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## Freshman English -- Something New -- Again

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formulated, much less resolved. E.g., what is to be understood by the Covenant? Kingdom? Common Grace? Secularity? Antithesis? especially as these apply to Christian education.

Consider, then, the need in the world today for a pointed discussion of issues; of clear statements regarding the truth; and of concrete directives for us in our task of Christian education.

We may sound brazenly bold to say that we at Dordt are prepared to contribute a real part to the task confronting the Christian community in its educational task. However, we do much talking, much discussing on the campus. We study, we write, we express our views. We formulate position papers on important issues. In classrooms we present the Biblical basis, the Kingdom perspectives, the Christian applications to the students. We are prepared to have our voice go beyond the campus. We are prepared to speak up in Christian grade and high school faculty rooms and offices. We are eager to speak to faculty

members of other colleges. We really want to talk to the parents in the homes, the ministers in their studies, the elders in their consistory rooms. All this is so because we are sure we have something to say.

Now, please read the following carefully. We do not say we know all about every issue. We are not so foolish as to consider ourselves the only fountain of truth, the one source of abstract as well as simple wisdom! That is why we have asked you before (above) and repeat it now, to join us. Question us; debate with us; refute us if this is considered necessary. Stimulate us; inspire us--we know we all require that. Add to what we say; help us develop our views; aid us in applying principles; join us in carrying out the practical expression of truth. The best way to sum up this paragraph is to say, "We are just as eager to learn as we are to teach."

Having introduced you to our Plan, I will leave you to reflect on it. And be looking, soon after December 1, 1972, for the first complete issue of Pro Rege.

G.V.G.

## FOR THE RECORD, incidentally...

by Jim Koldenhoven

### Freshman English--Something New--Again

The Freshman English classes at Dordt College have changed shape. The program this year is primarily a program of tutorship, where freshmen meet individually with instructors. What they discuss in these twenty to thirty minute sessions are their writings. Each student enrolled in the course will meet

Miss Carol Addink, Teaching Assistant in English and German, consulting with Juanita Droge, a freshman from Manhattan, Mont.





Mr. Merle Meeter, Associate Professor of English consulting with Marcia Reitsma, a freshman from Lake Wilson, Minn.

his or her instructor in tutorial sessions about six to eight times a semester.

English 101 is normally required of every student to meet graduation requirements, and almost all students take this course in their first semester at Dordt. This is why the course is often referred to as Freshman English.

About thirty students have been exempted from English 101 this year and have been enrolled in other courses instead. A freshman who is exempted from English 101 and who takes a Humanities course instead meets a requirement early in his program. He does not get course credit for English 101; nor does he shorten his total number of hours or credits. He must still take forty courses to graduate. One of the advantages, however, in being exempted from English 101 is that he can then take one more elective sometime during his four-year program. American Literature or World Literature are normally substituted for Freshman English. These meet humanities course requirements.

During the last few years, students enrolled in English 101 met four times a week. Two of those meetings were lectures with about 160 students in a lecture group. The other two meetings were in discussion-size groups of about fifteen students. The English staff were assigned two or three lectures each during a semester, and each staff member had from two to four discussion groups in his assignment. Lectures and discussions were on a

variety of subjects, some on literature, but also on current topics, such as Confusion about the New Morality, and Women's Liberation and the Biblical view of Women. Guest lecturers from other departments were also involved in the program.

What the program lacked, the English Department determined, was continuity and focus. As a result of this evaluation, the department decided to make English 101 a rather specific course in writing. English 101 had always included a program of writing, but here, too, the department decided there were weaknesses. Students seemed to develop very little in their writing skills during one semester.

The new program for this year, then, will focus on writing; and with a highly personal review of each essay written, it is hoped that better results will follow. The thirty students who were exempted showed they were sufficiently skilled in writing. About eighty students who had previously scored high in the ACT (test) were invited to write an essay under the supervision of the English Department. Some sixty students wrote essays which were then read by teams of the English staff. Of the sixty, twenty-nine were allowed to choose a different course.

English 101 will include fewer lectures this semester, and fewer meetings in discussion. Instructors have from thirty to forty-five students each in their tutorage. Mr. Larry Reynolds is coordinator of the new program.



Mr. Larry Reynolds, Assistant Professor of English, consulting with Nick De Vries, a freshman from Zeeland, Michigan.