

We recommend that 306 be continued as the introductory freshman English course for several reasons.

1. As English 306 has developed in the past 14 years under the supervision of three specialists in rhetoric and composition, Maxine Hairston, James Kinneavy, and John Ruszkiewicz, it is a rhetorically-based beginning composition course that embodies the state-of-the-art practices in modern composition theory. It is a course that has been evaluated and validated by numerous studies; it is considered a model in the nation. This type of composition course that stresses expository writing and an introduction to library research is now the norm at major universities in the United States.

E.306 is in no sense a remedial course. Because the admission standards at Texas screen out students with serious deficiencies, almost all 306 students have mastered the basic skills and mechanics of writing. Generally they are intelligent but immature students who need discipline and practice in writing and to be introduced to the new forms and intellectual demands of writing in college.

2. The content of 306 goes far beyond teaching mechanical skills. Because of its emphasis on teaching students to write for different purposes, to adapt their writing to different audiences, to think critically about the writing of others, and to learn to do research and report it, it helps freshmen to function successfully in the various courses they must take across the University. Freshman composition courses in which students primarily read literature and write about it do not meet these needs.

3. Offering a rhetorically-based 306 also strongly supports the graduate rhetoric program. It provides training and experience for the future writing teachers and administrators who have come to Texas to enroll in the graduate program, giving them the opportunity to test and adapt the knowledge they get in their graduate courses. Such courses are an essential component in any department that hopes to qualify as one of the centers for the teaching of writing that the Ford Foundation plans to endow in the next two or three years. Graduate students in literature also depend on teaching 306 to earn their stipends and to give them the experience in teaching writing that they will need in their future jobs. In fact, without 306 it is hard to see how the graduate program in the Department of English can continue.

4. By retaining 306 we can provide the University with a high quality and versatile writing course that is designed and supervised by professionals and staffed by trained and knowledgeable instructors. Moreover we can do it without creating staffing problems for the English department.

For three reasons, we cannot provide the same quality of writing instruction at the junior level if we were to try to run large numbers of E.346. First, we would have to hire large numbers of lecturers because graduate students cannot teach in 346, and we do not have enough regular faculty to staff the classes. Second, it would be difficult, probably impossible, to give lecturers and faculty for 346 the kind of training and instruction that graduate students get for 306. It is also virtually impossible to supervise regular faculty. Third,

obly a few lecturers or professors in English are interested in teaching 346 and willing to invest their time in preparing to teach those courses well. In short, we have no quality control over 346; we have excellent quality control over 306.

5. We believe that the University of Texas should, like other major universities such as UCLA, Iowa, Yale, Brown, and Harvard, to name just a few, commit itself to offering its freshmen an introductory writing course that trains them in the basic competencies required for writing in college and after graduation. The rest of the University and the general public expect students to write competently and complain loudly when they can't, in a way that they do not complain about students who are deficient in mathematics or languages or computer science. Since students are required to take English courses, we are held responsible for their being able to write; we are not going to be able to shift that responsibility back to overloaded and poorly compensated high school teachers. Nor can we realistically expect that Austin Community College, which is already straining its resources, can absorb the thousands of students who will need to take freshman English if the University does not teach 306.

Rationale for reinstating a limited number of sections of 310, 317, and 346.

First, we believe that every student at the University of Texas should have the opportunity to take a writing class every year if he or she wishes to do so. For many of the best students, learning to write well is an important goal, yet currently there are no courses for them to enroll in beyond 306 except six or

eight sections of 325M, an advanced course that does not meet many students' needs. We believe that we will be able to meet students' demand for elective writing courses by offering a limited number of sections of E.310, E.317, and E. 346 each semester, no more than we can staff with Assistant Instructors faculty, and a very small number of lecturers. See attached estimates for number of sections and staffing.

Rationale for 310: An intermediate expository writing course for students who have completed 306 or who have placed out of it. At least two groups of students particularly need this course: liberal arts students who are in a prelaw program and business majors. Both groups know that they will need to write a great deal in their profession and view these courses as part of their career preparation. This course can be taught by advanced graduate students.

Rationale for E.317: A technical writing course that would fill the degree requirements for students in nursing, home economics, and engineering and technical fields until those schools could establish their own programs to provide the needed courses. This course can also be taught by advanced graduate students; in fact, many of them seek to teach it since it provides valuable training and enhances their job opportunities.

Rationale for E. 346: A junior level writing course in various disciplines to provide students with opportunities to write in their major fields. We must limit the number of sections because the course cannot be taught by graduate students, but if we offer only 60 sections a year we can recruit interested

faculty and a few highly qualified lecturers to staff these courses. By doing so we can maintain a kind of quality control for these upper division courses that is not possible with a large number of sections.

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If after a few semesters of having the requirements in English be nine unspecified hours, it becomes apparent that student demand for writing courses is high, we can begin to hire additional regular faculty to staff additional writing courses.