

Creation of a Multifaceted Support System for Instructors of First Year Composition
Students

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Abstract: This study examines the influence of support materials and intradepartmental idea exchange on student learning in first year composition. It explores the effects of three separate types of support: handbooks for composition faculty; a website devoted to trends in composition pedagogy and tools to enhance the teaching of writing; and a series of lunch meetings allowing faculty who teach composition to share classroom successes, concerns, and ideas in a collegial setting. The study is based on the premise that increased support for teaching in these core courses will lead to increased student success in English 101 and 102 classes.