



2011

September 7, 2011

Writing Implementation Committee, Illinois Wesleyan University

Recommended Citation

Writing Implementation Committee, Illinois Wesleyan University, "September 7, 2011" (2011). *Minutes*. Paper 24.
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Minutes Writing Committee Meeting Wed., 7 September 2011

Convened: 4:10 p.m.

Present: C. Ferrandans, D. Mendez-Carbajo, C. Sweet, J. Haefner, M. Bushman

Mary Ann reviewed two pending grant applications, particularly an extension of our just-expired Mellon grant for the writing program, the outlook for which is optimistic; the grant money would start Jan. 1.

A discussion of changes to the Writing Intensive flag goals and criteria language followed. Mary Ann presented again the draft of changes to that language that we had already discussed last year. The committee reviewed the draft and suggested a few more changes. Mary Ann will probably present this revised draft to a General Education lunch event co-hosted with Becky Roesner on Oct. 7th.

Joel presented an outline for the Gateway Essay Contest. After discussion, it was decided that while collected submissions would happen throughout the year, the evaluation of the submissions would have to be delayed until the following fall, to be fair to spring Gateway students. The prize (\$150 for first place, \$75 each for two runner-ups) would still be awarded in mid- to late-September.

The committee then turned to the administrative structure draft for the committee that Carmela and Becky Roesner had worked on last year. In particular, there was discussion about the role and authority of the committee in relation to evaluating and vetting Gateway course proposals, and changes to that system that might make sense. Diego proposed that the writing committee be given equal status with CD and AS as branches of CC. Carmela also speculated about the possibility of offering the Gateway as a pass-fail course.

Mary Ann also briefly recounted her experiences at a 3-day Teagle meeting in early summer. One conclusion she reached was that we should have a learning outcomes statement for the Gateway. There was some discussion about the mechanism for generating such a document; Carmela and Mary Ann favored the method that resulted in our program-wide learning outcomes statement. Diego raised some doubts about using student papers as a methodology.

Adjourned; 5:15 p.m.

Submitted by: J. Haefner