

Summary of June 19th Meeting

Present:

Larry Doll, Architecture	Pat Davis, Pharmacy
George Wead, Communication	John Ruszkiewicz, English
William Bennie, Education	John Kupersmith, General Libraries
Charles Roeckle, Fine Arts	Mark Gregg, Learning Skills Center
John Weinstock, Liberal Arts	Mary Duffy, Nursing
Jim Vick, Natural Sciences	Marilla Svinicki, CTE
Suzan Armstrong-West, VP Academic Affairs	

Note: Items with asterisks indicate a request for action by you.

- I. The meeting began with a list of the potential faculty seminars which could be offered and which are currently being planned. They are:
 - a) Training Seminars for Substantial Writing Component Courses - (Description attached - presented to the group by John Ruszkiewicz) designed as an overview covering all aspects of writing in courses. Initial offering will be July 6th (8:30-12:30) Dr. Maxine Hairston. Repeated the following week by Dr. Lester Faigley (time as yet unknown) and several additional times depending on the demand.
 - b) Structuring assignments (Description attached - presented to group by John Kupersmith)
 - c) Leading students through revision with feedback - suggested by Mark Gregg
 - d) Commonly encountered writing problems
 - e) Ways of using writing in classes of all types w/o overburdening yourself
 - f) Handling the paperwork
 - g) Assigning grades to written work

Additional suggestions - How to use TAs in these courses

It was also suggested that videotapes of the sessions be made and circulated to the various college media centers. Availability through the UGL is another possibility.

The group requested that they be kept informed of the scheduled activities so that they could assist in publicizing them. An initial mailing about the July 6th session could be accompanied by a cover letter from each committee chair informing faculty of its availability and urging participation. The group requested a sample be written. It is attached.

Each chairman was given a list of faculty in his or her college whose courses have been certified as substantial writing courses or who have expressed an interest in writing courses by some other means. The group requested that they receive lists of courses in other colleges which have been certified. The Fall list (courtesy of John Kupersmith) is attached. A Spring list will be forthcoming later.

- II. A second service which was requested was an annotated bibliography or set of readings. John Kupersmith reported that he has mentioned this to the various bibliographers and will pursue this further. A question was raised about the most efficient way of providing such materials. It was suggested that master sets be distributed to the writing committees to distribute as they deemed most appropriate with additional sets placed on reserve in the appropriate special library branch.
- III. A third service discussed was the newsletter on writing. Several topics were suggested:

- a) An upbeat pep talk on the value of increased writing
- b) A "why this newsletter" discussion
- c) Examples of use of writing in practical terms by faculty
- d) A discussion of plagiarism
- e) Writing by foreign students
- f) A question of support services
- g) A description of support services
- h) The use of sub-editors within each college to describe specialized uses of writing
- i) A synthesis of what has occurred in each college

There was a general discussion about whether an article describing the original Vick committee's intentions and those of the subsequent Kelley committee would be desirable or possibly too restrictive. Someone suggested a history of the requirement would help. Another suggested descriptions of each colleges' approach or interpretation might be worthwhile. It seemed that, while most were receptive to the idea, it might be best to postpone that topic temporarily and discuss it more at a later date.

George Wead suggested that the proposed title of the newsletter had implications which were not intended. Everyone agreed and the title is being changed.

As far as distribution is concerned, the original intention was to provide it only for the faculty actually working on writing courses. Charles Roeckle noted that we would be reaching "the converted" and suggested that the first issue (hopefully a very persuasive one) should go to everyone and those who were interested would request to continue it. Unfortunately this creates technical difficulties for Marilla.

- * Would you be willing to distribute the first issue along with the July 6th announcement and your cover letter accompanied by a return sheet indicating their interest in either receiving the newsletter, attending the session or both which would come back to CTE and then we take over keeping track? We would, of course, keep you informed

about who gets what. I have enclosed one sample cover letter plus enough July 6th announcements and newsletters for you to send out to your initial list of people. If you do not wish to do this, please let me know. Also the July 6th announcement has gone out on a general faculty mailing just in case. If you would like to send out more copies of the newsletter, you can either go ahead and make the extra copies you need or let me know how many more you want.

IV. Sessions for TAs were discussed. In order to assist those departments and colleges who will be using TAs this year, we got an initial rough estimate of how many would be involved. The number was around 50. Most people agreed with an early Fall set of sessions.

* In order to plan for topics, the group agreed to go back and poll the supervising faculty about what kinds of backgrounds their TAs would have (probably mostly in the discipline, not in writing) and what their likely duties would be (probably liaison with the students). (Please do this by the first of August and then call Marilla.)

We will then reconvene later this summer to plan the topics for the TAs.

The question was raised about whether this was a long term commitment to offer the seminar. Concern was expressed by several members of the group about the use of TAs in these classes. Unfortunately they also noted that the availability of TAs had been an incentive for some faculty to agree to teach the courses and that the problem will get serious in two-three years when the freshmen entering under this new requirement hit their junior year. More discussion is needed on this and will be scheduled when next we meet.

V. Other items

- * Group members agreed to keep an eye open for faculty who could contribute ideas on writing for next year's "idea book".
- * Marilla pointed out that CTE, LSC and General Libraries staff are available to consult with faculty planning writing courses. Group members should make that known to interested faculty.

Provided by:

Marilla D. Svinicki

cc: Ken Tolo
Steve Monti
Howard Rase
George Herbert
Jack Lord