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Writing Implementation Committee, Illinois Wesleyan University

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WRITING COMMITTEE MINUTES 11.18.2010

Present: C. Ferradans, C. Sweet, J. Haefner, M. A. Bushman, Z. Drici

Convened at: 4:08 p.m.

MB reviewed the grants upon which we had previously agreed: 3 CD grants for the development of new or revision of existing Writing Intensive, mid-career courses; writing intensive/information literacy partnerships between writing faculty and library faculty; innovation for the teaching of writing awards; and grants to develop teaching portfolios for writing intensive faculty.

MB also announced the January 8 symposium on writing assignments, to be led by Chris Anson; JH reported that 12 had already signed up. MB recounted a conversation with Diego Mendez-Carbajo in which DCM doubted that Economics faculty would be interested in a potential speaker for business writing but would be interested in an expert on writing with numbers, and he had some suggestions for this. MB noted that there would need to be significant commitment before we committed to a workshop on business writing.

CF reported that Hispanic Studies had added an extra section of Spanish 280 largely because of demand for sophomore-level writing intensive classes.

After some discussion, it was decided that the three \$2000 CD grants should go through the usual CD process, and that the call should give preference to new classes but not exclude the revision of existing classes to qualify for WI status.

Discussion of teaching innovation awards ensued. MB asked how we would define innovation; JH suggested that innovation in the teaching of writing could be a unique syllabus, a semester-long project, a sequence of writing assignments with a rationale, and/or a new pedagogical strategy. Following an article provided by Zahia Drici, it was pointed out that a) innovation happens all the time in the course of teaching and that b) competitive awards might not be the best way to build a consensus-driven culture of writing on campus. CF suggested that in lieu of an award the Writing Program host a two-day Teaching Innovation Institute in May. This met with general approval.

CS noted that following a recent presentation on faculty-library partnerships there was considerable interest in integrating information literacy more fully into classes. After a brief discussion, it was decided that the Writing Program would offer three \$2000 grants for course development that incorporated a partnership between a faculty member and a library faculty member, proceeding through the usual CD process.

There was a brief discussion of the Writing Program Learning Outcomes Statement draft. No substantial revisions were suggested.

We then turned to the portfolio grants. The committee decided on four grants of \$1000 each, with half the stipend to be awarded in January; the portfolios themselves due May 2.

Assessment of the portfolios would take place in May or June. For the January submission, a listing of writing intensive courses taught and syllabi would be required (Points 1, 2, and 4 set out in an earlier draft of the call for submissions), while the full portfolio, with a statement of teaching philosophy and rationales, would be due at the May date.

MB also noted that next semester the committee would have to tackle revisions to the Writing Intensive criteria as laid out in the General Education Handbook, since a November workshop on the Writing Intensive flag for our self-study process revealed extensive dissatisfaction with those criteria from WI faculty.

Adjournment: 5:05 p.m.

Submitted by J. Haefner