

Developmental Writing: Meeting Minutes

April 17, 2015 Meeting

Room #301 Highland Business Center

1:00- 3:00 p.m.

ATTENDANCE:

Laura Ore, Brian Yansky, Caryn Newburger, Frank Cronin, Jeanne Chaltain, Stacey Stover, Patricia Dungan, Deanna Johnson, Rahelina Razanadrafara, Anelia Farfield, Ann Dillon, Ann McGaughey, Anne Fletcher, Irene Lee, Louella Tate, Susan Glover, William Martin, Gene Browning, Evelyn Richesin

ANNOUNCEMENTS (Laura):

- Thanks to Rahelina for all her support this semester
- Thanks to the Voting Adjuncts:
- Corey Greathouse; Kendall Dingee; Ann Dillon; Gene Browning; Louella Tate
- Kudos to Laura & Stacey for their outstanding work with Achieving the Dream
- IRW Progress
- For registration purposes: DEVW will use the acronym **INWR** and DEVR will use **INRW**
- DEVW will continue to be an independent, strong-

- force & encourage participation from DEVR
- Minimum of 10 hours in course work or additional instruction needed to teach INWR
- CENGAGE participants are qualified w/ 8 hours earned
- ALP Conference participants will be qualified
 - (Caryn) Suggested that DEVW provide in-house training for its instructors using previous learned resources from workshops/conferences/readings
- Instructors need to send Laura an email of all individual training/workshop/conference participation done this semester for recording purposes

CALIBRATION (Caryn):

- Discussion concerning what should be in essays:
 - What are we expecting from our students?
 - Personal experience only or a mixture of an explanation and an example? Is data from articles necessary?
- 5-Essays should have two lines or more of reasoning (explanation) that sets up an example, with a closing to pull the essay together
- Calibrated Sample Essay 1: very successful
- Caryn will send out an essay to be graded for the

Exit Essay Grading calibration session

USING UT PROMPTS (Frank):

- Discussed using prompts as extra credit during spring break: students varied in time allowance/researched material but none of them had prior Mindset book reading experience
- Suggested DE VW use prompts as diagnostic essays
- Another possible suggestion: DE VW students read the first three chapters of book & then write diagnostic essays during the second week of class
- Further DE VW discussion:
- (Anelia) Essays served as confidence-boosters to final exams; students were able to apply topics to personal life; students commented that the essays were relatable & taught them new things about themselves
- (Anne) Used the topic, Two Habits To Be Successful in College, for WSI/WSII students; taught them structure/outline; students were successful & commented that it was helpful with their lives
- (Irene) Adult Education has used Mindset book essays in the past, but they have not been implemented

- (Patti) For fall 2015, require some type of readings to bridge INWR expectations/requirements
- **Proposed: Developmental Writing will utilize UT prompts on a rotating basis as diagnostic essay exam topics: PASSED**

3 X 5 CARDS ON THE FINAL ESSAY

(Caryn):

- Discussion regarding what information is allowed on the note cards
- 4 sentences only from the DEVW articles
- Attach note cards to student essays
- Tina will send via email a sample rubric for note cards to all instructors
- **Proposed: Students will be allowed to use 3 X 5 note cards on the fall 2015 Exit Essay Exam: PASSED**
- At the fall 2015 meeting, DEVW will discuss a possible replacement for the Exit Essay Exam

WSI CUT SCORES ON TSI (Jeanne):

- Discussed changing the placement scores for WSII students
- (Caryn) DEVW will have to go through Assessment & Advising but can make changes if

its not a top score; change could begin in fall 2015- at minimum spring 2016-if it does not conflict with registration

- **Proposed: Students with a multiple-choice score of 350+ and an Essay 3 score will be enrolled in WSII: PASSED**

GRADING SCALE USE FOR WSI & WSII (Anne):

- Discussed her development of a new rubric that encompasses a variation of DEVW's rubrics; found it worked better in the scoring & placement of WSI & WSII students versus TSI
- The group discussed the importance of learning to write for academic & professional needs/goals
- (Ann) Provided a great example of a student changing his career/educational goals after realizing he could master needed academic skills

A WRITING CENTER PROPOSAL (Caryn):

- Suggested that DEVW have a writing center
- Suggested reasons: Crowded learning labs limit student lab space and one-on-one conferences; tutors may lack the understanding of all DEVW

- student needs; TBA Labs & NCBO students need designated space
- DE VW instructors/IA's can serve as tutors
- (Louella) Department should research and model the writing center based on already established centers on college campuses
- (Frank) Suggested the center have in-house publications of student essays to help market the center to other students
- DE VW could possibly establish online reviews of student essays
- Highland Campus is the focus of the proposed initial writing center; future centers can be created to serve multiple campuses in a service area

CIVIC DUTY ANNOUNCEMENT

(Susan):

- Announced that House Bill 937 was in review by the Texas Legislature; HB 937 allows students & teachers to openly carry guns on campus
- Contact representatives with concerns via email or telephone; representatives can be found using Google or the Capitol's website
- Link to Texas Tribune article can be emailed by Susan; the Texas Community College

Association also sent out an email regarding this topic

END-OF-SEMESTER REMINDERS

(Laura):

- Exit Essay Grading Session
Saturday, May 9th

HBC Room #301.0

9:00 a.m.

- ACC Graduation
Thursday, May 14th

Frank Erwin Center

6:00 p.m.