

Baker

m e m o r a n d u m

To: PEPC members  
From: Tom Cameron  
Date: May 2, 1978  
Subject: AGENDA for PEPC Meeting, Wednesday, May 3, PAR 8B,  
11:00-12:00

1) Approval of minutes

2) Reports of standing committees  
Textbook (workbook, dictionary)

Variant course (see proposal distributed last meeting)

Personnel

Program evaluation

3) Old business  
Syllabus development

Counseling program (Cameron report)

5

Calendar committee

4) New business  
E308PC course (see memo distributed last week)

Freshman English Policy Committee Meeting

April 26, 1978

Parlin 8B, 11:00-12:00

Members present: Kinneavy, Trimble, Cameron, Saldivar, Wainwright,  
Ruszkiewicz, Creel, Haney. Guest: Jane Elizabeth Archer

AGENDA: (starred items deferred)

Approval of minutes

Reports of standing committees

Personnel

Textbook

Variant course

Old business

\* Calendar committee

Counseling program

New Business

\* The "Popular Culture" course

1) The minutes of the meeting of April 19 were approved as distributed.

2) John Trimble reported that the personnel committee, composed of Kinneavy, Haney Henry, and himself, met Tuesday, April 25, and narrowed the field of applicants for the position of Assistant Director of Freshman English down to five; they are: Jim Creel, Richard Hart, Steve Lynn, Laurie Sledd, and Jana Wainwright. These people will each meet with the committee for a 20-minute interview sometime next week. Criteria for the selection of a nominee are as follows (not in rank order):

1. Experience with as many aspects of the freshman English program as possible (e.g., the various versions of 306, 307, 308; counseling; the F.E.P.C.; the lab).
2. Evidence of organized and conscientious work habits.
3. A personal commitment to the freshman program and evidence of service to the program.
4. An ability to work cooperatively with faculty, students, and staff.
5. Evidence of continuing progress towards degree (incompletes, drops, etc., can be construed as lack of progress).
6. Teaching effectiveness as evinced by course/instructor evaluations.
7. Knowledge of some rhetorical and pedagogical theory.

3) The textbook committee had no report. However, Jim Creel reviewed the status of the dictionary evaluation. He said that both Underwood and Sledd would undertake the project, but that it could be quite involved. He noted that at some universities special committees spend weeks in the process. Sledd requested that we establish what we want in a dictionary; then he will be glad to investigate the available books. Trimble said, however, that rather than recommend a single book, he would rather describe the entire field for his students and let them choose what they thought would suit their needs best. After some discussion, the committee agreed that Creel should ask Sledd and Underwood for brief descriptions and classifications of the major college dictionaries prior to our establishing criteria for evaluating them and choosing a single one to recommend to students.

4) Saldivar reported that the student comments and an item count from the standard course/teacher evaluations can be made available to the Variant course committee upon the end of any semester. This solves our evaluation problem regarding variant courses, and we will not need to set up internal procedures for collecting data about them.

He noted that since the variant course committee had not seen the new proposal for a special summer program for provisional students until Tuesday, his committee had no further report. The FEPC then discussed the proposal at some length and decided, in the interest of time, that Kinneavy should contact Roger Abrahams and John Walter to see what kind of departmental support such a project might have. Kinneavy estimated, from information given in the proposal, that the summer program would cost an additional \$3000 for teaching staff and \$72 for clerk-typists.

At the same time the committee discussed the proposal for syllabus development; Kinneavy is to see Abrahams and Walter about these projects, too. Estimated cost for development of the syllabuses is \$2000, plus \$150 for clerk-typists.

5) The committee briefly discussed the likely demise of the counseling program. Kinneavy noted that, though the dean had said in conference that he thought the program should be abolished, there has not been an official announcement of the decision yet. Creel said that, even if the program is abolished, the FEPC might want to continue some kind of counseling program using volunteer counselors. Cameron was asked to get AGSE's opinion on the matter.

To: FEPC members  
From: Tom Cameron  
Date: May 2, 1978  
Subject: English 308/308PC

In the light of the recent note from the Office of the Dean of Humanities, and in the light of what I assume to be a trend in FEPC perceptions of how the Freshman courses should be sequenced and what they should offer to the student population:

- 1) I move that the FEPC authorize the merger/conflation of courses presently numbered E308 and E308PC into one course, to be entitled English 308--Contemporary Rhetoric, Logic, and Expository Writing (an adaptation of the present title of E308--Rhetoric, Logic, and Expository Writing); the course is to be made available to students in the Fall semester, 1978.

Discussion: The effects of this merger will be to provide the present popular culture course with a rhetorical structure that is consistent with present goals and methods in E306 and to enliven the readings used in E308 by making them more immediate to the students' experience. The course will be attractive to speech, marketing, advertising, journalism, government, history, anthropology, and education majors, as well as pre-law and pre-med students. It will combine the best points of the two present courses without the drawbacks of either.

- 2) I move that the new course use as texts the McQuade and Atwan reader, Popular Writing in America, and the Hairston text, recently adopted, A Contemporary Rhetoric, 2nd edition.

Discussion: The McQuade reader is excellent for a course such as this, as can be attested to by its continued use in the E308PC course; I judge it to be a better text for a persuasion and argumentation course than the Norton Reader. The Hairston text is certainly adequate for the merged course, especially given its admitted "contemporary" bias. I would expect it to be supplemented as suggested earlier in FEPC conference. (The Corder Handbook of Current English would of course be used.)

- 3) I move that the FEPC appoint someone to write a detailed syllabus for student use.

Discussion: Implementation of this motion is of course predicated on the acquisition of funds from the department for syllabus development. I would assume that the syllabus could be ready for use in the Fall semester, when the course would go into effect.