AGENDA

1. **Introductions & Goals of Alignment** (Harrison Oonge, 10 minutes)

2. **Data Presentation on Course Sequences** (Teresa Dorman, 15 minutes)

3. **Developing a Shared Understanding of Courses and Contexts - Mini Presentations** (Beth Renn, 50 minutes total, 10 minutes each)

4. **Break** (15 minutes)

5. **Discussion: Approaches to First Year Writing Courses (Composition 1 and 2)** (Laurie Pinkert, 30 minutes)

6. **Brainstorming and Considering Values Across the Consortium** (Beth Renn, Donna French-Galbraith, and Laurie Pinkert lead breakout groups, 30 minutes)

7. **Ideas and examples for engaging broader faculty in Composition I & II shared values discussion?** (Donna French-Gilbraith, 30 minutes)

8. **Homework:** Relationships Between Values and Course Outcomes

9. **Plans for Next Meeting: Date, Location & Time** (Harrison Oonge)
**WELCOME**

Harrison Oonge welcomed participants and thanked them for joining the meeting. Harrison asked participants to introduce himself or herself.

**INTRODUCTIONS / GOALS OF ALIGNMENT**

For the new participants in the room, Harrison gave a brief overview of the Writing & Rhetoric curriculum alignment work thus far including a review of the CA website ([https://curriculumalignment.ucf.edu/](https://curriculumalignment.ucf.edu/)) and the CA Google drive documents. The website includes an opt-in secured portal that can house common resources and materials (email Emilie Bottorff at emilie.bottorff@ucf.edu to request access). Michael Robbins asked about developing a Canvas course to host the working documents. Teresa Dorman stated that Canvas is not a convenient option as not all of the institutions are currently supporting the Canvas platform.

Harrison also reviewed the goals of the Curriculum Alignment Initiative:

- To synchronize core content and the competencies gained by students taking courses that are transferable within the partner colleges and UCF.
- To ensure that the competencies gained by students taking these courses are sufficient for successful progression to a requisite/next level course at any institution, with the ultimate goal of a UCF bachelor’s degree.

**ACTION ITEMS:**

- Provide new participants with access to CA Google drive to further develop and finalize learning outcomes, topics and subtopics.
• Update Writing & Rhetoric to Composition on the CA website.

DATA PRESENTATION ON COURSE SEQUENCES
Teresa Dorman gave an overview of the ENC1101 → ENC 1102 data course sequences and provided proper framing around the data. Emphasis was placed on the data as tool for inquisition/thinking and often times there are metrics that are out of the control of faculty and the institution (i.e. environmental impacts, admission protocols, etc.) Teresa asked participants if there are additional course sequences that should be reviewed to let her know.

DEVELOPING A SHARED UNDERSTANDING OF COURSES AND CONTEXTS – MINI PRESENTATIONS
Elizabeth Renn has representative from the various institutions to give a 10 minute presentation outlining their ENC 1101 and ENC 1102 courses. This will help to facilitate future conversations and determine commonalities among curriculum.

• College of Central Florida: Approximately 10,000 students across three campuses. Shifted from literature model to research-based model. Shifted to rhetoric reader. Have open source Canvas material. Resources given to part-time faculty. Outcome: Student will write appropriately. ENC 1102’s outcome about reading/analysis. Have a standardized final in 1102 – check to make sure final emphasizes argumentation (part-time faculty). ENC 1101 has an essay-based final.

• Daytona State College: Gave general demographic details about institution. 75% or more on financial aid (important consideration). Reduced SLO to three, making assessment practices more manageable with SACs. Don’t teach from standard syllabi; instead, have master course description (similar to Valencia course outline). Use Little Seagull Handbook, Norton Field Guide. That’s for part-time faculty. Full time faculty have wiggle room. Emphasis placed on faculty objectives (what faculty will teach). Leads to diversity (style, for example – teach MLA and APA, minimum). Shifted away from literature as part of ENC1101/1102 (it’s a separate course requirement). More emphasis on transferable skills. Treat 1101/1102 as a single 32 week course. Make sure we know how to leave off 1101 and shift into 1102. Heavily focus on rhetorical situation. Start day one, move to week 32 – whole portion. Start personal writing, shift to public writing, end on academic writing. Removed research component from 1101. English Studio, one credit course, taken along with 1101 (this is an equivalent of Dev. Reading/Writing). Emphasize critical thinking/transferable skills. “We are a service dept.” Minimum expectations: Four unique graded evaluated writing. Hit something close to 6,000 words. Must write at “college-level” (subjective, but do best we can).

