

PALM BEACH STATE COLLEGE

CLUSTER MEETING MINUTES

ENGLISH

Wednesday, August 20, 2014

10:45pm

BA 204

In Attendance: Brockway, Arthur J; Chambers, Lauren R; Clouse, Laura E; Cuthbertson, Charles T; Frever, Trinna S; Klauza, Matt D; Larson, Holly A; Pernal, Mary C; Pumphrey, Christopher; Schmersahl, Christopher J; Skolnick, Jenifer A; Aguila, Susan D; Baird, Diane S; Abbondanza, David L; Beck, Bruce M; Benham, Timothy L; Berg, Jacquelynn R; Brahle, Steve J; Dilgen, Regina M; Duncan, David D; Fiedler, Robin; Fine, Africa R; Galvin, Mary E; Gibson, Stephen M; Johnson, Bradley R; Klass, Traci M; Larocca, Nicholas T; Marzelli, Michael A; McDonald, Nancy D; McDonald, Patricia R; Nixon, David H; Peck, Edwin; Osterman, Patricia P; Policy, Carole D; Proctor, Roberta L; Ribar, John E; Scheurer, Vicki E; McDermott, Rachel M; Snowberger, Deborah I; Stonecipher, Melissa; St Pierre, Karin L; Tierney, Patrick C

Item #1: Introduction of new cluster members: Professor Laura Clouse, Professor Charles Cuthbertson, Dr. Holly Larson, and Dr. Lauren Chambers introduced themselves and were welcomed by English faculty.

Item #8: Setting standards for institutional plagiarism penalties: Everyone present recognized plagiarism as a serious and pervasive issue. All agreed that as a department we will need to vote by October 15th on a finalized standard. Several faculty members voiced concerns and suggestions:

- voting online to expedite the process
- submitting recommendations and concerns to Art Brockway
- asserting academic freedom, giving professors the discretionary power to decide who is a serial abuser of plagiarism and who accidentally forgot to use in-text citation
- creating an internal track system that does not violate students' privacy
- needing definitions for uniformity and clarity
- needing multiple levels of penalty
- recording students who plagiarized before they withdraw from the course

Robin Fiedler and Patrick Tierney requested all suggestions be sent to Art Brockway by September 15th.

Item # 3: Fully online/Blackboard Bedford skills class revisions:

April Harris was the guest speaker who talked about online grade input. She gave a handout on ENC 1101L schedule laying out recommendations for week by week skills and due dates.

Item #2: Bedford SkillsClass Revision: Art Brockway went over a handout (Appendix A) that listed recommended total points for each unit skill on SkillsClass. There were questions about the SkillsClass ISBN#. Art stated he will look into this and send the information to everyone.

Item #5: Revote on Amended Voting procedures: Chris Schmersahl spoke about English Cluster Voting Procedures. There are now 42 faculty members. The following were recommended:

- form a committee with a representative from each campus
- online voting
- 2/3 of faculty body need to agree
- clarification for proxy voting – written permission is acceptable

Item #6: Update on development of list of ten “essential” and ten “important” skills:

No feedback on existing document (handout – appendix C) except that it a good start. Any further recommendation be sent to Traci Klass or Art Brockway. One faculty mentioned that online spacing can dedicate to this list of essentials.

Some faculty did make recommendation:

- In-text citation (quoting) be added
- More emphasis on reading comprehension
- Cluster members can come up with tests to share

One faculty mentioned that if students want to test out of lab can go to the testing center to see if their scores (SAT or PERT) are higher enough. The students will first need to go to an advisor to get a referral form.

Item #4: Future of Bedford SkillsClass software/possible alternatives:

Changeover is difficult – the department would need a convincing reason why to change textbooks and software before three years. One faculty mentioned a glaring problem with ENC 1101L: this past summer two of her students were in her ENC 1101 A term but took ENC 1101L in B term. Dean addressed this issue saying that indeed the school is aware of this glitch. Another glitch the school is aware of is students staying in ENC 1101 but dropping ENC 1101L.

Item #9: Addressing application of rubrics, for what assignments, and saving of papers:

This issue was tabled.

Item #7: Voting on adjunct faculty textbooks: Some faculty mentioned that the text for ENC1102 *Everything is an Argument* provides minimal readings and no essay examples for adjuncts who might need more assistance. It was voiced, however, that this book was just adopted in ENC 1102 and it will be difficult to change before three years.

