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Minutes

Writing Implementation Committee

2009

October 21, 2009

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Writing Implementation Committee

Minutes Oct. 21, 2009

DRAFT

Members present: Mary Ann Bushman (chair), Stephanie Davis-Kahl, Zahia Drici, Joel Haefner, Deigo Mendez Carbajo, Carolyn Nadeau, Jean Pretz, Tom Quinn.

The agenda was distributed prior to the meeting. We began at 3:30.

1. Implementing the sophomore requirement.

Mary Ann reported that rough estimates suggest that we will need 550 seats for sophomores next year in writing-intensive courses. If we assume that they have 3-4 semesters to complete the requirement and that each will be capped at 15 as Gateway courses are, then we will need 36 courses over 3 semesters. She is going through the list of WI courses listed in the catalog, along with others approved for WI credit late last spring to see how many might be open to sophomores. She will check with chairs to see which ones are open to sophomores to get a sense of how many more courses will be needed. The committee discussed the effect of staffing these courses with staffing Gateway courses. It was noted that faculty who teach such intensive courses should receive rewards, as the writing program had been designed. We also discussed the effect that reduced funding from FDC would have on incubating new courses. Mary Ann reported that last year's agreement with FDC, that worthy WI proposals that exceeded the Mellon grant funds would receive high priority from FDC funding, is no longer in effect, according to an e-mail she received from the chair of FDC. The Mellon grant provides for only 3 more grants for this year.

2. The committee discussed briefly the language defining "writing intensive courses" in the general education handbook. We agreed that the language needs to be more specific, especially about expectations for the kinds of writing and the number of pages to be produced.

3. Results of last May's senior assessment

Joel Haefner distributed his quantitative analysis of the assessment of senior papers done last May. The committee noted that so far, the information revealed that the writing was weak in its assessment of its audience and in speculating about consequences and implications of arguments.

4. The committee then discussed the outcomes statements each sub-group had produced. We noted overlaps in our different approaches to the task (writer, writing process, written product) but decided that these were in fact strengths of the document. We spent a long time discussing how creative writing might affect and adapt our goals, and we agreed to try to incorporate more language that would

address this kind of writing. We also discussed the form of the final outcomes statement and how it would be used.

The meeting adjourned at 4:30. Our next meeting is scheduled for Nov. 11. The agenda will be return to the outcomes statement, and to review the results of Mary Ann's review of sophomore courses.

Submitted by

Mary Ann Bushman