Writing Across the Curriculum Committee Minutes
Friday, April 29, 2011
FH 305

Attending: Caitlin Bagley, Kala Chakradhar, Gina Claywell, Sharon Gill, Debbie Owens, Ted Porter, Kelley Wezner, Brandon Wilson

1. The April 15 minutes were approved.
2. Announcements and reminders
    a. Senate Bill 1 Learning Community proposals due
    b. Joy Roach was thanked for her spotlight program on business writing (Wednesday, April 20, 2011).
    c. Ambassadors were asked to remind their deans and appropriate chairs about the upcoming QEP assessment of writing-intensive courses in the 2011-12 academic year. The schedule, requirements, and timeline will be emailed to ambassadors.
    d. Ambassadors were asked to consider whether programming associated with the National Day on Writing (10/20) would be of interest, and to email possible ideas to WAC coordinator.
3. Reports from ad hoc subcommittees
    a. Writing intensive courses subcommittee reported that resources have been gathered in support of a comprehensive survey of what other universities do; results indicate that while there is variation, most require a certain quantity of writing, revision opportunities, and substantial portion of the grades invested in written assignments. Subcommittee members are creating a list of questions to ask writing-intensive course instructors about their definitions of "writing intensive courses.
    b. The surveys subcommittee has drafted student and faculty surveys, and is waiting for feedback from the subcommittee to proceed.
    c. The website committee has designed a layout and is gathering resources. WAC committee members asked about the possibility of linking to or creating a plagiarism tutorial, with quiz and certificate of completion.
4. The definition of WAC at MSU was discussed.
5. Ambassadors noted concerns with defining their roles, and requested a task list for the ambassador position.
6. Questions about WAC's role in writing-intensive courses were raised; in particular, ambassadors discussed how writing-intensive courses were enforced, what approach to writing-intensive was best, and whether the departments should define writing-intensive rather than WAC or the Provost's Office.
7. Ambassadors brainstormed possible ways to raise awareness about WAC, including table toppers, bulletin boards, collaboration with residence advisors, collaboration with the library, and viral campaigns.
8. Meeting was adjourned.