

December 12, 1983

John J. Ruszkiewicz
Director of Freshman English

Dear Dr. Ruszkiewicz:

I am a Ph.D. candidate in the Foreign Language Education Center (FLEC) and have only the dissertation to finish. Last week my dissertation design was approved by my committee (see below for the names of my committee members). My research will explore factors that influence the evaluation of foreign students' writing in English. I will also be examining the difference in reader background and how that interacts with the essay scores. My design requires that I have eight readers who are teachers of freshman composition classes and have a degree or comparable educational background in English as a foreign language (EFL) or applied linguistics; in contrast to this first group I need to have an additional eight readers who are freshman composition teachers and who do not have a background in EFL or applied linguistics (and have not taught foreign students).

I am writing to ask that I might be allowed to draw these sixteen teachers out of your freshman composition staff and that I have access to information (for identification purposes only) on your freshman composition teachers to match characteristics--such as age, sex, experience, and the like--across the two groups. I would like to emphasize that participation in my research will not interfere with any of your instructors' duties. Besides contacting your instructors through a few letters, I would only need approximately three hours from them (of one Saturday afternoon in February or March).

I would like to ask to meet with you at your convenience to discuss my request. I will appreciate any assistance you would be able to give me. I can be contacted through campus mail at FLEC, EDB 528. I will also check with your office before the semester finishes.

Thank you.

Sincerely,



Timothy H. Robinson

Committee: Charles R. Kline (Supervisor)
Robert Bley-Vroman
John Bordie
Lester Faigley
Elaine Horwitz

**A REVISED PROPOSAL FOR EVALUATION
OF TEACHING ASSISTANTS AND ASSISTANT INSTRUCTORS**

1. TA supervision and evaluation will remain as it is under the current system.
2. New AIs will still attend the orientation session before the fall term and will still take 398T during their first term of service.
3. New AIs will be evaluated by their 398T instructor during their first term of service.
4. Continuing AIs will be randomly assigned an evaluator by freshman or sophomore ^{office} during their first semester of continuing service (that is, beginning their second regular-year semester of teaching). If the AI does not want the assigned evaluator to evaluate him or her, he or she may suggest an alternate evaluator from the tenured, tenure-track, or lecturer faculty. If the AI chooses his or her own evaluator, ^{contingent upon the approval of the appropriate program director.} he or she may not choose the same evaluator the following academic year. If the AI chooses his or her own evaluator, the AI will be required to return to the freshman or sophomore English office an agreement to evaluate, signed by the faculty member, within the first three weeks of the semester.
5. Guidelines for the evaluation of both new and continuing AIs will be as follows:
 - A. The AI will be required to turn in a copy of his or her policy statement to the freshman or sophomore English office by the end of the first week of classes.
 - B. Within the first month of teach semester, except during the summer, the AI and the faculty evaluator will confer and discuss the following points.
 1. The AI's policy statement and syllabus.
 2. The AI's selection and use of textbooks.
 3. The AI's philosophies of teaching, including principles of classroom operation and student evaluation.The AI will write a report of this conference; the report will be signed by the AI and the faculty member. The AI will make three copies of this report: one will go to the freshman or sophomore office for departmental personnel files, one will go to the faculty evaluator, and one will be retained by the AI for personal files. The faculty evaluator, during this initial conference, will arrange to see copies the AI's writing assignments and will ask to see copies of graded essays during the semester. These and other matters of evaluation will be worked out between the AI and the faculty evaluator.
- B. At some time during the remainder of the semester, the faculty

The original form of this proposal was discussed and unanimously endorsed by the Association of Graduate Students in English on September 16, 1983. This revised proposal was discussed by the same body on October 28, 1983. No objections were raised to the revised proposal.

evaluator will arrange, in advance, to visit and observe the AI's class. During the last month of the semester, except during the summer, the AI and the faculty member will confer and discuss the following points:

1. How the AI's teaching has developed during the semester.
2. What scholarship, creative writing, course or curriculum development the AI has engaged in during the semester and how it has affected his or her teaching.

The faculty evaluator will write a report describing both the classroom observation and this final conference; the report will be signed by the AI and the faculty evaluator, and three copies of it will be distributed as in 5A and 5B.