

## ENGL 1101

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After scoring several hundred essays over 2 semesters, we concluded that moving to TILT (Transparency in Learning and Teaching) assignments. We spent the beginning of year two designing the evaluation essay through TILT, primarily using the layout of purpose, task, and grading criteria to shape different approaches to the assignment (evaluating a sci-film, evaluating a major, evaluating an online product). The general findings of the data collection showed a range of student writing abilities across all seven criteria, demonstrating that a broad change in ENGL 1101 was needed, not restructuring a single assignment or section of the assignment.

## Case Study

Georgia Gwinnet College (a 4-year college that serves the most diverse population of students in the southeast) has a low-admissions standard and a unique body of students that struggle through their first year from a variety of obstacles: poor high school performance, low socioeconomic backgrounds, family demands, mental/physical disabilities, and general lack of preparation for college-level work. English 1101 Composition 1 (ENGL 1101) has a 60% pass rate average: students are not prepared for the rigors of college-level writing, students do not understand assignments in the course, and students do not value the work done in ENGL 1101 (learning to write on a college-level, critical thinking presented in written form, or academic research performed). Equability was a main feature of motivation for other required composition course, ENGL 1102, which is a prerequisite for other 1000-, 2000-level humanity courses. The impetus of this course is development of college-level writing and research with an emphasis on expository description and analysis. GGC follows Georgia's Board of Regents' regulations (that mandates students compose between 20-22 pages worth of writing cumulative), but individual instructors have freedom in assignments and pedagogical methodology in how they design, facilitate, and access the course work. Regulating equability in this course proved difficult because every instructor was trained at another academic institution and often followed traditions at their place of training and initially struggled to accommodate the specific needs of GGC students. TILT is designed intentionally



