from actual writing does not require (or allow) students to engage in the contextual and audience analyses and the informed decision-making processes essential to real-world writing. Students quickly and easily become adept at selecting appropriate examples, and identifying appropriate techniques and strategies, from a set of limited options artificially provided by others in "critical thinking" exercises. However, these same students, once faced with the responsibility for making individual choices and presenting original ideas, find themselves at a loss. One cannot teach students to be independent and creative thinkers by way of models and drills. Models, by their nature, teach students to depend on what others have produced, and drills teach students to focus on the relative correctness of individual components instead of on the overall purpose, logic, organization, and effect of a piece of writing--that is, the very things for which instances of writing are undertaken in the first place.</i></p> <p><i>o More papers; more quality feedback; more conferences; more time to develop and revise assignments; more individual attention; better quality of life</i></p>
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In conclusion, we need to be mindful of the ways reducing course caps might improve pedagogy and increase student retention; **therefore, we are recommending moving the cap for these courses to the recommended 20 students.** Following the best practices in the teaching of writing will enhance both faculty and student success.

Submitted by the Core Committee,

Beth Howells (chair), Bill Dawers, Carol Jamison, Annie Mendenhall, Debi Reese, Nancy Remler