# Writing Committee Annual Report, 2017-2018

## Members

Sherrill Brown, Pharmacy 2018 - Chair  
Amy Ratto Parks, English 2018  
Jody Pavilack, History 2018  
Bernadette Sweeney, Theatre (spring) 2018  
Pam Stiehl, Theatre (fall)  
Jessica Dougherty-McMichael, Missoula College 2018  
Erin Baucom, Mansfield Library 2019  
Stephen Yoshimura, Communication Studies 2020

## Ex-officio members

Kelly Webster, Director, Writing Center  
Jacob Hansen, Writing Center  
Erin Wecker, Director, Composition Program  
Nathan Lindsay, Associate Provost  
Charity Atteberry, Academic Advisor

## Business Items

* Writing Course Review: Three new Advanced Writing Courses were approved. One was eliminated and one had a title change.
* Professor Ratto-Parks presented the UPWA data analysis to the Committee. Members were sent the final [UPWA report](https://cascade.umt.edu/renderfile/657c06720a0a0468014a4fd2aae36306/committees/writing_committee/UPWA1/2017-UPWA-Report-.docx) for information. She requested feedback from the committee regarding the usefulness of the various UPWA data analysis.
* A message was sent to intermediate writing instructors reminding them of the requirements.
* The symposium was held on November 1st from 1:00-3:00 p.m. Approximately 20 people attended
* The committee briefly discussed the data analysis of transfer students exempted from intermediate writing courses. The [Motion /catalog language - removal of Intermediate Writing Course Exemption](http://www.umt.edu/facultysenate/documents/FSDocs17-18/Revision27credit_12-7-17.docx) was approved by the Faculty Senate in December.
* Spring UPWA Workshop was held on Friday March 2nd. Professor Ratto-Parks found new shorter anchor papers.
* The AP English Literature Placement exam equates to LIT 110. At UM LIT 110 is also an Intermediate Writing Course. Although the Writing Committee is not supportive of students missing intermediate writing through transferring a CCN course, out-of-state equivalent course, IB or AP exam equated to LIT 110, it must honor the equivalency status and allow the intermediate writing credit. *Chair Brown attended an advising conversation to discuss the LIT transfer issue.*
* The Director of Literature joined a meeting to discuss the LIT 110 transfer and IB/ AP equivalency data. The data from the past four years didn’t show a significant number of students not taking an intermediate writing course at UM or performing poorly in the subsequent advanced writing course. The Committee is more concerned with the students taking LIT 110 as a dual enrollment course at high school and receiving credit for Intermediate Writing.   
     
  Chair Brown received a response from OCHE regarding dual enrollment for LIT 110. “Dual enrollment students engage in three different modes: Early College-online, Early College-on campus, and through concurrent enrollment which is in their high school.  LIT110 is offered at UMW, UM, MSU, MSUB, MSUN, GFC, Gallatin, Helena, Miles, Dawson (online), FVCC, and Missoula College. There were **217 LIT110 dual enrollment students in the MUS last academic year**. None from UM/Missoula College.” Missoula College provides more structure for dual enrollment instructors, so many of the local high schools are opting to coordinate dual enrollment courses through FVCC or Helena. They have a staff person check in with the instructors once a year.  
    
  Approximately a third of students fulfill the Intermediate Writing requirement with LIT 110, *Introduction to Literature*. The course also satisfies the Literature and Artistic Studies general education requirement. The Writing Committee’s preference is for students to fulfill the intermediate writing requirement with a 200 level course, but historically there have not been enough lower-division courses to meet the need. Director Reimer will bring up the Committees concerns with the Literature faculty. The English Department’s curriculum is going to change again due to APASP.
* A communication was sent to instructors of Intermediate and Advanced Writing Courses and department chairs informing them of default language (below) adding a prerequisite would be added to the course description to encourage students to take the writing courses in sequence.
  + For Intermediate Writing Courses:  Prereq., WRIT 101 (or higher) or equivalent
  + For Advanced Writing Courses:  Prereq., WRIT 101 or equivalent, AND completion of one Intermediate Writing Course

Departments could opt out or request alternative language. There were only a few responses. The [language](http://www.umt.edu/facultysenate/documents/FSDocs17-18/WritingCourseDescrPrereq_4_18.docx) was edited at ASCRC and approved by the Faculty Senate at the April meeting and sent to the Registrar.

