Teaching assistant: Students see

Filled classes limit options for students

fessor's name on the card is not in

different criteria for granting raise limits, Ritchey said, and dif-

ferent numbers of people who

for example, gives each professor an authorized signature and the

authority to raise his own class

school, however, approval must be granted in each department,

and then the dean must sign the

Curtis Schatte, associate pro-fessor of English, said he tries to

reserve several spaces in each En-

glish class to avoid raise-limit

open them up to graduating seniors first," he said. "But if a senior has not requested a raise lim-

its by 3 p.m. of the first day of

class, I throw it open to anyone."

The Department of Speech
Communication and Theater

Arts, however, does not accept

raise limits so easily. To be added

to a full theater or speech class,

the student must be a graduating senior, Giovanne Turincio, a stu-

dent worker in the department,

graduating by presenting a letter from his or her department of

major study to the speech and theater department. Only then

will raising limits even be consid-

Students who have an ap-

proved raise limits card must take

the card to the registration center

in Room 120 of the Pavilion to

have the class added to their

ered, Turincio said.

The student must prove he is

"I reserve a couple of slots and

In the undergraduate business

The psychology department,

have authorized signatures.

Individual departments have

our records.

problems.

Everyone knows the poor girl who woke up early to register for next semester's classes, only to find every class she needed full except for basket weaving and underwater needlepoint.

It's not that too few classes are offered to accommodate the stu-dent body, Assistant Registrar Willis Ritchey said, but that certain classes are always in heavier demand than others.

"There are those classes that consistently fill up first every semester, and those that fill up quickly and surprise us," Ritchey said. He said Speech Communications 10% Spee nications 103, Speech Communications 301 and English 403 usually fill up first.

Ritchey said it is difficult to de-

termine from semester to semester which other classes will be in highest demand.

"We had one BANA (business analysis) class fill up the first day of senior registration this year," he said. "The professor called that day to close the class, and it was already full."

After the first day of registration, 2,743 students were registered, Ritchey said, 565 of whom had enrolled early

Athletes, University shuttle bus drivers, student workers and students in the Texas Rehabilitation program are among those who may register early.

Classes for the spring semester are filling up as expected, Ritchey said. As of 8 a.m. Thursday, 19,015 students had preregistered, and 229 of the 6,711 classes were full.

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If a class or section that a student needs to take is closed, Ritchey said, the student must go to the department the course is listed under and ask to have the class size limit raised.

"Each department has a desig-

English class as apprenticeship By Steven Merritt Reporter Most students see freshman En-

Evans, a graduate teaching assistant authorized to raise limits," Ritchey said. "They send us the in the Department of English. Evans was the featured speaker Thursday in a colloquium sponsored by the College of Liberal Arts. names of these people and we keep a record of them. We cannot add a student to a class if the pro-

glish as an apprenticeship, said Rick

The colloquium, "What Our Students Understand About Freshman English and Why: An Ethnography Three Freshman Classes," vealed the results of a study Evans conducted this summer on three freshman English classes.

Evans said that he compiled the results after attending 50 percent of class meetings, conducting student interviews and distributing questionnaires to the classes.

"My first question involved how students understand the concept of freshman English," Evans said. "The second was to ask why they understand it that way. I wanted to find out if their understanding was an aspect of material culture or part of a

Evans said that the students sur-

generally agreed that taking English 103 or its equivalent should be an academic requirement.

"The students believed that a connection existed between success in college and success in life," Evans They saw success in freshman English as a key to their future advancement in college as well as in li-

Students considered the class a performance course, Evans said. He said they saw required reading and writing as performative acts, learning only how to perform instead of learning about the experience itself.

Evans said that he asked students to provide a synonym for the word teacher and received such responses as "lecturer," "instructor" and even

"The maestro response is my favorite," Evans said. "The use of the orchestra metaphor is appropriate in this situation. The maestro is the instructor telling the orchestra how

Evans added that the responses

veyed varied in ethnic and socioeco-nomic backgrounds, and they all students regarded the teacher syno-testing and evaluation." nym. They ranged from "supporter" or "guide" to the more intimate "f-

riend" or "guardian."

Evans said that the primary teacher metaphor received from the responses was that of a giver of information. The most popular student metaphor was to that of an apprentice, or someone who learns some skill by taking lessons from a master. He added that in an apprentice situation, the student has faith in knowing that the instructor knows how to write, and this faith gives the student

Evans also explored students' attitudes on reading, dividing responses into three areas: story reading, school reading and "popcorn" or 'trash" reading.

