

THE UNIVERSITY OF PUERTO RICO - MAYAGUEZ
DEPARTMENT OF ENGLISH
COMMITTEE REPORTS 2012-2013

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Dept. of English - Committee Assignments for 2012-2013

DEPT. ELECTED COMMITTEES

Personnel Committee

1. E. Dayton (5/2015)
2. S. Rios (5/2015)
3. B. Morales (5/2013) (Gélige to replace)
4. G. Griggs (5/2013) (Chair) (Mazak to replace)
5. E. Pratt (5/2014)
6. J. Lugo (5/2014) (Griggs to replace)

Graduate Committee

1. Nick Haydock (5/2015)
2. Lamore (5/2015)
3. C. Mazak (5/2015)
4. M. Sefranek (5/2015)
5. Jose Irizarry (5/2015)
6. Rosa Román (5/2015)
7. R. Chansky, Coord (5/2013)
8. J. Gélige (5/2014)
9. N. Vicente (5/2014)

Grievance Committee

1. W. Morciglio (5/2014)
2. L. Chott (5/2014)
3. R. Roman (5/2014)
4. L. Rodriguez (5/2014)
5. R. López (8/2013)

Curriculum Committee (2x Sector)

1. R. Rivera (Chair & Faculty Rep.)
2. J. Casey
3. C. Fleck
4. R. Roman
5. N. Vicente
6. B. Morales
7. N. Batra
8. J. Irizarry

SECTORS

ESL Sector

1. J. Lugo
2. W. Morciglio (Co-chair)
3. R. López
5. Myrna Rivera
6. J. Casey
7. C. Mazak (Co-chair)
8. I. Toro

Literature Sector

1. N. Batra (Chair)
2. M. Leonard
3. J. Irizarry
4. D. Ortiz
5. N. Haydock
6. M. Ortiz
7. L. Chott
8. E. Lamore
9. R. Chansky

Linguistics/Applied Linguistics

1. E. Dayton
2. K. Carroll
3. C. Fleck
4. N. Leder (Chair)
5. R. Roman
6. B. Woodall

Writing & Communication

1. A. Rodriguez
2. S. Ríos
3. R. Knight
4. G. Griggs
5. J. Gélige
6. L. Rodriguez
7. E. Pratt
8. S. Mongar
9. B. Morales

DEPARTMENT COMMITTEES

Orientation Committee

1. Rosita Rivera
2. G. Griggs
3. N. Vicente
4. M. Rivera
5. I. Toro
6. R. Lopez
7. E. Pratt
8. J. Irizarry
9. W. Morciglio
10. J. Lugo

Activities Committee

1. L. Chott (Chair)
 2. R. Chansky
 3. W. Morciglio
 4. S. Rios
- 3101-3102 – W. Morciglio / C. Mazak
 3201-3202 – J. Casey
 3103-3104 – E. Pratt / S. Rios
 3211-3212 – R. Chansky / E. Lamore

ARTS AND SCIENCE COMM.

Dialogue Representatives

1. R. Knight
2. S. Rios

Undergraduate Education

1. R. López

Graduate Council

1. J. Géliga
2. M. Sefranek (Alt)

Planificación Estratégica

1. R. Rivera

Avalúo

1. Kevin Carroll

Grad Student Rep: Luis Pérez

Course Coordinators

RUMEGA Grad. Student Advisor

1. R. Rivera

EDSA/LLL

1. J. Irizarry

AD HOC COMMITTEES

Doctoral Program

1. K. Carroll (Chair)
2. R. Rivera
3. C. Mazak
4. R. Chansky
5. L. Rodriguez
6. J. Géliga
7. E. Dayton

Reglamento

1. G. Griggs

COE

1. R. Román

NCATE

1. M. Rivera, Coord.
2. R. Román

Library

- R. López

General Education

M. Ortiz- Coordinaton

Personnel Committee Annual Report
Academic Year: 2012-2013

During the 2012-2013 academic year, the following professors served as elected members of the English Department Personnel Committee: E. Dayton, J. Lugo, B. Morales (Representative for the Faculty PC), E. Pratt, S. Ríos, and G. Griggs (Chair).

B. Morales and G. Griggs completed their three year terms in the PC (2010-11, 2011-12, and 2012-13); E. J. Lugo and E. Pratt have served two years (2011-12 and 2012-13); E. Dayton and S. Ríos have acted on the committee for one year (2012-13).

