

English Department

MEETING MINUTES
May 6, 2014
Room 2727 12:00PM

PRESENT

Baukholt, Robert
Dorantes, Kathleen
Loper, Amy
Samaniego, Olivia

Bemis, Roberta
Heumann, Michael
McNeece, Brian
Tirado, Xochitl

Cormier, Judy
Lay, Nancy
Patterson, James

ABSENT

Lewenstein, Jay
Rowley, Deirdre

Morris, Audrey
Shaner, Christina

Rapp, Frank
Zielinski, David

GUESTS

Dorsey, Tanya
Kemp, Elizabeth

Ferrell, Diana

Hoppe, Frank

I. Call to Order (James Patterson)

Meeting was called to order at 12:01pm.

II. Consent Agenda (Approval of Minutes)

The minutes for April 1, 2014 were approved as presented.

(MSC – M. Heumann/J. Cormier)

III. Reports

A. Professional Development: Lesson Planning for Block Classes

Lesson planning for block classes is going on this week. Xochitl Tirado will be giving a presentation on lesson planning. She has some strategic ideas for enlivening the classroom. This Thursday she will present a one and ½ hour presentation and then there will be time for questions. This will be a first run for her and she'll do it again early next semester.

B. Professional Development: Common Core: English, Grades 9-12

ICOE staff will be coming on campus to talk about Common Core Standards for English Language Arts for grades 9-12. A light lunch will be served at 12:30pm with the presentation being held from 1:00-3:00pm.

C. ASG Student Awards Banquet

Brian will be at the ASG Student Awards Banquet this Friday, May 9th.

D. Information Literacy and the ENGL 110 classes – Frank Hoppe

Frank Hoppe gave a report regarding Information Literacy. He handed out a quiz on Information Literacy. He stated that it is basically the assessment instrument that he provides for the information literacy classes that are scheduled over in the library.

Starfish is a new product that is going to be implemented in the fall he believes. Frank said if you have a student that has a problem or needs help, you can pull up that student and see what's going on with them in their academic plight. Included for Starfish is a library module. Instructors can refer the students to Starfish. Students can get help with a paper and/or get help finding a book for their project or MLA citations.

Brian wanted to piggyback a little bit on what Frank said about Accreditation. We not only want to do the Information Literacy sessions in the library, when you have an opportunity to go there and take your students but we would also like to push out some more Information Literacy assessments into the classes as well. Brian thinks ENGL 110 would be the ideal place to start.

Robert Baukholt reported that Frank gave his ENGL 110 class a great presentation. Robert said that earlier in the semester he had given his class instructions on how to access the data bases and generally what they do but Frank and the library staff give amazing presentations on all the things that these databases can do. Roberta Bemis echoed what Robert said about this. She said that it can be a great learning tool.

Kathleen Dorantes asked if we are now giving this as a pre-test in the classes when we go to the library and have a post-test as well? Frank said that's exactly how it is. Frank says he's cool with tabulating all the information.

Brian had a couple more items he wanted to report on. Recently he had a student complaint. The student got a zero on a paper for plagiarism and the student didn't think they plagiarized, so they went to Sergio Lopez and it rebounded to Brian. He said that he still feels that students do not understand what plagiarism is. James added that this semester we have talked about plagiarism throughout the course of the year. We have added plagiarism statements to our Standards Grid for ENGL008, 009, 110, and 201 in the hopes of eventually moving towards what we are calling curriculum mapping or curriculum alignment.

IV. Discussion

A. Curriculum Mapping for the English Composition Sequence

One of the things that James has looked at over the last year as a department chair is he's read the book by Glatthorn, Boschee and Whitehead called *Curriculum Leadership*. Curriculum alignment or curriculum mapping is a term we're starting to hear this semester from the SLO Committee and something we're going to be looking at in the future.

In *Curriculum Leadership*, they talk about a number of different types of curriculum. There is the written curriculum which is the Course Outline of record for us. It is the COR that we give to all new part-timers when they teach for us. But to pick up on what Brian was talking about plagiarism, we need to hammer plagiarism in every level. The ENGL 008 COR has no reference to plagiarism. The ENGL 009 COR has no reference to plagiarism, so if a teacher omits plagiarism in those two classes, there is no recourse against that teacher to say "Hey, you need to be doing this because we're contracted to teach the class according to the COR of record. What James would like to do over the next year is take the instructors through 008, 009, 110, and 201 and realign the curriculum for those four classes.

Sidney Rice is interested in what we're doing because in looking at the course objectives for those four courses we'll also reexamine and look at the SLO's. We'll start to see some alignment so that we're looking at the same material in each class through the sequence while we are increasing the level of difficulty in each class.

The written curriculum is one of the curriculums; then we have the taught curriculum. This is what is actually going on in the classroom, and in some cases it is in alignment with the COR and in some cases it is not. Plagiarism is an issue. In the textbook on curriculum leadership they use the term curriculum consonants as referring to the alignment of the written and the taught curriculum. James was thinking about the differences between the written and the curriculum. Some instructors have commented in the last year that once we looked at the grid that Kathleen's group put together several years ago; some people stopped looking at the COR and were teaching according to the grid. The problem was that the grid never made it to the Curriculum Committee to become part of the CO of records so we have a dissonance between the written curriculum and the taught curriculum.

James indicated that the future alignment of the curriculum should not be driven by compliance, but by a focus on collaboration. Curriculum alignment will research and review the learning objectives across the English composition sequence. The initial task force will take your English Department Chairperson, one or two researchers. James will need volunteers to help him this summer as we research materials from other institutions. Particularly he wants to take a look at the English sequence in the curriculum for the four schools that FCMAT identified as comparative districts.

V. Other

VI. Adjournment

The meeting was adjourned at 12:42pm.