English Department Meeting: 9/10/2021

Shawn Moore, Ihasha Horn, Michael Barach, Tom Mohundro, Jennifer Grove, Brandi George, Jeremy Pilarski, Suzanne Biedenbach, Cara Minardi-Power, Amy Trogan, Jill Hummel, Leonard Owens, Eric Ivey, Thomas Wayne, Jason Calabrese, Sara Dustin, Ellie Bunting, John Pelot, Mark Massaro, David Luther

\*All in attendance.

**I. Call to Order and Welcome:**

 1. Meeting began at 10:20 am instead of 9:30. Arts and Science Meeting (“May You Live in Interesting Times”) occurred at 9:00 am.

**II. Approval of Meeting Minutes**

 1. Vote cast to approve August minutes.

 2. Approved.

**III.** **Assessment: Dr. Cara Minardi-Power**

Discipline meeting notes 09.10.2021 Assessment woohoo!

Gen ed assessment:

The AY 2021/2022 Gen Ed Assessment Plan will focus on “Think” and “Investigate”: Sampling 1102 for Think and Investigate, keep an eye open for those emails

Sampling Lit 2012, 2022, 2380, keep an eye open for those emails

Lead Scorer Position: in preparation for the spring portion of gen ed assessment we’ll be nominating a “lead scorer” for each department/discipline chosen to submit assignments. This person will act as the go-to authority for any questions concerning assignments and how they should be scored. Anyone interested? There is a small stipend associated with the role $150, I think.

September and October PD Fridays: Team AASPIRE and Elijah Pritchett will host a series of PD events in September and October. The two September sessions will be a review of last spring’s gen ed work, with one session focusing on “Evaluate,” the other on “Communicate.” The October PD events will look ahead to spring 2022’s work, with one focusing on “Investigate,” the other on “Think.” The September sessions will be of special interest for people who submitted assignments last year to see how they were assessed and how they fit with the gen ed competencies; the October sessions will be of interest for anyone selected to submit an assignment for gen ed assessment this fall (see first “talking point” above). Times for these PD sessions are:

Friday, 9-24-2021

Reviewing “Evaluate”: Analyzing Results of General Education Assessment, AY 20/21 – 9AM-10:45 AM

Reviewing “Communicate”: Analyzing Results of General Education Assessment, AY 20/21 – 1:00 PM- 1:45 PM

Friday, 10-29-2021

Assessing “Investigate”: Preparing for General Education Assessment in AY 21/22 -1:00 PM-1:45 PM

Assessing “Think”: Preparing for General Education Assessment in AY 21/22 -2:00 PM-2:45 PM

English Assessment Plan 2021-21

Here is what we discussed.

1.      Enc 022: no longer offered or assessed NEW

1. ENC 1101/1130: Continue to monitor progress by using the same assessment method.
2. LIT2000: Randomly selected instructors will submit artifacts from research project. Same method as ENC 1101 – they can simply submit the name of the assessment. We are assessing **Analyze** SLOs:

1. Look for a discussion board in the next few weeks to discuss Think competency and revise SLOs (they don’t align anymore)
2. ENC 1102: Continue the Exit Survey
3. ENC 1101: We discussed exit survey ONLY. We considered combining and editing the questions Joe and I submitted. Paused until SLOs changed through CC. Paused; nothing else changes

Revise SLOs (Canvas)

(not changing) Gen Ed competency: **Communicate** clearly in a variety of modes and media. Acquire communication and rhetorical literacy in order to speak and write effectively, express one's knowledge, read critically, analyze rhetorically, and synthesize information, skills necessary to furthering one's own educational and occupational goals. Understand, evaluate, and discuss rhetoric, argument and persuasion in a variety of contexts. Critically examine evidence, interpret and integrate information, identify solutions, and potential outcomes, and apply rhetorical and communication literacies in the real world.

SLOs (for consideration/revision)

1. Students must demonstrate the ability to compose in a variety of rhetorical modes and genres at the college level.

2. Students must demonstrate the ability to organize, compose, revise, and edit essays with clear thesis statements, coherent, unified paragraphs, and varied sentence structures and length.

3. Students will understand how purpose, audience, context, and medium/mode shape processes of reading and composition, as well as the rhetorical situation.

4. Students compose through multiple drafts in order to revise their writing, rhetoric, and ideas through feedback, as well as use drafting and revision as a means of inquiry.

