

Writing Across the Curriculum Committee Meeting Minutes

April 10, 2017

3:00 pm

Present: Susannah Berry, Will Banks, Bryna Coonin, Jen Scott Mobley, Tracy Morse, Melanie Sartore, Wendy Sharer, Ashleigh Taylor (UWC, non-voting), Kerri Flinchbaugh (UWP, non-voting)

- I. Call to order 3:05
- II. Approval of [February 13](#) and [March 13](#) minutes. Both approved pending correction to February 13 minutes of an incomplete sentence in the QEP Report by Wendy Sharer: “Sharer to have final report in the **week of February 20.**” [This correction has been made.]
- III. Curriculum: Notification: WI Removal: [SPED 5501 --](#) notification only no action by WACC needed.
- IV. Curriculum: WI Course Proposals:

NURS 4614: Research in Contemporary Issues

In accelerated BSN program. Taught in summer. About 20 students. They have already asked for Global Diversity. Taught in block format like our other nursing WI courses during summer. Students will look at an issue in health care with approval of instructor. Question – what exactly are the writing requirements? This was not clear. Journal entry/writer’s memo is required to reflect on their process. WACC requested that this be clarified. There is a summary in the application and an annotated bib in the syllabus. There are three annotated bibliographies on three different articles. These will be used in the development of their paper. If a summary is desired this should appear on the syllabus as well – this will be corrected. In the syllabus there are five course objectives. They are lining up with the objectives but how will writing the paper achieve the course objective? Rep said that it would be clearer if WACC had the outline or the rubric. It was agreed that this will be attached to the syllabus when sent to us again. Part of the writing objective is to talk about audience. How will students distinguish the nursing audience? They will write for the faculty or other professionals. This will be included in the directions for the paper. Usually in writing objectives we know how many pages they will be writing. What makes it intensive? Because we do not usually do a lot of writing in seven weeks this is intensive. Learning Outcome #3 – consider a rubric for self-checking or peer-checking. Clarify where this course fits into the stream of nursing courses. This WI is present only in the accelerated program. These are ‘second degree’ students – if ECU they likely have met the WI, but if not from ECU would they have met the WI? Rep will check with the registrar to be sure they are covered. Should also include a memo of support from the unit administrator. This was given to us at the meeting – just didn’t get scanned before. We will vote electronically. WACC committee member indicated that just one five-page paper is not enough. Discussion ensued, and it was noted that it is a summer course. All nursing WI is in the summer. Can we recommend something to allay WACC concerns? As currently

constructed this is more research-intensive than writing intensive. WACC suggests coming back to #9 – focus on the writing component. They do not talk about revision, grammar, etc. The proposal was given as 14 weeks although Rep said 7 weeks. Only one draft is required. Rep will revise. Susannah will email Rep with the WACC concerns expressed after she left. Make sure syllabus and application are in harmony.

Addendum: NURS replied on April 11, 2017 with requested information. Committee responded through e-mail of approval of WI status.—Susannah Berry

THEA 3603: Playwriting and Dramatic Literature for Children and Youth

Overview – why does this need to be writing intensive? Among the things missing is the memo from the administrator. Already taught as non-WI in the Fall. It will be part of their higher level core options. Depending on their track students will now have an opportunity to get WI requirements whatever their track. They will write plays. Will culminate in a youth theatre production. There will be a lengthy peer-feedback process and feedback from instructor. Does not mention the uploading – this needs to be addressed. Learning Outcome #1 – not clear how that will happen. Using playwrights as the primary source. Also studying theatre history. Need some language that speaks more to this. Needs to address how students are using writing to do this, not just discussion. It was mentioned that we do not normally have WI for creative writing courses. But they will engage in research-related activities – so do clarify this. Learning Outcome #2 -- what methods are used? Does not explain how they are getting there. It is built in here that they will work with different audiences. Learning Outcome #3 -- is the feedback written? Verbal? Sounds like they are indeed doing lots of drafts but make this clearer. Learning Outcome #4 – students proofread their own writing? Doesn't contain the WI statement – need syllabus also. A lot of adjustments are needed – this is not likely to get WI for the Fall even though there is a lot of writing.

V. Ongoing business

1) Writing Intensive Course Review:

a) **AHS Subcommittee:** They did not add HIMA for 4153 as we had asked. Not addressed. The others were addressed. Did not request WI removal for HIMA 4153. Course not taught since 2013 because they thought the program was to be discontinued but will be revived in 2018. Still need syllabus and updated WI with outcomes. Will ask for these. Will and Susannah will make a recommendation. We will vote to approve this pending the receipt of the info and their recommendation. Provisionally approved.

b) **COB Subcommittee:**

They are still not providing evidence of how they are helping students achieve the outcomes. They are requiring them to go to the Writing Center for 4750. This alone is not a viable method. Outcome 5 also not remedied. Encouraged to finish class early and go to Writing Center. For 4700 it is better. Peer review is explained. This is a review at this point– not a decision about whether or not the department will keep the WI designation. They only have two WI, though, so we do not want to just let it go. We

can ask that they resubmit for the first WACC meeting in the Fall or the course will not be WI anymore.
Provisionally approved

c) COE Subcommittee:

College provided requested material. There were still some courses that were not explained as detailed as committee would like, but overall the committee felt that the college had met the requirements.
Approved.

d) CET Subcommittee:

College requested WI be removed from ICTN 4020 and 4022 and request was approved during March 2017 meeting. These were the only two courses that the committee had questions about. Approved.

VI. QEP Update-Wendy Sharer – tabled due to lack of time

VII. Honors College WI Advisory Cmte Update: Will Banks - tabled due to lack of time

VIII. Update from University Writing Program: Will Banks - tabled due to lack of time

Our thanks go to Heather Ries (rotating off) for her service to the WACC committee.

VI. Adjournment at 4:30 pm.