# **ASCRC Writing Committee Meeting**

Monday, February 6, 2016, 10:00 a.m. -12:00 p.m., GGB 225

Call to Order
Chair Brown called the meeting to order at 10:00 a.m.

Members Present: S. Brown, J. Gallo, J. Pavilack, A. Ratto-Parks, T. Slater, B. Sweeney
*Ex-Officio Members Present:* G. Gardner, N. Lindsay K. Webster, E. Wecker
Members Absent/Excused: E. Baucom, N. Duke, E. Holst

The minutes from 11/7/16 and 12/5/16 were approved.

Communication

* The Committee discussed the message sent to Provost Edmond from Deputy Commissioner Cech. It indicates UM is in violation of BOR policy 301.5.5- courses determined to be equivalent shall be accepted as if the course had been taken at the receiving campus. In particular this means students transferring within the state with a course that is an intermediate writing course at UM will not be required to submit additional documentation to demonstrate the course met the requirement. Professors Ratto-Parks and Wecker brought this to the attention of the Literature faculty. The department is considering rethinking LIT 110, *Introduction to Literature* which is commonly transferred from other MUS campuses, but does not currently fulfill the UM intermediate writing requirement. The course counts towards the major and general education, but may be more appropriately offered at the 200-level. From an advising standpoint, the current practice is confusing for students. There are also many students entering the university with dual enrollment courses. Students may not be prepared for advanced writing courses if they have not had assignments in other classes with similar learning outcomes as intermediate writing courses. Chair Brown will reach out to the Director of Literature, Professor Baker.

Composition is already looking into norming the curriculum of WRIT 201, College Writing II and looking at course descriptions of the common course offered at other MUS campuses.

* Professor Wecker received a grant to conduct research on Dual Enrollment in collaboration with Washington State’s Running Start Program. The case study with involve 50 students and 25 instructors. Six hour interviews will be conducted with each participant and students will be paid for their time. In Montana instructors teach both populations of students in the same class. Some are getting college credit and some are not. One question is whether this context helps the students succeed.

## Business Items

* Professor Gallo will check-in again with the instructor of RLST 369 Contemporary Traditions of Asia regarding the request for follow-up. The course was pending from the fall review.
* Brian French, the Executive Director of the Office for Student Success is still working on getting student performance data on students exempted from the intermediate writing course due to transferring with 27 credits or more. The Committee would like to review the data before moving forward to officially eliminate this rule. It will also need to consider how a test-out option might be managed.
* The Assessment Subcommittee Workgroup will be meeting next Wednesday. Professor Ratto-Parks has looked at the data. The majority of students have taken multiple writing courses. One observation is that many of the students earned A’s or B’s in the intermediate writing course but their assessment paper received a 2 at the retreat. An obvious issue is the disparity between the instructor and the assessor. This year a message will go out to intermediate writing courseinstructors asking for their feedback on a preferable date (April 7th or April 21st) and what would make it possible for them to attend. Amy has some ideas on how to improve the retreat. These include a norming activity that can take place before the retreat with a blend of on-line and in person content. The reading needs to be more efficient. A follow-up symposium for the participants to discuss the results and findings may also be helpful. The Writing Center has $2,000 in the budget for the retreat. The on campus venue works the best. Amy will investigate the Sky Club and the Canyon Club.
* The information Consistency Workgroup has not yet met, but is in the process of dividing the work.
* Director Webster and Professor Ratto-Parks may create a Plagiarism Chart over the summer. Professor Ratto-Parks sent committee members a chart that she uses in her courses. Instructors should be having discussions on how to use resources meaningfully. Students should be learning academic integrity in lower division courses. Professor Pavilack noted that the “Student Guide to Plagiarism” link previously available on the library website has changed. She put this on her syllabus and was surprised to learn that it was no longer working.
* Chair Brown received an email inquiry from Sociology asking whether an upper-division writing course could be substituted for an intermediate writing course. This is not a practice that the Committee would like to encourage. Any exception to the sequence should remain to be determined through the graduation appeals process.

## Adjournment

The meeting was adjourned at 11:55 p.m.