**Composition Program Report AY 2021-2022**

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***Courses Taught and Student Numbers***

In Fall 2021, Spring 2022, and Summer 2022, the composition program taught 217 sections (18 more than AY 2019-2020). According to Institutional Research, this amounted to 4,710 “seats.” (Note: This number excludes the dual-credit and Panama students; Steve Smith’s report contains information on dual-credit.)

Table 1. Number of Students Per Course and Semester

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **Fall 2021** | | **Spring 2022** | | **Summer 2022** | | **Total** | |
|  | Sections | Students | Sections | Students | Sections | Students | Sections | Students |
| 101 | 65 | 1488 | 18 | 372 | 3 | 43 | 86 | 1903 |
| 102 | 29 | 755 | 57 | 1353 | 7 | 96 | 93 | 2204 |
| 105 | 8 | 148 | 3 | 58 | -- | 0 | 11 | 206 |
| 303 | 2 | 30 | 2 | 24 | 2 | 24 | 6 | 78 |
| 306 | 7 | 105 | 8 | 128 | 2 | 23 | 17 | 256 |
| 309 | 2 | 32 | 1 | 25 | 1 | 6 | 4 | 63 |
| **TOTAL** | 113 |  | 89 |  | 15 |  | **217** | **4710** |

***Instructors and Sections Taught***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructor Type** | **Fall 2021** | **Spring 2022** | **Summer 2022** | **Total Sections** |
| PTLs | 20 (68 sections taught) | 23 (50 sections taught) | 6 (7 sections taught) | 125 |
| GTAs | 13 (22 sections taught) | 14 (20 sections taught) | 7 (7 sections taught) | 49 |
| Term Instructors | 5 (19 sections taught) | 5 (15 sections taught) | -- | 34 |
| Tenured/Tenure-Track/Term Asst/Assoc Faculty | 3 (4 sections taught) | 4 (4 sections taught) | 1 (1 section taught) | 9 |
|  |  |  |  | **217** |

***New Hires***

In July-August 2021, I hired and oriented seven part-time instructors: Joshua English, Neleigh Olson, Melissa Zipper, Heather Lehocky, Dr. Elizabeth Glass, Tina Rose, and Ardeen Top.

***Assistant Directors of Composition***

Lauren Fusilier, Taylor Riley, and Cooper Day

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

* **Racial Justice Committee:** In the fall, ADC Lauren Fusilier, tasked by the committee, designed and led a four-week asynchronous mini-course, Introduction to Antiracist Composition Pedagogy. In addition, Andrea presented on a panel at the November NCTE about the work-in-progress of the committee, and the committee met three times to plan and begin revising our SLOs.
* ***Cardinal Compositions*:** We published another volume of [*Cardinal Compositions*](https://ir.library.louisville.edu/cardcomp/) as an open-access journal through ThinkIR. The English Department sponsored $150 stipends for editorial board members Lana Helm, Walker Smith, Ayaat Ismail, and Michael Benjamin, to support editor Taylor Riley. Ten student projects are published in this issue—including a video, infographic, art, poetry, and research papers—as well as the assignment sheets for those projects and teaching suggestions. The cover was also designed by a UofL student.
* **Introduction to Antiracist Composition Pedagogy Mini-Course:** We took a break from offering our online writing instruction mini-course in order to make room for our new mini-course, designed and taught by Lauren Fusilier. The mini-course engaged composition instructors in beginning the challenging and recursive work of practicing antiracism in the classroom through critical self-reflection, course material design, and ethical assessment development. Participants received a detailed letter upon completion. Eleven instructors participated (3 PTLs, 1 MA student, and 7 PhD students).
* **Community-Building:** ADC Lauren Fusilier hosted our kickoff s’mores party in September. In addition, PTLs Lana Helm and Kristie Ennis planned a festive “harvest hang” for instructors in BAB 218. We kept our holiday party online, complete with white elephant gift exchange, pet photo competition, and “Cardinal Comptail” mocktail goodie bags that we delivered to instructors’ houses.
* **Awards**: The Composition Committee awarded two Plattus award (PhD student Lauren Fusilier and MA student Zoë Litzenberg) and one PTL award (Dr. Megen Boyett).
* **Website Organization:** Lauren Fusilier cleaned up parts of our website and organized our resources from “e-files” into “[the Cardinals Nest](https://louisville.edu/english/composition/for-instructors/the-cardinals-nest).”

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

In August 2021, we facilitated our new GTA orientation over two weeks (meeting every other day in person). As part of new GTA orientation, Dr. Elizabeth Wardle gave a 2-hour in-person workshop on Writing about Writing. (Wardle received a $400 honorarium, and Macmillan paid for lunch.) We also held our regular day-long orientation for all composition instructors the Friday before classes began; this was done as a hybrid event, in the TILL and over Zoom.

In addition to the Introduction to Antiracist Composition Pedagogy mini-course, we hosted three workshops:

* Fall 2021
  + Trauma-Informed Writing Instruction (Dr. Michelle Day—in-person Q&A in English 602 that all composition instructors were invited to; Day received a $150 honorarium)
  + Introduction to Preparing Themed Courses (Cooper Day)
* Spring 2021
  + What We Learned from Assessing 333 Composition Student Writing Samples: A Roundtable (with Dr. Katie Shanahan and instructors who participated in the WC assessment)
  + Using News Literacy in Composition Courses (Taylor Riley)

The Celebration of Student Writing was designed to occur under the auspices of the A&S Undergraduate Research Showcase, but due to disorganization on the latter’s part, we did not receive information to share with instructors until too late. We are rethinking our participation this year.

We continued 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 taught sections of 101 and 102 in the fall and spring.

As usual, we continued our mentoring groups of new instructors in the fall and our professional development observations of GTAs and of PTLs in the first three years of teaching at UofL.

***Summer 2022 Work***

* **Curriculum Development**: ADC Cooper Day and I revised the 101 curriculum based on feedback from the instructors.
* **Orientation Planning**: The ADCs and I planned our two-week orientation for new GTAs (which included a virtual workshop by Dr. Elizabeth Wardle on Writing about Writing) as well as our August orientation.

***Looking Ahead to AY22-23***

Four instructors moved from graduate assistantships to part-time faculty positions: Ayaat Ismail, Ian Hays, Tobias Lee, and Walker Smith. In addition, Cecilia Durbin, a self-funded MA student and full-time staff member in the library, was hired as a PTL.

This year, the ADCs are Rachel Morgan, Cooper Day, and Taylor Riley.

We are offering 120 total sections in Fall 2022, an increase of 7 courses from Fall 2021.

|  |  |  |
| --- | --- | --- |
| **Course** | **Number of Sections** | **Difference from Fall 2021** |
| 101 | 71 (19 of which are DE) | +6 |
| 102 | 29 (10 of which are DE) | -- |
| 105 | 8 (1 of which is DE) | -- |
| 303 | 2 (1 of which is DE) | -- |
| 306 | 7 (7 of which are DE) | -- |
| 309 | 3 (1 of which is DE) | +1 |

We will be organizing pedagogy workshops and an accessibility reading group, hosting open meetings to discuss SLO revisions, publishing another issue of *Cardinal Compositions*, offering the mini-course on antiracist writing instruction, (hopefully) offering the online writing instruction mini-course (if we can find someone else to facilitate it, as the ADCs are at capacity with their 5 hour per week limit), and organizing the Celebration of Student Writing.