In the Department's April 18, 2013 meeting, J. Géliga and C. Mazak were elected for three year terms (to replace G. Griggs and B. Morales). Additionally, J. Lugo resigned as PC member on April 23, 2013, and in the Department's final meeting on May 15, 2013, G. Griggs was elected to replace and complete J. Lugo's final year of the term (2013-14).

During the 2012-2013 academic year, the Personnel Committee completed all PC business for the year and held a total of sixteen meetings on the following dates:

1. August 30, 2012
2. September 20, 2012
3. October 4, 2012
4. October 16, 2012
5. October 30, 2012
6. November 14, 2012
7. November 28, 2012
8. December 18, 2012
9. January 22, 2013
10. February 4, 2013
11. February 7, 2013
12. March 19, 2013
13. April 11, 2013
14. May 9, 2013
15. May 14, 2013
16. May 22, 2013

In addition, all Personnel Committee members attended a required institutional workshop, “*Aspectos administrativos: Disposiciones administrativas, éticas y legales aplicables a la evaluación docente*” on November 14, 2012 from 7:45 am to 12:00 noon, which discussed ethical and legal issues regarding the evaluation of faculty.

Four July 2012 promotion cases were returned to the PC by the JA for revision due to Certification 86-87-476. These files were amended as stipulated in Certification 86-87-476 and submitted to the Dean and Personnel Committee of the Faculty of Arts and Sciences.

During the 2012-2013 academic year, nine faculty members were sent letters from the PC announcing they were eligible for personnel action (8 for promotion and 1 for tenure). If interested, they were to respond to the PC chair, in writing, by the stipulated deadline. Of these, three professors submitted their files for personnel action. In addition, the committee recommended two extraordinary leaves without pay, and one sabbatical. However, due to fiscal issues, the sabbatical recommendation did not proceed based on Certification 12-13-144, issued January 17, 2013, which extended the moratorium on sabbaticals and other leaves with pay using general UPRM funds.

The PC recommended one visiting professor for Semester I of the 2013-14 academic year to teach one MAEE course and one undergraduate first-year English course pending approval from the Dean of Arts and Sciences and the UPRM Chancellor. The PC also recommended that the visiting professor be available to offer guest talks during the semester to the Department’s undergraduate and graduate majors. In addition, the PC suggested three possible candidates to fill potential part-time positions to teach first and second year English courses for the 2013-2014 academic year. Furthermore, the PC authorized the Director to consider additional applicants, as needed, for English sequence courses provided that they are qualified and do not hold PhDs or ABDs.

During Semester II of the 2012-13 academic year, the PC distributed letters to the faculty regarding annual evaluations and class visitations. The PC completed all evaluations, which included eleven class visitations and six annual faculty files.

In order to facilitate the objective evaluation of all faculty members, the PC translated and adapted the criteria used by the PC of the faculty of Business Administration, “Criterios Para Evaluación de Profesores.” The revised document, “Criteria for the Evaluation of Personnel” was presented and discussed with the Department of English faculty in its monthly meeting on April 18, 2013. That same day, the document was emailed to all faculty members, and the email requested that faculty provide comments and recommendations by April 25, 2013. None of the faculty recommended changes and therefore, the PC agreed to use this form on a trial basis for all subsequent personnel evaluations through the 2013-14 academic year. The PC also agreed that they would request semester attendance reports from committee chairs and director input for specific items on the evaluation forms.

The PC also considered the hiring needs of the Department and, based on the statistics presented per course during the past 5 years, the PC approved the call to request three tenured teaching positions: 1) Assistant Professor in second language acquisition (SLA) or related field; 2) Assistant Professor in Rhetoric and Composition or related field; 3) Assistant Professor in second language acquisition (SLA) or related field.

For the 2012-2013 academic year, the Department’s Personnel Committee completed all candidate evaluations, annual paperwork submitted by the Department’s faculty, and other duties required by its members. These tasks were completed in a total of 16 ordinary and extraordinary meetings. However, the PC will continue to enforce deadlines for its personnel since the workload is extensive, time consuming, and substantial.

Graduate Committee: Annual Report 2012-13
Submitted by Ricia Anne Chansky, MAEE Program Coordinator

This academic year, the Graduate Committee focused on addressing two ongoing issues with the MAEE Program: dwindling enrollment and the difficulties that our students have with the thesis and comprehensive examination.

