

PALM BEACH STATE COLLEGE

CLUSTER MEETING MINUTES

ENGLISH

Wednesday, October 15th, 2014

1:15pm-4:00pm

BA 204

In Attendance: Brockway, Arthur J; Chambers, Lauren R; 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, Jacquelyn 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; Escoffery, Leonie; Pachter, Marcie; Crane, Lori; Biferie, Michelle, Tomei, Megan

Item #1: Review of previous cluster meetings:

Minutes from cluster meeting August 20, 2014 are approved.

Item #2: Development of a writing program

Dr. Sass's comments on creating a writing program:

- The first meeting among English and Development English faculty met in September and then in October to discuss first-year composition courses (ENC 1101 and ENC 1102) and the needs of PBSC students. Dr. Sass mentioned that she spoke to Dr. Gallon who is supportive of a writing program. Appendix A provides the notes from the September meeting underscores the dominant concern of consistency and transferrable writing skills to other disciplines.
- Dr. Sass also referred to another handout from the October meeting (Appendix B), a print out of FSU's first-year composition textbook stating the writing program's philosophy as a potential model for PBSC writing program.

- Dr. Sass suggested that the English faculty may want to create a committee to field ideas on how to create a writing program .

Questions, comments, and concerns from faculty:

- “What is the issue at large?”
- Confused about what “developing” means in “developing a writing program”; concerned about individual faculty creativity
- Academic freedom means “how,” not “what” as listed by learning outcomes; if there are individuals who are not fulfilling these learning outcomes then why not address them?
- What does “consistency” mean?
- Too much burden is placed on English faculty; there are too many students in composition courses – we are placed in an impossible situation to provide assistance to individual students
- Too much inconsistency among part-time faculty
- We can address issues mentioned above (inconsistency, too many students, individual creativity) with a writing program
- Consistency is critical – creativity does not need to be compromised
- Consistency is necessary for ENC 1102 professors to know what skills every student on all four campuses are getting; some professors treat ENC 1102 like a literature course instead of a composition course
- Need to create a committee and address Writing Across the Curriculum (WAC) to help students transfer writing skills to other disciplines
- Adjuncts work as hard as full-time faculty; support from the writing program will help adjuncts
- “Can we break down this experiment to see which professor is having the greater success to better direct us before creating a writing program and to see if there is even a need to create a program?”
- “Can a small group on a particular campus have the opportunity to try it out?”
- Six faculty members on the Boca campus are on board to pilot this and bring the results to the faculty
- Committee should be formed from all four campuses
- “I still have more questions before we decide to form a committee”
- Motion raised and approved (with four abstaining) to form a committee
- Sheet is passed around to collect names of those who are interested in participating in a committee

Item #3: Ratification of a plagiarism policy

Must have a cluster policy to address what happens to students who plagiarize and what steps should be taken.

Cluster reviews the 5 steps on overhead (Appendix C).

Questions, comments, and concerns:

- “How will this policy be used? Will this cluster policy have to replace mine?”
- “I have different expectations depending on the class so I am concerned with the percentage. I do not want to prove the %”
- Can we change “50%” to “majority”?
- “How about adopting a line in the syllabus that states that the cluster policy cannot supersede the instructor’s policy”
- There needs to be consistency and the cluster policy needs to be the standard for each faculty
- School wants us to enact a consistent policy
- Can we change “should” to “may” to give professors flexibility to either use plagiarism as a teachable moment or a punitive zero
- Plagiarism policy cannot address the issue of a student failing due to plagiarism but instead withdraws and takes the course again with another instructor; this is an administrative issue; right now Dean of Student Affairs can put a letter in a student’s folder but that is it
- A faculty member amends the existing policy (Appendix D) and faculty is asked if it agrees with the changes; all approve the new changes, except three nays
- “Why not insist all faculty put the plagiarism on the syllabus?”
- Motion put forth if it should be required to be put on the syllabus: 16 yays, 13 nays; motion is passed

Revised Policy:

Assignments that fail to meet their minimum academic or presentation standards, assignments demonstrating partial inconsistency in matters of style of attribution, but consistently attempting to demonstrate credit to sources, or assignments containing several instances of unattributed paraphrases or direct quotations will be considered plagiarized.

Professors who establish that a student has plagiarized may, depending upon the extremity of the case of plagiarism, decide on rejecting the submission and allow for resubmission; fail the assignment not allowing for resubmission; fail the course; and/or recommend further discipline to the appropriate dean.

English Cluster Plagiarism Policies.

Item #4: Review of ENV 1101L

Revisit 1-credit lab

Questions, concerns, and comments from faculty:

- Students are not taking the course seriously
- Registration is a problem
- Problems with financial aid
- Students can drop or fail ENC 1101L but still pass ENC 1101
- Lake Worth campus made changes where students ENC 1101L take the same instructor as ENC 1101
- “I had a positive experience with ENC 1101L”; students are doing better this semester
- “Can we get away from ‘everyone should do it’ and have faculty members who enjoy teach it”
- Blackboard features are helpful in ENC 1101L; the skillsclass is the issue
- Motion is raised to create a committee to discuss the future of ENC 1101L; need representation from face-to-face, hybrid, and online faculty; motion is passed **unanimously**

Item #5: Presentation of lab software alternatives

Yourskillsclass is not going way

- Launchpad (Bedford/St. Martin)
- Connect (McGraw Hill)
(Will follow up with email on the differences between composition and integrative reading and writing)