English Department Meeting

Friday, March 8th 2:00 PM – 4:00 PM

Zoom: https://fsw.zoom.us/j/84709315708

Sara Dustin, Michael Barach, Brandi George, Jeremy Pilarski, Laura Henning, Cara-Minardi-Power, Amy Trogan, Jill Hummel, Leonard Owens, Eric Ivy, Thomas Wayne, Jason Calabrese, Mark Massaro, Scott Ortolano, Edward Krzeminski, Lewis Perkins, Emilie Booth, Monique Harrington

**Meeting Starts: 2:00 P.M**

**Agenda**

1. **Reading and Approval of Minutes from September**
	1. Meeting notes approved.
	2. Update from Jill: Shawn is out for today for medical reasons. Jill will be de facto chair, just for today.
2. **Updates from Advising – Emilie Booth**
	1. Our transfer fair was successful! 210 students attended (confirmed).
	2. If you are teaching any classes that you want us to promote, let us know.
3. **Updates from DE & Curriculum**
	1. LIT Prerequisite will be on the March agenda for Curriculum.
	2. Jeremy: Over Spring Break I will review the videos that were sent. Curriculum committee has new forms. On the 29th, there will be a completed example for reference. We will vote on most of the Gen Ed stuff in our April meeting. As far as elective courses, you might want to consider using Pathways. Lastly, we will review the LIT 2000 course in March, and it should be ready by Fall 2024.
4. **Updates from Creative Writing, Illuminations, CRW Club**
	1. Brandi: Illuminations launch reading will be during the Research Expo (10th of April, from 11:20 to 12 P.M). Please come support and bring your classes.
	2. Mark: We have a good group for the CRW Club, but no events currently planned.
5. **Updates from English Faculty**
	1. Scott on new AML Textbook Adoption: This is the only textbook that there was a discrepancy with what was on file. Can I request that we adopt the 10th edition?
		1. The motion passes: we will adopt the 10th edition of the Norton Textbook for AML 2020.
6. **Hiring Committee Updates**
	1. Mark: We’ve met and have about 10 total applicants for both campuses. We have a good batch.
7. **Assessment Discussion**
	1. Monique Harrington: As the Effectiveness Coordinator, I get to visit other departments and give ideas. Assessment can be a great tool, if used correctly.
	2. You are empowering your students both with skills and self-confidence. From your student surveys, it is clear that they feel seen, and I give you props.
	3. If I can be of any service, please feel free to reach out to Amy or I.
	4. Laura: I noticed there were no artifacts from H/G campus.
	5. Monique: Sometimes if the data pool is too small, they don’t show the data. I hope we can fix that soon.
8. **State Gen Ed Core Updates and Review**
	1. Jill: What we must discuss today is the 1101 and LIT 2000 courses. They have to be updated and changed by 2024. The other courses can be discussed at our next meeting.
		1. For 1102, there are 37 state universities that offer this course. That one should be fine. Technical Writing as well. The state is saying that if 10 colleges or under are offering the course, it could be taken out of Gen Ed.
		2. One issue is that some universities might have the same course, but they’re listed under a different number. For example, Women’s Lit is right on the cusp of this level.
		3. The AML classes should be okay. African American Literature, CRW, and Poetry Writing could be fought for.
		4. If they are not Gen Ed, their status will be changed to Elective.
		5. We need more data. We need to know why the majority of students are taking a class like Women’s LIT. If most are taking it as an elective, then maybe we don’t need to fight as hard to keep them as Gen Ed.
		6. My idea is that World Lit could be a subversion course. We could offer a “wide array” of writers in this course. Maybe we should resurrect it.
		7. I have been assured that once these classes become Electives, they will not be cut from our course schedule. We need to comply with this but can still do what we need to in the classroom.
	2. Lenny: If the Special Topics Lit course becomes an elective, will we still keep it? And will it remain a Writing Intensive class?
	3. Jill: Yes, that’s what I’ve been told.
	4. Emilie: Yes, it will remain a Writing Intensive course.
	5. Scott: Question about the British Lit: Does it help us to get rid of it as a Gen Ed?
	6. Jill: The more we keep in Gen Ed, the more work will be required from us.
	7. Scott: How should we split up the work? Take leads?
	8. Jill: I think that would be the best strategy. For example, I could helm the Women’s Lit course.
	9. Brandi: The Poetry Writing class is Gen Ed, but CRW is not.
	10. Michael: If Poetry Writing isn’t Gen Ed, it might not even make. A class like that would probably not be offered again at a campus like Collier.
	11. Jill: Changing a class like that to Flex might help classes like those fill. Realistically, a class like that will not be able to be a Gen Ed.
	12. Michael: Maybe a workaround is teaching LIT 2000 and teaching the authors you want to teach.
	13. Lenny: Other colleges do offer Intro to CRW as a Gen Ed. We could possibly reevaluate that class as a Gen Ed for us (CRW 2001).
	14. Amy: We should take Dr. Harris up on her offer and use the Guided Pathways option as a way to keep some of these electives and makes sure they can still fill.
	15. Jill: How do we all feel about this? Should we think more about how we want to strategize on these LIT courses? Or should we go through them now?
	16. Jill: Who wants to work on revising these outcomes?
		1. Scott volunteers to do both AML Lit courses and later British LIT II. Jill volunteers to do Women’s LIT and World LIT. Mark volunteers to do African American LIT (AML 2600).
		2. Lenny: The Special Topics course can become an Elective.
		3. Scott: Contemporary LIT can also become an Elective.
		4. Jill: Maybe Shawn or David can do British LIT I?
9. **1101 Discussion (New State Standards):**
	1. Jill: The state’s remarks need to be included every time, or else the course could be rejected. We will also need to adjust some of our language to better fit with the new standard.
	2. State Learning Outcomes need to be the first ones listed on a syllabus.
	3. Lenny: Do we revise the state language in our syllabi?
	4. Jill: From what I understand, we can look for redundancies that we can edit out that are already on the state outcomes. We can potentially add one sentence of our own to the description section.
	5. Lenny: It’s probably best if we don’t edit our outcomes unless we absolutely have to.
		1. Agreement
	6. Amy: Our current outcomes are more specific and easier for assessment.
	7. Jill: My only concern right now is that 4000 word sentence. I’m not sure where that will go. Otherwise, are we all okay with this going through?
		1. Agreement
10. **1102 Discussion**
	1. Clarification on changes to 1102: It is staying but there will be a public speaking component. The ability to “write clearly and engage in Public Speaking.” For example, a verbal defense of a Topic Proposal or a group presentation would fill this requirement.
11. **LIT 2000 Discussion**
	1. Jill: For most of the outcomes, they align with the new state standards. The only language that could be problematic is the “ethical and cultural problems” phrases in the Human Condition section.
	2. Lenny suggests cutting that language out.
		1. Agreement
	3. Jill: How do we feel about the other use of the word “ethical”? Do we think that might cause problems?
	4. Cara: We could be vaguer with that section if we need to and change it to “a variety of perspectives.”
	5. Mark: Or we could switch “ethical” with the word “critical” or “analytic.”
	6. Jill: I will send it to Shawn and see what he thinks. Is everyone good with the rest of the wording in the SLOs?
		1. Agreement
12. **Writing Intensive Courses:**
	1. Jill: Do we want to discuss the Writing Intensive change to other courses?
	2. Cara: We recommend voting no.
		1. Agreement
13. **Misc. Updates:**
	1. Scott: There’s a new app called Perusall that I will try this summer and it integrates with our Canvas gradebook.
	2. Jill: I will also keep you all updated on Packback.
14. **New State Standards Copied Below:**