Thesis and Exam Preparation:

It has been frequently noted that a number of students enrolled in our program have difficulties completing the final project and the GC has been committed to addressing this issue for the past two years. This year the GC, in coordination with the director, has been actively encouraging students who are planning to write text-based theses to enroll in 5015 and to begin working on their theses in the second semester of their first year. At this time, it is too early to determine whether these two recommendations have significantly supported students in thesis and examination preparedness, but we should have some early indication in the next academic year.

In addition to these two recommendations, the GC has also been working diligently on revising the open topics course cfp and rubric. It was previously determined that these open topics courses were an ideal space in which to model best practices in academic writing and research to graduate students, thus supporting them in preparing to write a thesis or take a comprehensive examination. The graduate committee therefore clarified the request for an articulation of the research to be conducted in each class and further asked for a brief discussion of the theories, theorists, and theoretical texts to be used in each class. The GC also refined the assessment system and clarified the numbering system so that the rubric may be circulated with future cfp's in order to support faculty as they prepare their proposals. Additionally, a previous decision of the GC to circulate the cfp a semester prior to the due date for proposals was clarified and reinforced so as to give faculty members the most amount of time possible to work on their course proposals. The revised cfp was circulated in the fall for the first time and the revised rubric and cfp were circulated in the spring.

Enrollment:

This year the Graduate Committee continued the aggressive marketing and recruitment program begun in the prior year. This year we broke the record that we set last year with thirty-six applicants to the program this academic year. While we have sufficiently and consistently raised our applicant numbers, this marketing effort has caused two resultant problems.

The first is that the marketing materials created by the GC Marketing Subcommittee in the spring of 2011 are no longer in circulation. At this time I am unsure as to who will create new materials and how they will be funded, but it does seem as though these materials make a significant enough difference in application numbers that they should be continued in some way.

The second issue that has arisen from our rise in enrollment is potentially over enrolled core courses, especially in the fall semester. In fall of 2012 the faculty members teaching UTD, Research Methods, and Models for Teaching Literature reported that they felt as though these courses were too large for them to successfully teach (each course had over 20 students). With the support of the director, steps were taken to reclassify UTD as a six credit course release (based upon continued high enrollment) and to consider, if enrollment warrants, having two sections of Methods in the fall 2013 semester. It should also be recommended to the instructor of core courses and to the incoming Chair that undergraduate students should only be signed into these courses if there is room after graduate student registration—there is also a mandatory form to be filed for undergraduates enrolled in graduate courses that delineates the necessary criteria for an undergraduate who wishes to enroll in a graduate course. This coming year the GC will be carefully monitoring enrollment in core courses to determine if two sections need to be offered. This also has the potential to impact hiring needs in our department and we may want to consider how any upcoming hires can support the graduate program.

In the spring semester we also tried an experiment in which we recommended to the Chair that he offer both a 6000-level literature course and a Studies in Literature open topic course. This was based upon student request for the specific 6000-level course and done with the intention of determining if our current enrollment could support two literature classes offered simultaneously. Unfortunately, the 6000-level literature course offered ultimately had only four students enrolled in it. It is therefore not recommended that courses are scheduled in this way again for a few semesters at least. The Chair has also suggested that 6000-level literature courses could be offered instead of a Studies in Literature course in order to keep enrollment up and the GC will consider this recommendation in the future.

In addition to this work, the GC cosponsored two Meet and Greets for incoming graduate students, one in the fall semester and one in the spring. We assessed carefully each applicant to the program and several graduate student requests regarding transferring courses as well as assessing open topics course proposals.

We are furthermore currently studying the possibilities of the inception of: a Graduate Certificate in TESOL, a 5000-level open topics course, and a one-credit option for students who present papers at conferences.

Curriculum Committee: Semester Report Spring 2013
Submitted by Rosita L. Rivera

Chair: Rosita L. Rivera

Members: Catherine Fleck, Rosa Roman, Nancy V. Vicente, Jose Irizarry, Nandita Batra, Judy Casey

The Curriculum Committee met twice in the spring of 2013:

Meeting January 29, 2013 – Canceled due to lack of quorum

Meeting February 14, 2013

1. Approval of Minutes from October 25, 2012 meeting
2. Update courses submitted to the Faculty Curriculum Committee (See attached excel document)
3. Call for proposals for INGL 3300 for spring 2014
 There were no courses submitted because the committee did not send out the Call for Proposals. Dr. Sandra Rios will be teaching INGL 3300 in the fall. The Call for proposals for Spring 2014 will be sent early next semester.
4. Hybrid courses
5. Sectors and courses/proposals to be submitted to the committee (sectors' plans regarding the submission of courses or proposals in order to plan agenda for the spring semester)
 Brief discussion of Literature Sector plans and submission of a Proposal for a Minor in Literature

