Department of English Memorandum

To: Ramon Saldivar, John Ruszkiewicz, Lynn
        Henry

From: Tom Cameron

Date: Tuesday, April 25

                        proposal for a
Attached is a copy of the/summer program
for provisional students which Jana and
I have been promising you for some time.
I have taken the liberty of distributing
copies to the other members of the FEPC,
as well.

I know that such is not standard operating
procedure, but we are afraid that if we
do not act right away to get your opinions
and, hopefully, eventual committee approval,
we will not be able to start out with the
program this summer even if it is a
good one. Therefore, would   you please
try to make some kind of committee report
at the meeting this Wednesday. We are not
trying to get this thing through without
changes; we are not trying to get it through
the committee on Wednesday. We are, however,
trying to get it under consideration.

You'll notice that we omitted a section on
"Rationale"; our assumptions are tacitly
assumptions in the copy you have. We will
rectify that problem by Wednesday, when we
will distribute a statement of rationale to
the committee as a whole.

Thanks, sincerely, for your consideration
here. I hope I am not asking you to do
something that isn't possible. If I am,
tell me--and please excuse.

To: Ramon Saldivar

From: Tom Cameron, Jana Wainwright, Ann Lozano

Subject: Summer 1978 experimental program for provisional students:
A Proposal

Date: April 26, 1978

Introduction:

The University of Texas Freshman English enrollment in summer
school includes approximately 80% provisional students (estimated 240
for summer, 1978). These students are at a severe disadvantage in
Freshman English classes, because of their relatively poor grasp of
the conventions of Edited American English; add to that the fact that
they are encouraged by counselors to get their English "out of the way"
(along with mathematics and often physics) in the summer semesters
while they are trying to qualify for regular admission, and their dis-
advantage becomes a truly severe liability. We believe that there should
be a special instructional program for these students to help them
learn what they need to know to pass the regular courses. No formal
provision has been made for that kind of instruction this summer, in
that the time has passed to add a lab course (for which they might pay
extra) to the regular course.

We propose, therefore, to offer a new course to volunteer students
this summer: the students would have to enroll in it the whole summer;
the English Department or the School of Humanities would have to provide
some additional funding. To participate in the program students would
merely enroll in two specially-designated English courses during the
summer. Students would also be required to attend a lab, which they
would take at no additional cost.

The program we propose is not an experimental course, however, in
any extreme sense of the word, as every component has been in use at
this university in the English Department for over two years. But some
have not been fully developed, and most have never been used in con-
junction with the others.

The program would be a testing ground in which we would develop a
special lab component in coordination with special sections of our
regular courses which could be placed in the schedule next spring and/or
summer as a required, student-purchased adjunct course for provisional
students.

Overview of Course Design:

Briefly, we suggest that two sections of freshman English each
semester be given over to a special program for volunteer provisional
students: two E306 sections in the first summer session and one each
of E307 and E308 in the second summer session. These sections would
differ from other 306, 307, or 308 classes only in that they would be
limited to provisional students. In addition to meeting at regular
class times, the students would meet in a lab four days a week (Monday
through Thursday) for two hours each day. The lab courses would provide

too much!

*and only
20 of them.*

*this would not be
precedent-setting would it?*

instruction in areas that are generally taken for granted in regular freshman courses: handwriting, spelling, verb tenses, recognition and writing of acceptable sentences, basic paragraph structure, etc. (For more complete descriptions of courses and labs, see syllabuses, appended.)

Costs:

Personnel necessary for the program would include, for the first summer session:
  2 E306 teachers
  1 lab teacher
  1 part-time work/study student
for the second summer session:
  1 E307 teacher
  1 E 308 teacher
  1 lab teacher
  1 part-time work/study student
The classroom teachers would be funded by regular student registration for both semesters; however, we request that the classes be limited to 20 students each, so that students served by the program would number 40. Additional funding would be needed for one lab teacher and one work/study student each semester. We expect that the lab would be staffed by two TA's III, at approximately $1450 per semester; the work study typists would be hired at regular rates.

differ from reg. 306.

Implementation:

Provisional students must be informed of the new program at the orientation session for provisional students on Sunday, June 4, at 4:00.
Two E306 sections in summer session I and one each of E307 and E308 in summer session II must be designated special courses for registration.
At registration provisional students who want to be in the program must sign up for one of the special freshman courses each summer semester.
Lab course hours must be established for two sections of students each semester (we have permission to use the Individualized Instruction lab room, Parlin 3, as well as any previously designed course materials).
At registration, students in the program must up for a no-credit 2-hour lab course each semester.

Textbooks:

Summer Session I
  306: Adelstein and Pival, THE WRITING COMMITMENT
        Corder, HANDBOOK OF CURRENT ENGLISH
        Decker, PATTERNS OF EXPOSITION
  lab: Wittig, STEPS TO STRUCTURE
        Levy, SENTENCE COMPOSITION

Summer Session II
  307: Standard adoption
  308: Standard adoption
  lab: Wittig, STEPS TO STRUCTURE (from past semester)
        Blumenthal, ENGLISH 3200

will it be clear to them what this involves

<u>Evaluation:</u>

The major impediment to effective evaluation is the difficulty of finding a control group. We can easily pre- and post-test the students in the program, but there is hardly any way we could identify a group of 40 provisional students not in the program whom we could both pre- and post-test. In that light, we have decided to ask for permission to require a pre-test of all Freshman students at the beginning of Summer Session I and a post-test for all Freshman students at the end of Summer Session II. We estimate that there will be 300 students enrolled in Freshman courses this summer. While our purpose in administering these tests is to evaluate our program for provisional students, we think that the information derived from them about the entire enrollment can be of use to the Freshman Office as it prepares to participate in the FERA project in the fall.

