



## **ENGLISH CLUSTER MEETING MINUTES**

**March 22, 2012**

**Development Day, LW Campus**

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### **ITEM 1. Verify prerequisite for CRW 2001 Creative Writing –M. Stonecipher**

**Discussion:** Currently, the college catalogue says the ENC 1101 prerequisite for this course is a "D." This is incorrect.

**Action:** The cluster voted unanimously that the ENC 1101 prerequisite grade must be a "C."

### **ITEM 2. Follow up to Fall discussion of student preparedness for PREP, CREDIT, ENC 1101 –Dan McGavin**

**Discussion:** At the last meeting the cluster passed the common learning outcomes for EAP 1684, ENC 0025 and ENC 1101. All classes will now have these substituted for the existing language. The outcomes are simple, direct, and measurable.

By the end of the courses, the student will

1. Demonstrate original writing using standard written English, including accepted standards of grammar and punctuation.
2. Use critical thinking skills to develop a clear, focused thesis and content that fulfill the purpose of the assignment, including argument.
3. Maintain a style, tone, and language appropriate for an academic audience.
4. Provide coherent, organized support for ideas using relevant, specific details and concrete examples.
5. Develop a written analytical response to an outside text and be able to credit the source using accepted standards for academic writing.
6. Understand and avoid plagiarism as defined in the Palm Beach State College Student Handbook.
7. Develop writing potential through revising and editing

The Expert Writing Panel is moving on to developing the rubric that will be used to measure those learning outcomes. Here is where they stand at the moment and the next steps:

#### **Current Status**

The rubric has two parts, a Summary Rubric, which is what we expect professors to apply to score student writing, and an Explanation Rubric, which is a complete list of expectations for skill levels in each of the four areas: Critical Thinking, Clarity and Organization, Language, and Support.

The summary rubric has been validated. Five seasoned professors, some from each of the three classes, used the Summary Rubric to score several pieces of student writing from a number of different classes. While the Expert Writing Panel will continue to verify the findings, but ratings were consistent for each piece of writing with all five professors from all three classes.

### **Next Steps**

The Panel wants the cluster to examine and try out the Summary and Information rubrics. Then the Panel will send out a survey for those who regularly teach ENC 1101 (at least one a term) to answer the following questions:

- 1) We recognize that any new rubric will be unfamiliar and feel awkward at first. The question is this: Despite its initial awkwardness for you, can you see yourself using the Summary Rubric at least once a semester to grade a set of papers?
- 2) Rubrics are designed to evaluate, so some words will express opinion. However, whenever possible, we tried to be specific within general areas so that the rubric will have consistency and validity. Even though you may think there are too many specific details in each area, do you think that you will be able to apply them more easily and rapidly to papers as you gain experience using the Summary Rubric?
- 3) Although the Summary and Information Rubrics may be tweaked in minor ways every year, given the fine line we are walking with this rubric being a useful tool and yet being explicit for professors and students, do you support the use of the Summary and Information Rubric ?

Action: The Panel will send out the survey on April 2 and expect a reply on April 3 by 5:00PM. The Cluster will then vote to ratify the decision by the deadline, April 5.

### **The results of the vote are as follows:**

Question:

1. Will you ratify the vote of the ENC 1101 professors who have voted to incorporate the Summary and Information Rubric into the ENC 1101 course outline, just as it will be incorporated into the EAP 0025 and ENC 0025?

Yes 100.0% (18)

No 0.0% (0)

**64% of the cluster voted in the survey, and the results were unanimous - 100% of the respondents voted to include the rubric in the course outline.**

### **ITEM 3. Gen Ed. Survey Results – M. Stonecipher**

Discussion: The General Education Committee requested the cluster identify the top three errors in student writing. From this, the Gen Ed Committee created a survey and is isolating the top two writing problems across the disciplines and creating a rubric measuring how well learning outcomes are being communicated in classes. Waiting for additional information/results.

### **ITEM 4. FCEA and CEA information – Steve Brahlek**

Discussion: Professor Brahlek passed out flyers regarding the upcoming FCEA and CEA conferences and encouraged faculty to participate.

**ITEM 5.           Nominations for 2012-2013 Scribe and Cluster Chair**

Discussion:       The cluster nominated Melissa Stonecipher for Cluster Chair and Trinna Frever for Scribe.

Action:           The cluster voted unanimously for both.

**ITEM 6.           Status update on new course proposal: Children's and Young Adult Literature – Trinna Frever**

Discussion:       The course was not approved initially; however, Dr. Frever is working with administration to revise the proposal for possible resubmission.

**Attendance:**

Carol Policy  
Roberta Proctor  
Regina Dilgen  
Mary Galvin  
Brad Johnson  
Traci Klass  
Barry Russal  
John Ribar  
Nick Larocca  
Trinna Frever  
Nancy McDonald  
Stephen Gibson  
Dan McGavin  
Bruce Beck  
Ed Peck  
Steve Braklek  
Melissa Stonecipher  
David Duncan  
Diane Baird  
Jackie Berg  
Joy Beckford  
Matt Klauza

Submitted by:

Dr. Traci M. Klass, Scribe

c. Minutes Distribution List