Meeting March 12 canceled Rosita L. Rivera was at AAAL

Meeting May 9, 2013

1. Approval of minutes
2. Update MA in Literature
 - a. The Literature Sector briefly discussed the MA in Literature proposal submitted to the Faculty of Arts and Sciences
3. Discussion Minor in Literature
 - a. The Literature Sector presented the Proposal for a Minor in Literature
 - b. A motion to approve the Minor in Literature passed. The Proposal will be presented to the Department during the first Department meeting in the spring 2013.

The following courses have been approved effective summer and fall 2013:

INGL 6075 Drama 1880-1945
INGL 607 The Romantic Movement Second Generation
INGL 3046 Literature from British Postcolonies
INGL 6459 American Literature Until 1820

The Academic Senate also approved the proposed change to the Basic English Sequence.
They also approved two Writing Courses:

INGL 3286 Creative Writing: Fiction
INGL 3175 Poetry Writing

ESL Sector Annual Report: 2012-2013
Submitted by C. Mazak

June 7, 2013

The ESL Sector met at all scheduled meeting times. Our main concern this year was the results of the change in the 0066 requirement. At our second meeting in Fall 2012, C. Mazak informed the group that MAEE student Kevin Bathke was working on analyzing the data about how students who would have been required to take pre-basic fared compared to students who passed directly into pre-basic in INGL 3101. In Fall 2013, the ESL committee will invite K. Bathke to a meeting to present his initial results.

This year we also discussed the sector's position on hybrid courses. In Spring 2013 we passed the following motion:

"The ESL sector moves that hybrid course proposals for INGL 3101, 3102, 3201, and 3202 adhere to the following guidelines (in addition to the guidelines outlined in the *reglamento*):

1. No hybrid course proposals will be accepted for INGL3101.
2. Successful hybrid course proposals will include weekly face-to-face contact. Preference will be given to courses offered Monday, Wednesday, Friday meeting two days per week in person and one day per week online.
3. All course objectives of the traditional course must be met in the hybrid course.
4. Course proposals will demonstrate that the hybrid course is on the cutting-edge of ESL learning and teaching."

This information was reported to the curriculum committee chair.

June 7, 2013

LAL Sector Committee
Coordinator: Dr. Nevin Leder

LAL Sector Committee Annual Report: 2012-2013

Meeting Dates and Attendance

Scheduled meetings were: Fall: 8/21, 9/25, 10/23, 11/29, 12/4; Spring: 1/24, 2/12, 3/12, 5/2
Convened Meetings: Fall: 9/25, Spring: 2/12, 3/21, 5/2

Summary

Fall 2012:

As is reflected in the scheduled meetings versus the convened meetings, the committee suffered from chronic absence of certain members which prevented quorum. Thus, in the fall, the committee was only able to meet one time. At that meeting, the members reviewed the Lx courses for Spring 2012. Tentative course selections were made, but not all, because not all Lx professors were present. The committee also discussed the possibility of a new hire in Lx, but no decisions were made because the economic and political future of UPRM seemed very uncertain at that point. Major points of each meeting follow below.

September 25 Meeting: Members Attending: K. Carroll, C. Fleck, N. Leder, R. Roman, B. Woodall

Motions Passed at the 9/25 meeting:

- I. A Motion to borrow a 3000 level grammar course and adapt it for our Lx Track was passed unanimously.
- II. A motion to create a 5000 level course was passed unanimously.

Spring 2013:

Once again, the committee suffered from lack of quorum and was therefore only able to meet three times. However, the committee addressed this problem in their first convened meeting, on February 12, as recorded in the summary below.

February 12 Meeting: Members attending: C. Fleck, N. Leder, R. Román. In addition, two other people had been invited to the meeting: Hilton Alers and Thomas López

Minutes from 9/25 were approved. Motions passed were:

- I. Motion to invite Hilton Alers, a professor of linguistics in the Estudios Hispánicos department, at UPRM to join the L/AL committee as a standing member was unanimously approved. This action was taken to address the problem of quorum and because the Lx Committee desires to form a cooperative relationship with Estudios Hispánicos with the objective of sharing courses and resources in linguistics.