'Students found story reading to be engaging and enjoyable —they even identified with the characters," Evans said. "School reading was seen as always forced, usually involving textbooks. Students felt that certain

testing and evaluation."

Evans said "popcorn" or "trash" reading was considered a time filler, and many didn't consider it reading

"Progression through school showed increases and decreases in each, with most increases coming in school reading," Evans said.
"Successful school reading involved grades. Students felt that success involved less reading for a higher

grade.
"The subject of why these students responded the way they did fascinates me," Evans said. "They as sociated both school reading and writing with performance instead of communication, considering other types of reading less valuable."

Evans said that he is disappointed that students see the classes merely as performance courses. But he said he is pleased to see that students still see some reading as a pleasurable act, even though they may regard it information had to be gained from as less valuable.

New agreement seeks to halt dumping of plastic garbage into Gulf of Mexico

GALVESTON (AP) — A new international agreement that takes effect Dec. 31 should halt the routine dumping of plastic garbage into the Gulf of Mexico, government and marine industry experts and environmentalists said Thursday.

"Marine debris is perhaps the most visible pol-lution in the Gulf of Mexico," Kathy O'Hara, director of the marine debris database for the Center for Environmental Education, said. "Basically that's what marine industries have been doing for centuries. Marine debris is just a fancy term

A provision in an international agreement known as MARPOL, an acronym for "Maritime Pollution," goes into effect at the end of the year, making it illegal for any plastic items to be discharged into the Gulf of Mexico within 200 miles

The provision, called "Annex 5," also bars discharge of any floating debris within 25 miles of the Gulf of Mexico coast and paper and glass within 12 miles.

Violators can be assessed civil penalties of up to \$25,000 per day per incident. Criminal penalties of up to \$50,000 and five years in prison could be sought for blatant violators, Coast Guard Lt. Cmdr. Joel Whitehead said at a symposium on environmental quality in the gulf.

"Annex 5 is something very sweeping," he said. "It does nothing less than to change 4,000 years of maritime tradition. Mariners have always dumped their trash at sea. To change it suddenly on the December 31 when this goes into effect is going to be something difficult to do.

"We do not expect the whole world to change,

but we do expect ports and ships to show they are taking steps to show they are going to change.

The agreement, ratified by the Senate a year ago, also applies to oil rigs in the gulf, pleasure boaters and to U.S.-flagged ships. Nancy Stehle, deputy director for the environment for the U.S. Navy, said the Navy was caught by surprise by the ban on plastics but is embarking on a program to separate plastics from other trash on all of its vessels.

"The Navy is serious about its commitment to the environment," she said.

William Bettenberg, associate director for offshore minerals management in the U.S. Minerals Management Service, said he has been encouraged by a significant reduction of trash traced to more than 3,700 oil platforms operating in the Gulf of Mexico.

"The ultimate goal is to control wastes before they even reach the beaches," he said. "The fact of the matter is there will never be enough policemen on the beat to catch someone throwing a foam cup overboard. The key to cleaning up debris in the Gulf of Mexico is public education.

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1.11	3,950	8,000	.53	595	1,000
1.09	2,195	4,000	.53	695	1,400
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1.01	1,095	4,000	.48	695	1,400
1.01	3,495 2,185	7,000	.47	695	1,400
.95	2,395	4,200 4,600	.47	695 650	1,400 1,200
.93	1,595	3,000	.46	595	1,100
.92	1,850	4,000	.44	595	1,100
.92	1,650	3,200	.44	495	1,000
.91	3,195	6,000	.43	575	1,200
.90	1,750	3,100	.39	275	500
.89	1,350 895	2,600	.37	375 335	600
.88	1,340	1,700 2,600	.34	335	600
.85	1,685	3,000	.33	275	500
.85	2,150	4,000	.30	335	600
83	1,595	3,000	.24	210	400
81	2,250	4,400	.21	165	300
81	1,025 985	4,000	.22	185	400
-77	1.075	1,800	.19	165	400
-77	950	2,000	.18	155	300
75	1,195	1,900	.16	118	200
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89	1,795	3,590
82	1,575	2,900
.79	1,895	3,600
74	795	1,500
72	1,650	3,300
.72	2,130	4,200
.71	2,095	4,100
.70	1,795	3,300
.70	1,695	4,400
.70	2,250	3,200
.70	1,250	2,400
.64	1,385	2,700
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