Writing Across the Curriculum Committee
Minutes
March 12, 2018
3:00 pm

Meeting Facilitator: Jen-Scott Mobley, Chair

Present: Susannah Berry, Bryna Coonin, Daniel Dickerson, Gabrielle Freeman, Ann Mannie, Jen-Scott Mobley (Chair), Tracy Morse (ex-officio without vote), Wendy Sharer (ex-officio with vote), Heather Ries (ex-officio with vote), Kerri Flinchbaugh (University Writing Program, guest)

Invited Participants: None

I. Call to order at 3:03 p.m.

II. Minutes from February 12, 2018 were approved

III. Notifications – none received

IV. New Business

WI Review reports for the following (listed below) were approved. Chair Mobley will draft the memos to be sent to the departments/programs involved.

- Anthropology
- Biology
- Chemistry
- Classical Studies
- Criminal Justice
- Economics

COURSE REMOVALS (from the WI Review Process)

ANTH 2015 - Introduction to Biological Anthropology
BIOL 4130 – Astrobiology
BIOL 4514 - Research Problems in Biology
BIOL 3740 - Animal Behavior
BIOL 3741 - Animal Behavior Laboratory
CHEM 2301 - Teaching Laboratory Chemistry
ECON 4700 - Applications of Economic Analysis
ECON 3030 - Antitrust and Regulation
ECON 3630 - Health Economics
ECON 3750 - Economics of Poverty and Discrimination
ECON 4020 - Industrial Organization
ECON 4523 - Independent Study and Research in Economics
FORL 2661 - Latin American Literature in Translation
FORL 2665 - Don Quixote
FREN 4555 - France of the Middle Ages and Renaissance
FREN 4557 - France from the Napoleonic Period to World War II
GERM 3110 - German Business Communication I
GERM 3120 - German Business Communication II
GERM 4362 - The Classic Period
GERM 4363 - German Romanticism (ca. 1790-ca. 1830)
GERM 4500 - Popular Culture and Literature
GERM 4510 - Post-Unification Culture and Literature
SPAN 3440 - Spanish Culture and Civilization

V. Announcements

UWP/UWC (Kerri Flinchbaugh)

Professional Development: A ‘Writing as a Process’ workshop will be held on April 2 in OFE 1008.

Workshops will be held April 11 and April 12 where research will be shared. (Checking with Kerri for details on this.)

Kerri shared information about the 2018 WAC Academy.

Writing retreat in Pine Knoll Shores -- included eleven participants, a number of whom are seeking tenure. The Writing Center is collecting information from previous participants to follow up on their writing progress, which may translate to additional funding.

International Writing Center Week – Events were held in the Writing Center each day of International Writing Week. These included the ‘Why I write Campaign’ (Feb.12), ‘Commitment to Social Justice Celebration’ (Feb.13), Collaboration with the Smithsonian, involving 17-20 students in digital studio transcription of Frederick Douglass tapes (Feb.14), and ‘Postcards for Change’ (Feb.15).

QEP (Wendy Sharer)

This is the last official semester for the QEP, although the initiatives implemented through will continue because the vast majority of them have become part of the regular operations of the university. The last offering of the QEP Metacognition Workshops are scheduled for March 21, March 28 and April 4, all in Joyner 1008 (Office of Faculty Excellence).

A ‘Writing as a Process’ session on April 2 will feature four participants in a QEP Writing and Learning Community discussing activities and assignments they have developed over the course of the year, based on their readings about the writing process.

The final Writing Liaisons meetings of the semester are scheduled for Tuesday April 3 at noon in Joyner 2409 and Wednesday, April 4 at 2 in Joyner 1418. Sharer will send to us under separate cover some ideas the Writing Liaisons came up with at their last meetings for promoting student metacognitive development (many of these are about writing, but they can be adapted to other contexts as well). Please share these widely, as assessments from last summer showed that
many students still struggle in the area of learning outcome #5: explaining and evaluating their own writing choices.

Sharer will attach a copy of the updated, slightly expanded QEP writing self-analysis questions for students’ University Writing Portfolio uploads as well. Please share these expanded questions with WI faculty if you can. There’s a link to this same document in the Faculty Instructions area of the QEP website: http://www.ecu.edu/qep

Writing-Intensive assessments last summer – writing samples from writing-intensive courses in approximately half of undergraduate degree programs were read and scored by trained faculty assessors. This summer will proceed similarly with the remaining undergraduate programs. In reviewing our QEP prior to implementation, SACS asked that we include more reliability to our scoring, so external assessors will be scoring samples this summer so that we can compare with the scores provided by internal assessors.

The QEP Impact Report is due to SACS in March 2019. IPAR has hired an external consultant to review the mid-cycle report for ECU, of which the QEP Impact Report is a part. In order for the external consultant to review and provide feedback on the QEP Impact Report, a partial draft will be completed by June, with a full draft circulating to IPAR, the Writing Liaisons, and the WACC in September or early October.

Writing Foundations (Tracy Morse)

No formal report. Some informal Q&A followed, touching upon new processes for this year that may help to avoid problems that arose last year.

VI. Adjournment 3:26 pm