English Department Meeting Notes – April 2025

Friday, April 11th, 2:00 PM – 4:00 PM

Zoom: <https://fsw.zoom.us/j/84699070938>

**Attendance**: Shawn Moore, Leonard Owens, Hannah Johnson, Victor Triay, Lynn Embick, Thomas Wayne, Sara Dustin, Laura Henning, Mark Massaro, Jill Hummel, Michael Barach, Brandi George, Eric Ivy, Eddie Krzeminski, Cara Minardi-Power, Amy Trogan, Jeremy Pilarski, Scott Ortolano, Ihasha Horn, Tim Bishop, Jason Calabrese, Suzanne Bidenbach

**Absent:**

**Meeting Starts**: 1:44 P.M

## **Agenda**

1. Reading and Approval of Minutes from March
   1. **Notes Approved**
2. **Updates for the Department**
   1. Advising
      1. Shawn: Advising can’t be today. They are very busy at the moment, so we look forward to having them here in the future.
   2. DE
      1. Cara: No real updates right now. Should I recommend DE faculty come to graduation?
      2. Shawn: They can if they want to, but they are not contractually obligated. I’m not sure if there is a protocol, I’ll have to ask.
      3. Lenny: If you do have any faculty that are interested, they should probably go to the 3 P.M since that’s when the DE students will graduate.
   3. Curriculum
      1. Jeremy: We have our last meeting next week. It will be a brief meeting. I need a replacement for Dr. Evans. I’ll reach out and see if I can find anyone from their department.
      2. Shawn: Mark are you good for continuing as rep?
      3. Mark: Sure
   4. GEAC/WAC
      1. Suzanne: Cara and I have been working on the WAC proposal and are both on GEAC. We are requesting a standing committee from the union. We hope there is some support for this.
      2. Cara: McClinton has asked for some evidence for how WAC will work. That will be our next hurdle. It will go by the union soon.
   5. Assessment
      1. Amy: I’m meeting with Monique next week. At this point, I am looking at the current feedback and have shared it in an announcement. We want to focus on what we are doing in terms of AI and assessment and course design. If you all have any more input, please let me know.
      2. Amy: I also see other great opportunities for assessment with the new 1102. The new WAC position will also make a positive impact.
      3. Cara: Did we stop assessing 1130?
      4. Amy: Yes, we have suspended what we have done in the past for now. There is an opportunity to measure 1130 in a different way and we can do that moving forward.
      5. Lenny: From my time as chair: As a department, we decided to suspend our assessment goals last semester. Our goal was to pause and figure out what we want to assess. We had way too many assessment goals and we are starting over from scratch. So that’s probably what happened with 1130.
      6. Shawn: I asked Joe about graduation and retention rates. We do have data for graduation rates for SoAHSS. I will look at this and see how we are impacting our students with graduation rates. Going forward, we will need data-driven evidence.
   6. Professional Development
      1. Lenny: We are wrapping things up for the semester. There are some funds available for the Ancillary fund. We don’t approve a lot of travel over the summer since most of us aren’t here.
   7. Continuing Contract
      1. Shawn: No real updates here.
   8. Clubs/Illuminations/Creative Writing
      1. Brandi: I wanted to thank all of you who came out to the readings.
      2. Ihasha: Shoutout to Dr. George and her reading was breathtaking. It was a real positive experience for my students.
      3. Ihasha: The CRW club is pretty much done for the semester. We will do one more event for Sustainability Club. The students have finally got around to making signs. I am reaching out to Bucs Corner about an event where students and staff can plant something in honor of somebody.
      4. Shawn: I met someone who runs Groovy Growing. I gave them your information as a possible resource.
      5. Ihasha: We’ll also be working on decolonizing the gardens over the summer. If anyone wants to be on board, let me know.
3. **1102 Discussion**
   1. Department will review all material submitted to the GoogleDoc (<https://docs.google.com/document/d/1inMw_P88iNohFBqMm8q8_sOESAXD9cR0Rs0eoLXnFkg/edit?usp=sharing>) and will begin structuring a framework for course design.
   2. Please bring all reading material and anything you’d like to see added to the OER to this meeting as well.
   3. The goal for this meeting is to create assessment ideas for the three module categories we agreed on during the last meeting.
   4. Shawn: For the organization, we begin with classical argumentation, then we move on to contemporary forms of argumentation. Lastly, we have ethical and cultural argumentation which will focus on civil and civic discourses. Now that we have a structure, we need assessment ideas.
   5. Jill: For 1102, my changes to address AI have worked well except in online courses. I went through some old assignments and found a definition argument where they had to argue about a person who had a positive influence on society. We crafted this definition as a class. Based on that definition, they had to argue that their choice of person was a positive influence on society. The students had a very positive reaction. I was thinking of bringing this back and combining it with a visual argument.
   6. Lenny: During our last meeting we talked about each Module having two assessments. If we went with Jill’s idea, the smaller assignment could be to create the criteria, and then the next step is the paper/visual. I think the smaller assignment leading into the bigger assignment would be a good idea.
   7. Shawn: Those are good ideas, along with the Fake News Multimodal assignment.
   8. Lenny: Scott’s Place Analysis essay could be in the first module. We can link that to the Rogerian possibly.
   9. Ihasha: I did a similar program in Australia. It was about narratives in geography. I can send it along to you all. For my online sections this semester I chose some lesser known poets for the rhetorical analysis to curb AI use.
   10. Cara: A friend at another college does a Place Analysis but it focuses on monuments.
   11. Shawn: I’ve tried that and it works.
   12. Lenny: Maybe the Place Analysis can be a local place (a park, a restaurant, etc.). Maybe the bigger assignment for that Module can draw on Rogerian/Toomlin arguments and focus on a historical place?
   13. Shawn: Comparing the different sides of the same town might be interesting.