• Lake-Sumter College: Developed computer labs. Every Composition I student in class, in front of a computer. Flipped classroom. Little emphasis on lecturing. Instructors intervene. Several focus points (broken into weeks): (1) Basic skills and student directed learning (for potential remediation, if needed); (2) information literacy (library guided); (3) paraphrasing; (4) MLA essay; (5) APA report. ENC1102 is currently literature based. May shift/change. Emphasis for primary research.
  i. NOTE: It’s guided by major/area of study.
  ii. Gather data on students, analyze
iii. Fixed curriculum

- **Seminole State College:** Literature-based ENC1102. Literature as an element of research methodologies. Use *They Say/I Say, Little Seagull Handbook*. Consider adaptation of research methods for literature to other course material. Teach away from literary perspective – it’s secondary.

- **Valencia College:** Provided diverse syllabi, but course outline shows goals of institution. Allows individual freedom between campuses. Course outcomes revised over time, beginning to realize more revisions needed. Common outlines: 1101 has five competencies (expository language, standard American usage, documented essay, demonstrate information literacy, develop critical reading skills); 1102 (formal research paper, standard American usage, own research, critical reading repeated). Some campuses 1102 emphasizes literary; at Osceola Campus/Poinciana, research based. Writing Center available on each campus.
  i. Open-ended to allow academic freedom

- **UCF:** Composition at University of Central Florida focuses on central premise: Writing is the content and central activity of the course. Promotes writing. Write about writing-related knowledge. Understand ins-and-outs of process, declarative knowledge. Know technical concept of rhetorical situation. Engage in sustained drafting. Best practice is portfolio-based coursework. As students go through semester, write several drafts of assignment. Tentative grade/shadow grade, revise at portfolio. Compilation of material.
  i. Use *Writing about Writing*

Consideration of national conversation, first year writing (common languages on what we share):

1. CWPA outcomes for First Year Writing (Last Revised 2014)
   a. Rhetorical knowledge: analyze context, audience; negotiate purpose, audience, contexts, conventions
   b. Critical thinking/reading/composing: Analyze, synthesize, interpret, evaluate ideas
   c. Processes: Seldom linear; flexibility important
   d. Conventions: Has to do with correctness/appropriateness, dependent on rhetorical situation
      i. Resonant across conversation we were having

2. Framework for Success in Postsecondary Writing (2011)
   a. …redirect the conversation away from outcomes toward experiences that develop habits, suggesting certain “ways of approaching learning…support students’ success in a variety of fields and disciplines.”
   b. Habits and Dispositions towards Writing (From Framework)
i. Curiosity  
ii. Openness  
iii. Engagement  
iv. Creativity  
v. Persistence  
vi. Responsibility  
vii. Flexibility  
viii. Metacognition

**BREAKOUT GROUPS**

Participants broke out into groups and were lead in conversations discussing the following topics. Donna French-Galbraith, Beth Renn and Laurie Pinkert assisted in leading the breakout groups.

- Brainstorming and considering values across the consortium
- Ideas and examples for engaging broader faculty in Composition I & II shared values

Discussion ensued and several comments were made:

- Experiential focus; others included conversational, messy, and situational.
- Exploratory element: Finding larger, umbrella principles that govern our thinking moving forward.
- Share similar individual student experiences amongst fellow faculty members; many experiences may be universal across the consortium.
- Continue these discussions at the Curriculum Alignment Conference. Discuss skillsets diverse students need.

**ACTION ITEMS, NEXT STEPS & CLOSING**

1) Before our next Composition Curriculum Alignment Meeting, please review the list of possible shared values which you can access through [https://docs.google.com/document/d/1pbAQYeaaHZiaPQ-JGvIrNLclMe9x-X7P36QnaM5c8pJo/edit](https://docs.google.com/document/d/1pbAQYeaaHZiaPQ-JGvIrNLclMe9x-X7P36QnaM5c8pJo/edit) and provide feedback as appropriate.

   - Use the comments to pose any questions or comments about the scope or meaning of the value
   - Use the comments to suggest deletion or merging of possible values
   - Use the word processor to add any additional values that you see as integral to ENC1101 and 1102
   - Use the word processor to respond to the question at the end of the document about merging or maintaining lists of ENC1101 and ENC1102 values

   **Complete this activity by February 18, 2019.**

2) If you have not, email us a copy of your learning outcomes for ENC 1101 and ENC 1102.

The next Writing and Rhetoric Curriculum Alignment meeting will be held Friday, February 22, 2019
from 1:00-4:00pm at Lake-Sumter State College – Clermont campus with Scott Hopkins offering to host.

The meeting adjourned at 4:01pm.