(not changing) Gen ed competency: **Research** and examine academic and non-academic information, resources, and evidence. Understand how scholars across all academic disciplines investigate and speak to the human condition. Conduct in-depth, reflective, and ethical research about the dynamics of the human condition and the physical world in order to acquire information literacy, refine critical thinking, and analytical skills, and sharpen intellectual focus. Effectively locate, interpret, manage, and use information and evidence from academic and non-academic sources in order to create original products that engender meaningful learning in the classroom and beyond.

SLOs for or consideration/revision

1. Students must incorporate research into their own writing using summary, paraphrase, and direct quotation by composing academic research assignments.

2. Locate, analyze, and evaluate primary and/or secondary sources in a variety of modes (print, digital, visual, oral & etc.) in order to conduct academic research.

3. Students will learn how to cite sources appropriately to avoid plagiarism in academic research and writing.

**IV. Concurrent Faculty and DE Alternative Assessment: Professor Jeremy Pilarski, Dr. Amy Trogan, and Professor Lenny Owens.**

1. State Changing Enrollment Requirements

 A. **Dr. Trogan, Dr. Sterk, Prof. Owens,** and I discussed what an incoming DE student needs before taking composition at the college level. State may not take our suggestions.

 B. Results of the meeting:

|  |  |
| --- | --- |
| **Method** | **Minimum Standard (e.g., Score, Grade, Level)** |
| [ ]  PSAT/NMSQT | We do not recommend this assessment. This is a precursor to the SAT. Some institutions give little to no weight to these scores because they do not believe it is a reliable measure of college readiness.  |
| [ ]  High School English 2 / English 2 Honors | We do not recommend this assessment. English 2 / English 2 Honors will not consistently measure a student’s ability to handle a college level writing course. Unlike advanced pathways (AP, etc.), preparation for college level work is not incorporated into the course through curriculum and instructor training. Also, The English 2 curriculum focuses on FSA preparation.  |
| [ ]  High School English 3 / English 3 Honors | We recommend this assessment. Please see above for rationale. |
| [ ]  AP English Course | We recommend this assessment if student passes with a B or better. AP English courses have built-in college level rigor. Instructors are generally trained to provide rigorous curriculum and instruction. The course is designed for student to perform on a test that may exempt them from college level English courses. College level thinking and reading is required to successfully complete this course.  |
| [ ]  AICE English Course | We recommend this assessment if a student passes with a B or better. Please see above for rationale. In this case, college credit is not earned, but a special diploma is awarded.  |
| [ ]  AICE General Paper | We recommend this assessment if a student passes with a B or better. Please see above for rationale. In this case, college credit is sometimes earned. |
| [ ]  IB English Course | We recommend this assessment if a student passes with a B or better. Please see above for rationale. In this case, college credit is not earned, but a special diploma is awarded.  |
| [ ]  English Language Arts Reading Level | We do not recommend this assessment. The assessment does not measure a student’s ability to read complex college-level material.  |
| [ ]  Writing Sample | We recommend this assessment with one caveat. If this alternative method is implemented, we will need institutional support to facilitate a process of creating and assessing the instrument.  |
| [ ]  In-House Instrument | We recommend this assessment with same caveat. |
| [ ]  Other – please specify |  |

C. State rumored to decide sometime in October.

**V. Spring Schedule and COVID-19 Updates: Dr. Amy Trogan**

 1. Dr. DeLuca recommends Flex modality for Spring if you are concerned about teaching ground.

 2. October 15 absolute last day for textbook picks.

 A. **Prof. Massaro**: Is Wendie sending out a link?

 B. **Dr. Trogan:** We are emailing Wendie.

 3. MLA 9

 A. **Dr. Bidenbach:** Concerned expressed about Little Seagull and MLA 9. Booklet contains MLA 8.

 B. **Prof. Pilarski:** Not much has changed with MLA 9. Most of it is still the same.

 C. **Prof. Lenny Owens:** I agree with Jeremy. Not much different.

 D. **Dr. Amy Trogan**: I concur.

**VI. Writing Center Update: Professor Lenny Owens**

1**.** Laura Price will continue to do QLess and Live Zoom and WcOnline. Copy of email sent out by Laura Price:

*Hi, everyone!*

*I hope you’re all doing well as we start the Fall 2021 semester.  The Writing Center staff and I are looking forward to working with you and your students this term, and a great way to start is by scheduling a Writing Center Orientation.  In order to accommodate all teaching modalities, our Orientation delivery methods are as follows: We have a video version of our Writing Center Orientation available for your use—you can show it to your class, embed it in Canvas, or both:*[*https://youtu.be/AQyvhp\_Es2Y*](https://youtu.be/AQyvhp_Es2Y)