   14. Jill: What if they created their own historical monument and explained their rhetorical choices?
   15. Jill: My only concern with historical monuments is that it could be like the famous speeches. If they’re well known enough, students could Chat GPT it.
   16. Shawn: I’ve been trying this out with art at the end of the world as a topic.
   17. Shawn: As for the AI: everything that we do we will put through AI to check what kind of responses we get.
   18. Shawn: Alright, moving on to the final section for ethical concerns. Any ideas? Last time, the idea was to have a way for students to engage in something serious like civic dialogue.
   19. Shawn: For my 1102s, my final paper is an ethical argument. We discussed whether it’s ethical to require the use of AI in higher education. I had them sign a contract that they would not use AI for this particular project. As the students learn more about AI and privacy issues, many become disillusioned with AI.
   20. Jill: Maybe we can include the idea of civic duty in this section?
   21. Lenny: That could work. Maybe the smaller assignment is a current civic issue and then they define their own ethical relationship with that issue. For instance, how do they navigate AI? This could lead into the Multi Modal project. We could save it for this Unit.
   22. Suzanne: One idea is persuasive public writing.
   23. Lynn: I do a collaborative policy brief and later a website/blog/film to advocate for local policy change.
   24. Shawn: I’ve tried something similar. They pick a local public office they would run for and they create a “campaign” for how they would run for that office.
   25. Ihasha: We could add something about the environmental awareness and the hidden histories of what is around us. For instance, the Caloosahatchee and what it means and the history behind it.
   26. Shawn: This sounds good so far. Any other ideas?
4. **LIT 2000**
   1. Shawn: We’ll start working on the LIT 2000 shell in the Fall. I asked Mark and Eric to help me with the design side. Mark has DEV 101 and Eric will do so. Rebecca has a shell she’s been working on. This might be an easier process for us. In the Fall we will have an outline and some ideas. We’ll do the same process that we did for 1102.
   2. Mark: Are we going to do a Google Drop where everyone can contribute?
   3. Shawn: Yes. Discussing the pedagogy is important because our choices are in our Meeting Minutes.
5. **Updates on OER:**
   1. Lenny: Since we are transitioning to OER for all 1102 sections in Summer. I’ve been looking at other OER books and found some stuff that will cover “the basics.” I’m adding a section about Writing with Rhetoric, Toolman/Rogerian argumentation, logical fallacies. I’m also adding Argument/Opinion chapters and a LIT analysis chapter.
6. **Final Thoughts:**
   1. Shawn: We are going to work on that development over Summer. In Fall we should have the 1102 shell. Now that we know what the redesign will look like, you should start thinking about what changes you want to make in your ground classes.
   2. Shawn: Over Summer I will be working on a better Onboarding for faculty. Every faculty member will get a Module that has our important department resources. This has snowballed into me creating one for SoAHSS with other department chairs as well.
   3. Shawn: The other thing I will be working on is our AI best practices document. We will add this to our syllabi but also what the typical responses are.
   4. Shawn: For me personally, I grade based on the minimum outcomes for a paper, so I don’t have to have the AI conversation with students.
   5. Shawn: Admin liked the idea of me doing a community of practice for practical assessment for AI use.
   6. Amy: There is a rubric but also there’s a redline for whether an essay meets the requirements.
   7. Shawn: Almost everything the students use from FSW has AI implementation now. We will have to take the lead on this AI stuff.
   8. Suzanne: The policy that you use, I wondered if those work as well with the asynchronous courses. My ground courses are fine, but the online courses are tough to navigate in terms of AI.
   9. Shawn: Yes, this works well for the online courses. It’s less needed for face to face.
   10. Victor: Shawn, can you share the three things you look for concerning AI use?
   11. Shawn: The three things I look for: 1. General language over specificity. 2. Weak source integration. Why I put this in there is that most AI’s only do parenthetical citations. 3. Lack of synthesization across different ideas. For example, I have them do the same argument in two different disciplines (such as nursing vs humanities). Chat GPT cannot make that connection.
   12. Jill: I’m glad you brought this up. The academic integrity issue still exists. We need to have a conversation with admin. I think a lot of people are fed up with teaching asynchronous.
   13. Shawn: I think we are all wondering about how to adapt so I will be taking some time over the summer to come up with some practical documents.
   14. Eric: I want to add: For the third project, could that be more of a moving out into the world assignment and applying it? AI won’t be able to do this. Setting up a hypothetical event? Would we be allowed to do that?
   15. Shawn: We could talk to Katie about service-learning events. In terms of actionable, we would work on the legality of it.
   16. Eric: I would be interested in this because there are less and less promoters/venues in our area. Young people would be great at seeing those opportunities. Laura inspired this idea.
   17. Lenny: For the final assignment, we can require them to be very specific about where they are going to post their campaign materials and that would still require them to go out into the community.
   18. Shawn: As professors, we could pick something and we could make those connections too and we could bring that back into the classroom. We directly communicate with our communities, and we need those connections.
   19. Scott: Question about the 1101 master course. This summer I was going to use Brain Fuse in place of the current self-evaluation. If that works, do you want me to swap that out for the course?
   20. Shawn: Having it as an option is a good idea, but don’t require it.
7. **Final Thoughts**
   1. Shawn: If you were a mentor this year, please email me your name along with your mentee’s name.
   2. Shawn: As a final word, we’ve had compliments from every administrator on campus. You all did amazing. See you all in the Fall!

**Meeting Ends**: 3:26 P.M