

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number SD1123S
Date of Senate Approval 02/02/2023

Statement of Faculty Senate Action:

APC Document 6 (ENGL/LANG): Add new course, LANG 110, to the ENGL/LANG curriculum

Effective Date: Fall 2023

1. Add: On page 148, new course, **LANG 110, LANG 120 Support Lab:**

110 LANG 120 Support Lab (1)

Course is designed to supplement student learning in LANG 120 and strengthen writing skills. It is an elective course in which students will receive individualized attention, feedback, and instruction specific to assignments in LANG 120. No additional papers beyond those in LANG 120 will be assigned. Students should bring all LANG 120 materials to both their LANG 110 class meetings and their Writing Center sessions. (Grading is S/U). Corequisite: LANG 120. Fall and Spring.

Impact: Adding this course to the existing curriculum of the English department will ensure continued support for students taking LANG 120, the LAC academic writing requirement. This course has been taught as a special topics course, LANG 171, every semester since Fall 2015, with an average of 11 students per semester and will not impact current resources. We anticipate the class size to be 7-12. This course is typically taught by an adjunct instructor with experience supporting first-year writing students, although it can be taught by multiple faculty in the department. As the English department has employed at least one adjunct instructor with such expertise since Fall 2013, no additional faculty resources are required beyond those currently in place.

Rationale: This course has evolved over the years as a means of providing support for students struggling in LANG 120. LANG 171 was first offered in Fall 2015 as a way of connecting LANG 120 students with the writing center. While Dr. D. James served as the instructor of record, Dr. James's responsibilities were to schedule weekly writing center appointments for LANG 120 students needing additional support and check in with writing center consultants about the students' progress. This model continued until Fall 2017 when Jessica Pisano took over as instructor of record. Based on feedback that students wanted actual writing instruction in addition to individual coaching through the writing center, Jessica instituted an alternating schedule, with whole-class lessons on basic writing skills one week and individual appointments with writing consultants the next. In Fall 2018, then adjunct instructor Taylor Sykes took over as LANG 171 instructor and was joined by then adjunct instructor Kristin Shepard in Fall 2019. Kristin took the course over in Fall 2020, adding executive functioning skills to whole-class lessons and shifting to a model where students met with writing center consultants weekly and as a whole class every other week. Based on instructor, staff, and writing consultant feedback, the course is shifting again to replace whole-class instruction with one-on-one conferencing with the instructor of record. The First-Year writing program will continue to assess and reevaluate the course to ensure it is meeting the needs of the students it serves.

Because LANG 171 has been a 1-credit-hour class, it's been challenging for full time faculty to fit it into their schedules without teaching an overload. It has been, however, an ideal class for adjunct faculty

looking for additional hours. As both Taylor Sykes and Kristin Marsh have been recently hired as lecturers in the English department, the course is being taught this fall by adjunct instructor Britt DiBartolo. However, the course can be taught by full-time faculty members, if needed.

While the First-Year Writing program is exploring ways to support a greater number of students (including this semester's FYW/Writing Center Student Success Collaboration), we feel that continuing this course, and adding it as a permanent course to the catalog, is vital to student success. Over the years we have compared the final grades in LANG 120 for the students who enrolled in LANG 171 with the students the faculty recommended but chose not to take this course. Every semester, students who took LANG 171 performed significantly better than those that did not.