* The Committee was asked to identify recommendations that do not seem controversial and/or problematic from the perspective of curricular review; as well as recommendations that will require additional information and/or action before Faculty Senate can adequately assess impact. The recommendations that will likely impact writing courses are:
* Establish a Division of English Literature and Creative Writing. Simplifies administrative processes.
  + Consolidate MA offerings in English into one MA option. Retain the MFA in Creative Writing.

Estimated FTE Reduction: English- 6,

* Design a mechanism for integrating the School of Journalism with Communication Studies and the Composition and Rhetoric faculty from the English Department.

## Communication items

* Director Webster provided a brief overview of the [Writing Center’s annual report](http://www.umt.edu/writingcenter/docs/WritingCenter1617AssessmentReport.pdf) from last year.
* The Writing Center purchased the institutional license to use the plagiarism resource flow chart graphic. It was presented as an information to the Faculty Senate in September. An accessible version was made available in December
* A co-requisite pilot project for WRIT 101 and Math is taking place this fall. The co-req course is WRIT 101 plus, a two credit course. The English Department has been collaborating with Boise State to create the pilot. Enrollment is capped at 15 for the course and is scheduled like a lab. Students from any WRIT 101 section can be placed into the course based on their writing placement scores. . The co-req sections are not taught by a TA. The committee was provided with the assessment report from the fall pilot.
* English developed an Intro Writing Course for International Students. Dean Comer is supportive of a course to close the gap between ELI and WRIT, but there is currently no funding to teach the course.
* Students have the right to appeal the results of the credit transfers according to BOR [Policy 301.5](http://mus.edu/borpol/bor300/301-5.pdf). Camie brought this to the attention of the Admissions Evaluators, who updated the webpage to include information about students appeal rights.
* Last May the Senate passed a motion that would award students the same credit at MSU. So UM will now award LIT 110L and WRIT 101 credit for the IB exam English A: Literature. UM had only been awarding LIT 110 credit.
* Violet Hopkins from the Admissions Office met with the Writing Committee to discuss possible credit for WRIT 201 for the AP Diploma. Some high schools, including Sentinel are now offering the [AP Diploma](https://aphighered.collegeboard.org/courses-exams/ap-capstone) which includes 4 AP exams of the student’s choosing and a Capstone (AP Seminar and AP Research). Other universities (Duke, Stanford) give credit for a college- level writing intensive course and admittance to the Honors College with a merit award. The focus of WRIT 201 is on rhetorical reading and writing, so would not be a good match for a research paper. The credit should depend on the type of research conducted by the student and will need to be decided on an individual basis. ASCRC met with the IB Coordinator from Sentinel High School and the Dean of the Honors College. The Capstone courses will be articulated with HONR 190 Research and HONR 194 Seminar.
* The Writing and Public Speaking Center is planning a partnership with the Graduate School and possibly the FDO to create a workshop series for graduate student TAs. The workshop series would focus on teaching and, specifically, on teaching with writing for TAs who read, respond to, and grade papers.
* Librarian Megan Stark informed the Committee of changes to the information literacy instruction offered by the Library necessary due to the loss of faculty and staff. Workshops will no longer be offered for Intermediate Writing Courses. There are several online videos and Moodle tutorials that can be used by instructors to meet the information literacy learning outcome. Professor Stark will still support WRIT 101, COMM 111 and the Freshman Seminar. She will no longer be able to individually support Intro to Honors or Athletics, and Ways of Knowing. A Library Lab similar to the Writing Center’s Side Car will be piloted for Advanced Writing Courses in Humanities, Social Science, and Science. Instructors of Advanced Writing Courses are sent an invitation for specialized instruction but only a quarter to a third takes advantage of the resource. This will be offered in tandem with the Pilot next fall.