**English Department Meeting: November 12, 2021**

Shawn Moore, Scott Ortolano, 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, Mark Massaro, David Luther, Mary Vaughn, and Laura Tichy-Smith.

*\*All in attendance*

Start: 9:55am

End: 11:00am

**I.** **Call to Order**:

1.Dr. Amy Trogan at 9:55 a.m.

**II. Vote to Approve Notes:**

1. Notes approved.

**III. Library Update with Prof. Owens and Laura Price:**

1. Laura Price: Some people have left. Looking for new people. Prof. Owens is part of the hiring committee. New videos on APA and MLA. Videos on how to visit the cue. It’s just that easy. You’re also welcome to join the cue and let all the staff know that you’re not just a student. All videos on the YouTube channel. Good way for students to meet your IA’s. Expand 1130 workshop pilot. Writing Center blog approved. Post some stuff helpful for students. Another resource for our students and a good way to research and publish. No specifics. Lenny and I will keep you updated. Currently reading *Peripheral Visions*. Reading a book and having that long-term discussion has been interesting. We’ve had some interesting chats about the origins of the writing center. It’s an interesting book. <https://www.youtube.com/channel/UCIC8Ro-4_CY94y0ZuTEosQA>. Book club is still active. Finished reading *Frankenstein*. Going well. Working with OBAC book and do somethings with life on your planet as well.

2. **Prof. Owens:** Trying to get IA’s to see what the writing center is. Get to know teaching philosophies. Facilitate discussions. Playing devil’s advocate.

**IV. ENC 1101 OER**

1. **Dr Trogan**: Go over some of the things we are considering doing the OER route. It’s a huge project. We have some time to do this. OER institute can be involved in. One suggestion because he is an adjunct and library faculty, Tim Bishop is going to help with project. Sara Dustin will work with us. She has done a lot of groundwork and is already going this route. Have a group reviewing the course and has some upgrades. Reach out to Dr. Teed, and she has confirmed this is a master course. Any questions or comments.

2. **Dr. Dustin**: Thanks for the OER plug. Working with OER and Roz to get things do. A team would be great, and I am glad Tim is working with us. Plus we have liaisons. Cannot say enough nice things about Arenthia.

A. **Dr. Trogan**: We can move forward. Discuss 1102. No issue getting that on the agenda. Any other questions or comments about that?

**V. Assessment with Dr. Cara Minardi-Power:**

1. Still looking for ambassadors. Help with disciplinary knowledge. Pays a stipend of 250. Final decisions if not before March. Love to have someone on assignment. An assignment that we can use. It’s part of the GEN ED competency.

**A**. As we prepare for Friday's meeting, I am sharing the latest draft of SLOs that Amy and I came up with. I'm looking forward to discussing these! :)

English 1101 SLOs Revision suggestions 11.12.2021

**Gen Ed Competency:** **Communicate.** 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 to the real world.

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

Suggested revision: Students must compose for a variety of purposes and rhetorical situations

1. 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.

Suggested revision: Students will brainstorm, compose, revise, edit, and proofread well-organized essays with clear thesis statements, unified paragraphs and varied sentence structures in length.

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

Suggested revision: Students will utilize purpose, audience, context, and medium/mode to respond to the rhetorical situations of reading and composing.

1. 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.

Suggested revision: Students will compose and revise multiple drafts as a means of inquiry and as a tool to improve their ideas with the help of feedback.

**(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.

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

Suggested revision: No change

1. Locate, analyze, and evaluate in a variety of modes (print, digital, visual, oral & etc.) in order to conduct academic research

Suggested revision: Students will 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.

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

Suggested revision: No change

**4. Discussion**

**A. Dr. Scott Ortolano**: Why is the language in there. Why are we doing this. Beyond the pale. Takes us away from what we are really trying to do. It seems to make sense you would learn primary and secondary sources. If it is the learning assignment.

**B**. **Dr. Laura Trichy-Smith**: There’s always been a research project. Devil of a time getting students to understand the difference between what a peer reviewed academic journal source is compared to another.

