**Composition Program Report AY 2019-2020**

Filed August 11, 2020, by Andrea Olinger, Director of Composition

***Courses Taught***

In Fall 2019, Spring 2020, and Summer 2020, the composition program taught 224 sections (six fewer than AY 2019-2020). If we assume full enrollment, this means 5,125 students; I will be checking on this number to find out actual enrollments across all sections.

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| **Course** | **Number of Sections**  |
| 101 | 83 (8 of which were DE) |
| 102 | 107 (14 of which were DE) |
| 105 | 9 |
| 303 | 2 |
| 306 | 20 (11 of which were DE) |
| 309 | 3 |
| TOTAL | 224 (33 of which were DE) |

***New Hires***

I hired six new part-time instructors (Dr. Carrie Coaplen, Dr. Dominic Russ-Combs, Dr. Hollye Wright, Dr. Kristie Hofelich Ennis, Lana Helm, and Patrick Wensink). Additionally, two MA graduates and one PhD graduate continued as part-time instructors (Brent Coughenour, Nicole Dugan, Dr. Michelle Day).

***New or Renewed Initiatives in Fall and Spring***

* ***Cardinal Compositions*:** ADC Dakoda Smith restarted [*Cardinal Compositions*](https://ir.library.louisville.edu/cardcomp/) as an open-access journal through ThinkIR. Dean Owen sponsored $150 stipends for editorial board members Brent Coughenour, Brittany Smart, Olalekan Adepoju, and Steve Smith to support Dakoda in this work. Ten student projects are published in this issue—from videos to research papers—as well as the assignment sheets for those projects and teaching suggestions. The cover was also designed by a UofL student.
* **Online Writing Instruction Mini-Course:** To better prepare composition instructors to teach DE classes, ADC Claire Jackson developed and facilitated a six-week asynchronous mini-course on online writing instruction (OWI). Eleven instructors participated (2 PTLs, 3 MA students, 6 PhD students). The mini-course covered OWI-specific information and activities (e.g., facilitating online discussions, responding to student writing, scaffolding writing assignments) and also adapted material from Delphi U (Blackboard Basics; Accessibility). Participants received a certificate upon completion.

When UofL moved online in March 2020, we created a copy of the mini-course and gave access to any English faculty (as well as some faculty from other units) who were interested in the materials. We’ve continued to grant people access as they’ve planned their fall courses.

* **Composition Courses for Porter Scholars/Black Male Initiative Students:** We restarted a partnership begun by Dr. Khirsten Echols (PhD ’18) to connect 1-2 composition courses to the students in the Porter Scholars and Black Male Initiative Living-Learning communities. Joan D’Antoni and Anna-Stacia Haley taught sections of 102 in the spring.
* **Community-Building:** I hosted a fall kickoff s’mores party as well as a holiday party that included a pet photo competition and white elephant game. In weekly Comp News emails, I publicized instructors’ professional accomplishments (and, with permission, personal milestones). I also updated the English Department’s “Our People” pages to include photos and bios for [Part-Time Faculty](http://louisville.edu/english/people/Part-Time-Faculty) and [Dual-Credit Faculty](http://louisville.edu/english/people/dual-credit-faculty).
* **PTL Promotion Guidance**: After a presentation from the Faculty Salary committee at Faculty Assembly, we developed guidelines for PTLs going up for promotion to Senior Lecturer I and II. Five PTLs (four in the Composition Program) went up for promotion in the spring, and all were successful.
* **Revision Policy**: After a townhall meeting in spring 2020, we developed the following revision policy for instructors:

*Recognizing the importance of revision to writing development and the fact that peer feedback has purposes different from those of teacher feedback, in spring 2020 the Composition Program adopted the following teacher feedback and revision policy: All students must have the option to revise at least one project after receiving the teacher’s feedback and/or a grade. We encourage allowing revision on all projects that do not come near the end of the semester. As you craft your policy, consider the following factors:*

* *Will you require revision on all major projects or the ones not at the end of the semester, or will you make revision optional for one or more projects?*
* *Will you require students to complete any tasks to support their revision? For example, they could submit a cover letter describing the changes they made, attend a writing center consultation, or conference with you about the revision in class or out of class.*
* *When will their revision be due? For example, they could submit it at a time of their choice, two weeks after they receive your feedback and/or grade, or at the end of the semester.*
* *If you assigned a grade, would the new grade replace the old one, or would it be averaged with the old one?*

***Events and Professional Development in Fall and Spring***

We hosted five workshops or other events, and we canceled two because of COVID-19.