**State Gen Ed Standard**

1007.25 (3)(d) General education core courses must meet the following standards:

a.       Communication courses must afford students the ability to communicate effectively, including the ability to write clearly and engage in public speaking.

b.       Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

c.       Social science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues.

d.       Natural science courses must afford students the ability to critically examine and evaluate the principles of the scientific method, model construction, and use the scientific method to explain natural experiences and phenomena.

e.       Mathematics courses must afford students a mastery of foundational mathematical and computation models and methods by applying such models and methods in problem solving.

1007.55 (1)

a.       Meet the course standards as provided in s. 1007.25; and

b.       Whenever applicable, provide instruction on the historical background and philosophical foundation of Western civilization and this nation’s historical documents, such as the Declaration of Independence, the United States Constitution, the Bill of Rights and subsequent amendments, and the Federalist Papers.

**State Core Gen Ed Course Profiles**

Communication

**ENC 1101 – English Composition**

This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication.

Student Learning Outcomes:

* Students will apply rhetorical knowledge to communicate for a range of audiences and purposes.
* Students will employ critical thinking to analyze forms of communication.
* Students will engage in writing processes that involve drafting, revising, and reflecting.

Humanities

**LIT 2000 – Introduction to Literature**

In this course, students will be assigned readings representative of a broad range of literary genres and cultures. These readings will cover a variety of literary movements and historical eras. The readings will include, but are not limited to, selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation.

Student Learning Outcomes:

* Students will identify a variety of literary movements, historical eras, and/or cultural contexts.
* Students will demonstrate critical thinking and analytical skills.

**Meeting Ends: 3:29 P.M**