We propose to give all students half of the 100-item MODERN ENGLISH HANDBOOK test and an essay-completion test at the beginning of the first term, and the second half of the MEH test and another essay-completion test at the end of the second term. The MEH test is arranged so that topics are given equal coverage in both halves. The essay-completion test, as we have called it, will require students to write a paragraph to fill an omitted section of a rather straightforward, informative essay. Students will be expected to discern from context what constitutes a proper rhetorical stance and then to write an effective paragraph displaying their understanding of such composition skills as transitions, topic sentences, supporting details, sentence coherence, and mechanics. We plan to use the California Essay Scale as our evaluation criteria.

We will identify all non-program provisional students at the end of the summer and randomly choose 40 of them to serve as control. All tests will be turned over to the Freshman English Office after we have scored the 80 we plan to use for comparison.

We will submit a summary and evaluation of the program to the FEPC by the first week in October, 1978.

English 306 and Laboratory Course, Summer Session I

	306	Lab
Week I	Introduction to course	Testing
Week II	Self-expression unit Introduction to Modes Description	Introduction to lab Nouns Descriptive sentences

Week III	Narration of event
	Narration of process
	Cause and effect
	Definition
	Classification
		Narrative sentences
		Action verbs
		Sentence sense
		  deletion
		  recombination

Week IV	Comparison/contrast
	Evaluation
	Introduction to Aims
	Informative aim
	  library assignment
		Coordination and classification
		Supplementation
		  subordination of detail
		  qualification
		Testing

Week V	Informative aim, cont. Exploratory aim Persuasive aim	Using STEPS TO STRUCTURE[1] STEPS, Unit 1 STEPS, Unit 2 STEPS, Unit 3 Sentence clarity
Week VI	Induction Deduction Final examination	STEPS, Unit 4 STEPS, Unit 5 Testing

[1]Only Units 1-5 of Wittig's STEPS TO STRUCTURE will be covered in this lab course. These units, on sentence structure, will reiterate the earlier work on sentences--but from a different perspective.

English 307 & 308, Summer Session II.

	307	308
Week I	Unit I, Autobiography Unit II, Unity and Purpose	Unit I, The Emotional Appeal Unit II, The Ethical Appeal

Week II	Unit III, Plot and
	        Structure
		Unit III, The Appeal to
		        Subject Matter

Week III	Unit IV, Character Unit V, Values	Unit IV, The Stylistic Appeal Unit V, The Ethics of Persuasion (Exploration)
Week IV	Unit VI, Language and Close Reading	Unit VI, Induction
Week VI	Unit VII, Evaluation Final Examination	Unit VII, Deduction Final Examination

Laboratory course, Summer Session II

	STEPS[1] Review of Units 1-5 Unit 7 Multilevel sentences	ENGLISH 3200[2] Diagnostic testing Lessons assigned as indicated by diagnostic tests.	COMPUTER CRT[3] Assign #'s All students will work through all modules (1-7)
Week I			

Week II	Unit 8
	  Coordinate paragraphs
	
	Unit 9
	  Multilevel paragraphs
			Times to work
			on the three
			CRT's will be
			available
			daily.

Week III	Unit 10
	  Special purpose
	  paragraphs
	Units 11 & 12
	Writing and
	revising the essay
		All 3200 work
		to be finished
		by this date.
		3200 post-test	

Week IV	Unit 13
	  The structure of
	  analytical essays
		REVISION WORKSHOP[4]
		
		Students will use
		lab content to
		inform revision
			All computer
			work finished
			by this date.

Week V	Unit 14 Strategies of argument	of essays from E307 or E308 course. Two revisions required.	

[1]All students will work through the remaining chapters in STEPS TO STRUCTURE: Units 7-14. Content for lessons to come from student's course.

[2]Students will be assigned work in 3200 only in accord with the results of their diagnostic scores on the test. No unnecessary work will be assigned.

[3]All students will do the sentence review modules as reinforcement for the sentence work they did in Summer Session I.

[4]This two-week block is designed to get the students to better integrate course and lab work.

<u>Rationale:</u>

We base our proposal on the following assumptions:

1) Provisional students need additional help to learn what they need to know to pass Freshman English.
2) We cannot offer what the Legislature could call a "remedial" course.
3) A laboratory adjunct to the regular Freshman courses might provide the provisional students with the help they need.
5) The systems already exist on campus that might be coordinated to provide content for such a lab adjunct.
4) Students are more likely to learn the conventions of written English if they are given a variety of instructional media to work with and if these media are coordinated intelligently so that the content of each supports the other.
6) The summer terms are an excellent time period to begin such a program.