Before the meeting adjourned, a faculty member spoke of two upcoming conferences (Florida College English Association and College English Association) for us to participate in. The meeting was then adjourned at 12:30pm.

Appendix A

ENC1101L Course Schedule

Item/Activity	Course Folder	<i>Suggested Due Dates</i>			
		16wk	1 st 8wk	12wk	2 nd 8wk
Student Introductions <i>SkillsClass Learning Objectives</i>	Lesson 1	No Due Date (non-graded)			
Quiz 1 (Plagiarism) <i>SkillsClass Unit 2</i>	Lesson 2	9/7	8/31	9/28	10/26
Discussion 1 (Plagiarism) <i>SkillsClass Unit 3</i>	Lesson 3	9/14	9/7	10/5	11/2
Assignment 1 (Plagiarism) <i>SkillsClass Unit 4</i>	Lesson 4	9/21	9/7	10/5	11/2
Discussion 2 (Critical Thinking) <i>SkillsClass Unit 5</i>	Lesson 5	9/28	9/14	10/12	11/9
Discussion 3 (Clarity & Organization) <i>SkillsClass Unit 6</i>	Lesson 6	10/5	9/14	10/19	11/9
Discussion 4 (Support) <i>SkillsClass Unit 6b Review Quiz</i>	Lesson 7	10/12	9/21	10/19	11/16
Discussion 5 (Language) <i>SkillsClass Unit 8</i>	Lesson 8	10/19	9/21	10/26	11/16
Assignment 2 (Evaluate) <i>SkillsClass Unit 9</i>	Lesson 9	10/26	9/28	11/2	11/23
Quiz 2 (Hurstons) <i>SkillsClass Unit 10</i>	Lesson 10	11/2	9/28	11/9	11/23
Assignment 3 (Hurstons) <i>SkillsClass Unit 10b Grammar Review Quiz</i>	Lesson 11	11/9	10/5	11/9	12/7
Discussion 6 (Hurstons) <i>SkillsClass Unit 12</i>	Lesson 12	11/16	10/5	11/16	12/7
Quiz 3 (Jefferson) <i>SkillsClass Unit 13</i>	Lesson 13	11/23	10/12	11/23	12/7
Discussion 7 (Jefferson) <i>SkillsClass Unit 14</i>	Lesson 14	12/7	10/12	12/7	12/14

Assignment 4 (Jefferson) <i>SkillsClass Unit 15</i>	Lesson 15	12/14	10/16	12/14	12/14
<i>SkillsClass Unit 16 Post-Test Diagnostic</i>	--	12/14	10/16	12/14	12/14

**Grades are due by 6pm on 10/17 for 1st 8wk session
and 6pm on 12/18 for 16, 12, and 2nd 8wk sessions**

Appendix C

Essentials for ENC 1101

1. Command of basic grammar skills. Students must be able to write grammatically correct, coherent, complete sentences before entering ENC 1101. This means a working knowledge of standard, written English is required.

Of particular significance:

- a: avoiding sentence fragments
- b: avoiding run-on sentences
- c: subject/verb agreement
- d: noun/pronoun agreement
- e: consistent verb tense
- f: correct comma usage

For review, see:

<https://owl.english.purdue.edu/owl/section/1/5/>

<https://owl.english.purdue.edu/owl/section/1/4/>

- 2. Critical Thinking (this includes reading comprehension and analysis skills)
- 3. Understanding of basic essay structure, unity, and organization, including topic sentences
- 4. Understanding of what a thesis statement is, its function and development
- 5. Understanding of basic paragraph structure
- 6. Understanding formal diction and tone for collegiate writing
- 7. Understanding plagiarism

"Essential" Skills (That which they should know, but they do not know.)

- 1. Capitalization
- 2. Article usage
- 3 Preposition usage
- 4. Proper sentence structure (broadly covers both fragments and run-ons)
- 5. Paragraph unity
- 6. Comma usage
- 7. Pronoun/antecedent agreement
- 8. Subject/verb agreement
- 9. Consistent verb tense
- 10. Formal diction

"Important"

1. The writing process
2. Thesis development
3. Topic sentences
4. Semicolon usage
5. Critical thinking
6. Choosing active verbs
7. Tightening wordy sentences
8. Developing sentence variety
9. Quotation integration
10. Parenthetical citation

Holly Larson, scribe, August 22, 2014