*We can also present a live orientation via Zoom to your class. This can be scheduled on any day and time and works much like our in-person presentations.  If you would like to schedule a Zoom orientation, contact me at* *laura.price@fsw.edu**.We can offer in-person orientations on a limited basis due to space and staffing constraints.  If you would like to bring your class to the Writing Center* ***or*** *have an Instructional Assistant visit your classroom, please contact me, and I will do my best to accommodate your request.We will be continuing to use QLess and live Zoom consultations, as well as essay drop-off via WCOnline, so that our staff can work with students college-wide.*

*We will accommodate student requests for “tabletop” tutoring (this service is limited to campuses with available Writing Center staffing).  For more information about our locations and hours, please visit our webpage at* [*www.fsw.edu/academicsupport/writing*](http://www.fsw.edu/academicsupport/writing)*.If you have any questions at all, please don’t hesitate to contact me.  Thanks, as always, for your support.  Have a great, safe semester!*

2. **Reports**

 A. Two Student Success reports include Writing Center Data spanning 13 or 14 years. Students between C’s and D’s have the highest success rate. Use of Tutor.com increased. Writing Center figured out their modalities and became more appealing. Taking inspiration from a book based on Writing Center experience called *Peripheral Visions for Writing Centers*. Writing Center is in a good place. Kudos to Dr. Ortolano and Dr. Waddell for their past efforts.

**VII. Faculty Update**

 1. **Dr. Trogan**: Writing Certificate. We are going meet at 17th at 11:00.

 2. Two new faculty positions end of next academic year. Hiring committee consists of **Dr. Jill Hummel**, **Dr. Brandi George**, and **Dr. Amy Trogan**. **Dr. Scott Ortolano** is connected to social media. Perfect opportunity for networking and advertising about this position. Currently, we do not have the wording for this position yet.

 3. **Prof. Bunting**: Broken Links within Master Shells: Library affected some of our selections. Dr. Roz Jester and IT will work on fixing these links.

 4. **OBOC with Prof. Calebrese**: *Life on Our Planet* essay contest

 Main prize, $500. Canvas page. Submit the work right there. Rubric on the website. Topic: Not singing praises, but what students can contribute or added to the conversation of the book. Goes with the assumption that everyone agrees what he says and examines things students disagree. Articles disagree with Attenborough.

 5. **Prof. Pilarski** (question): How can DE instructors take advantage of this contest? Are they able to obtain the books through their districts?

 **6. Dr. Trogan:** Probably a question Dr. Teed and Dr. Sterk.

 **7. Dr. Biedenbach**: Problems with Inquisitive. Called rep. from Norton. Zoom call. Rep from Norton.

 **8. Prof. Ihasha Horn**: ENC1102 issues.Screenshot of these issues. Dust settles and instructional designers know these errors. External learning outcomes cannot be found. Not links going to outside things.

 **9.** **Prof. Mary Vaughn and Dr. Scott Ortolano**: *We have an awesome and important event coming up on October 14th when**Dr. Akiko Yoshida, Associate Professor of Sociology at the University of Wisconsin—Whitewater, will give a talk about violence and discriminatory rhetoric that people of Asian descent face in the United States. Dr. Yoshida’s talk will emphasize the recent increase in this sort of violence in the wake of the COVID-19 pandemic as well as the roots of such sentiment in America’s past.*

 *This event will take place via Zoom from 3 to 4 p.m. on October 14th. Faculty and staff are encouraged to attend and bring their students. If you choose to show this talk to your students in class, please send a course roster to Scott Ortolano (**SOrtolano@fsw.edu**) so that they can be added to the list of participants.*

 *You can also register for this through the PD Training calendar and receive a certificate for attending because doing so will help provide important context for understanding the problems facing our students and colleagues of Asian descent*.

 **10. Prof. Massaro**: Plug for the Creative Writing Club.

 **11. Dr. Ortolani**: New advice. PD section. Audition with the Dean. Full time Deans. Cool session about how to be successful. Dr. Page and Dr. Teed fronting the session.

 **12. Prof. Massaro**: Publication.

 **VIII. Adjournment**—11:00 am.

*\*Notes by Prof. Jeremy Michael Pilarski*