* Fall 2019
	+ Mindful Composition (Jeb Herrin)
	+ Community Engagement in the Archives (Dakoda Smith)
	+ Meeting Microaggressions with Microresistance: Ways to Support and Empower Students (Dr. Cynthia Ganote, Assistant Dean for Diversity and Community Engagement)
* Spring 2020
	+ Townhall Meeting on Instructor Feedback Policy
	+ Algorithmic Literacy in the Composition Classroom (Dr. Abby Koenig, Assistant Professor of Business Communication)
	+ *Canceled because of COVID-19*
		- Composition Courses for Porter Scholars and Black Male Initiative Students (Joan D’Antoni, Anna-Stacia Haley, Brandyn Bailey, Dr. Khirsten Echols)
		- Publisher Bookfair

ADC Jeb Herrin collaborated with Associate Dean Linda Fusilier to bring the Celebration of Student Writing under the auspices of the [Undergraduate Arts and Research Showcase](https://louisville.edu/provost/ug-research/showcase). The in-person event in March was canceled due to COVID-19, but students shared posters online. No composition students participated this time, which is not surprising given that so much else was going on in the lives of both instructors and students.

ADC Dakoda Smith started a Facebook group for composition instructors that serves as an active community, and PTL Dr. Kristie Hofelich Ennis started a professional learning community for PTL, term, and dual-credit teachers.

Dr. Glynis Ridley and I hosted an informational session for PTLs interested in going up for promotion.

***Summer 2020 Work***

* **Ad-Hoc Instructor Support**: Over the summer, I started a crowdsourced resource of [readings on racial justice for UofL composition courses](https://docs.google.com/document/d/1kZg6YglZM0ZeO15A3tyNFoV0_w3h-B0WDrD1bGbtg6c/edit), and the ADCs and I collaborated on a handout to help hybrid instructors figure out how to distribute their 25% in-person time given that most cannot meet with their entire class at once.
* **Curriculum Development**: Dr. Tim Johnson, who is teaching Engl 602 in Fall 2020, developed a 55-page hybrid T-Th curriculum that we adapted for hybrid MWF and DE sections and have introduced to the new GTAs.
* **New GTA Orientation**: The ADCs and I expanded the orientation for new GTAs to two weeks (from two 3-hour workshops) and included material from the OWI mini-course.
* **Online Course Observations**: I developed a protocol for observing online courses and piloted it with two instructors this summer.
* **Plattus and PTL Awards**: Members of the composition committee reviewed materials for both awards and awarded two Plattus awards and two PTL awards.

***Looking Ahead to AY20-21***

This year, the ADCs are Dakoda Smith, Brittany Smart, and Lauren Fusilier.

We are offering 109 sections in Fall 2019, a decrease of 13 courses.

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| --- | --- | --- |
| **Course** | **Number of Sections**  | **Difference from Fall 2019** |
| 101 | 61 | -9 courses  |
| 102 | 30  | -3 |
| 105 | 8 | +1 |
| 303 | 1 | -- |
| 306 | 8 | -2 |
| 309 | 1 | -- |

We will be organizing pedagogy workshops, publishing another issue of *Cardinal Compositions*, rethinking how to support instructors in online writing instruction, and producing the Celebration of Student Writing under the auspices of the Arts and Research Showcase.

We will also begin planning for and hosting events on anti-racist writing instruction, in light of the relevant commitments in the [English Department’s Commitment to Antiracist Action in Support of Black Lives](http://louisville.edu/english/about/commitment-to-antiracist-action-in-support-of-black-lives).

Lastly, we plan to revise the protocol for online course observations and update the “[e-files](https://louisville.app.box.com/s/1ygexeljr7tfpnkr3u2dzhdxg0bhrmjm)” or develop a new place to house and share instructor materials.