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November 11, 2009

Writing Implementation Committee, Illinois Wesleyan University

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## Minutes Writing Implementation Committee 11.11.2009

Present: Bushman (chair), Pretz, Davis-Kahl, Drici, French, Mendez-Carbajo, Nadeau, Haefner (ex officio).

Called to order: 3:33 p.m.

Stephanie Davis-Kahl demonstrated the recently-established Writing Program area of the IWU Digital Commons, where faculty syllabi, assignments, and scholarship related to the teaching of writing, as well as outstanding student writing, can be uploaded and accessed locally.

Joel Haefner demonstrated the still-evolving Writing Program website, implemented by student worker Nick Nichols. Committee members were encouraged to access the site and make suggestions. SDK suggested video “interviews” with IWU faculty and students about what constitutes good writing.

There was a brief discussion, since freshmen are currently registering for spring and may terms, as to whether they are aware of the sophomore-level writing intensive mandate. Consensus among committee members was that advisors were well-informed on that requirement.

Discussion turned to the committee’s continuing drafting of a learning outcomes statement for the Writing Program. Three different components of the document have been drafted: the student as writer, the written product, and the writing process, each having been drafted by subcommittee.

Diego Mendez-Carbajo raised the problem of formatting these three different sections in a way that was consistent and easily understandable.

Committee members discussed individual statements in each section, e.g., the statement about “pleasure in writing” in the student as writer section.

Jean Pretz proposed a nifty triangular graphic to represent the three sections of the learning outcomes draft.

SDK suggested that Mary Ann Bushman briefly outline the activities of the Writing Program and the WIC at the Dec. 7 faculty meeting.

Another meeting was slated for Wed., Dec. 2, at 3:30 p.m. in Ames 214 to decide on an overall format/structure for the learning outcomes statement.

Submitted by: Joel Haefner