**C.** **Prof. Lenny Owens**: Scholarly and peer reviewed. Are SLOs already fit in with that. How to utilize and how to be critically skeptical. That’s how I tend to think about Comp I and II to build up the critical skills. Any category. It’s about reliable accurate information. My conversations center on that. Not married to primary or secondary. Variety of modes print oral and digital. Most popular sources are leaning toward. Getting rid of primary and secondary.

**D. Prof. Mary Vaughn:** The only thing I can add. Spend a great time deal what a scholarly source is in the Comp I and II. Lot of scholarly sources.

**E. Dr. Jill Hummel**: Teach these in my 1102 courses. I don’t think it involves 1101. This is more of 1102 concept.

**F. Dr. Trogan**: Revisions accepted determine the survey, not the other way around. Should we remove? Should we do a survey?

**G. Dr. Jennifer Grove:**  Primary and secondary sources should be removed. Along with a variety of modes. I don’t know how to assess a variety of modes.

**H.** **Dr. Trogan**: I will send a survey out to further assess these suggestions.

**VI. Selection Committee Update:**

**1. Dr. Amy Trogan**: Ihasha, Suzanne, Jill, and Eric all on this committee. We will be External posting for Collier and Hendry Glades goes out Monday. We had a great meeting and are confident we can find new people. The first two paragraphs regard Hendry Glades. A little more specific about office hours and 5x5 load. Teaching first generation students. Benefits information, etc. Corequisite model of instruction. It isn’t anything we have not talked about before.

**VII. Dual Enrollment Update:**

**1. Prof. Jeremy Pilarski:** Invites to submit portfolios sent to concurrent faculty. A few of the observation questions will change. We will not use GoReact for the observations. Faculty will record their teachings using the screen recording software of their choice. One of the faculty, Terri Hughes, retired. Want to help concurrent students take advantage of future essay contests. Remind faculty to have their students do SOS surveys.

**VIII. Curriculum Committee Update:**

**1. Prof. Jeremy Pilarski:** General reminders. Completed proposals downloadable as PDFs. Encourage departments to let all faculty vet proposals. Also, please respect the due dates. Late proposals will be heard the month after. I am happy to help if anyone wants to start a proposal. Dr. Seelau and Prof. Cid are very helpful.

**IX. Writing Certificate**

**1. Dr. Amy Trogan:** Moved further along that I have hoped. Met with some communication faculty. Writing certificate can go multiple directions like getting the writing certificate with their degree Here are the six courses:

**1. ENC 1101**

**2. ENC 1102 (Essay or Technical)**

**3. SPC 1017-Fundamentals of Communication Studies or 2608-Intro to Public**

**4. LIN 1670**

As part of their foundation.

Talking to the communication faculty about adding one credit course. Making this part of the Writing Certificate. Get into the interchangeable courses.

Fifth and Six Course Options:

**SPC 2608**

**CRW 2001 and CRW 2002, 2300**

**MMC 1000-Introduction to Mass Communication**

**COM 2460 Intercultural Communication**

**JOU 1100- Basic Reporting**

Internship Practicums, like *Illuminations*.

Students planning on transferring to one of the universities can take one or the other.

Talk to the communication faculty again before making changes.

**X. Faculty Updates**

**1.** **Dr. Brandi George**: Info. on poetry meet posted in the chat. Monday, 7pm. Hybrid event.

**2. Dr. Amy Trogan**: Reminders: Check the bookstore. Make sure they have the correct books listed. Do that sooner than letter. Send an email to Wendi Thompson if you see anything funky. Remind them to take the SOS surveys. 11/24. No class. No due dates.

Professional development funds in an announcement. Research EXPO next week.

3. Dr. Ortolano: Next Community of Practice is next Friday at 11:30.

4. **Prof. Mark Massaro**: Literary journals, Poetry, Creative nonfiction, and artsubmissions needed for I*lluminations*. Open Mic event on December 6th.

Meeting adjourned at 11:00pm.

*\*Notes by Prof. Jeremy Pilarski*