- II. A motion to Urge that the UPRM Administration Actively Seek Access to the Linguistics and Language Behavioral Abstracts database (LLBA) , and to start a petition to that effect was unanimously approved. This petition was successfully carried out, with nearly 800 students and faculty signing the petition. At this point, the administration has secured minimal access to LLBA as a result of this petition.
- III. A motion to invite a student from our department to serve as a non-voting student representative in the linguistics sector was unanimously approved. This student representative will be chosen by the members of the student linguistics association. Said student representative will possibly be rotated among members.

March 21 Meeting: Members Attending: K. Carroll, C. Fleck, C. Font, N. Leder, B. Woodall

Minutes from 2/12 were approved. Motions passed were:

- I. Motion to accept all of the motions passed on Feb 12, 2013. Passed unanimously.
- II. Motion to strongly suggest that students take 4205 before 4206 was passed. This motion included the suggestion to communicate this sequence to the Orientation Committee when their members advise students about coursework.
- III. A motion was made and passed unanimously to ask the student representative of L/AL (Cristopher Font) to work with the director of the department to design and administer a survey to get student input into this proposed change to core requirements. The committee decided that it would be best to wait until fall 2013 to begin this action.

Discussion:

Discussion of LLBA:

It was agreed that everyone should remember to send comments and feedback to the library regarding the use of LLBA. It was also agreed that we should send copies of our comments to Nevin, who will compile all of the feedback/comments into one document for future negotiations with Library regarding the purchase of LLBA after the trial period is over. These actions were subsequently carried out.

Discussion of Linguistics Track curriculum

It was agreed that students should take Morph/Syn (Ingl 4205) before English Structure (Ingl 4206). To do this, a motion was passed to communicate this sequence to the Orientation Committee when their members advise students about coursework.

The core course requirements were also discussed. A motion was passed to explore ways to make core requirements more equitable across sectors.

The following changes were discussed:

<u>Current Core requirements</u> (21)	<u>Proposed New Core Requirements</u> (18)
Survey AmLit I (3units)	Survey of Lit I (either Am or Br) (3)
Survey AmLit II (3)	Survey of Lit II (either Am or Br) (3)
Survey of BrLit I (3)	Introduction to Linguistics (3)
Survey of BrLit II (3)	Phonetics (3)
EngPhonetics (3)	Expository Writing (3)
Introduction Linguistics (3)	[Another course from Writing Track] (3)
Expository Writing (3)	

The proposed new core requirements attempts to distribute core courses across tracks equally. Each sector would then determine what courses would be required beyond the core requirements, and which courses would be electives.

A motion was made and passed unanimously to ask the student representative of L/AL (Cristopher Font) to work with the director of the department to design and administer a survey to get student input into this proposed change to core requirements.

May 2 Meeting: Members Attending: C. Fleck, Christopher Font (Student Representative), N. Leder, B. Woodall; *Excused:* K. Carroll

The minutes from the March 21, 2013 L/AL Sector meeting were approved, as amended.

There was also unanimous agreement that a motion that passed in the March 21, 2013 L/AL meeting would be focused on in the first L/AL meeting in Fall 2013. This motion was:

- I. To explore ways to make core requirements more equitable across sectors.

Nevin Leder was unanimously voted in as Chair of the L/AL Sector committee, for the 2013/2014 academic year.

Discussion:

Rules for committee membership were discussed:

- I. Particularly, the issue of whether attendance at committee meetings should qualify members to count, regarding quorum.
 - i. It was unanimously agreed that this item would be at the top of the agenda for the first L/AL meeting in Fall 2013.

Literature Sector Annual Report: 2012-2013
Submitted by Nandita Batra

The Literature Sector met 5 times during the academic year 2012-2013. At the last meeting, the Sector elected José Irizarry and Nandita Batra as Literature Sector Representatives to the Curriculum Committee, and Nandita Batra as Sector Coordinator for the usual period of two years.

At all the Lit Sector's meetings, attention has been on 4 areas, some of them continued from the previous academic year.

- 1) Planning, developing and implementing a minor or Certificate in Literature (unanimous agreement). A completed proposal for a Certificate was developed over the course of the academic year. This was submitted to the Curriculum Committee in May 2013. Although a new certification has eliminated Certificates, the proposal has been adapted for a Minor with only minor changes.
- 2) Implementing an MA in Literature, for which the minimum number of courses have now been approved (by the Faculty Curriculum Committee and above). The proposal itself has been ready and approved by the English Department since February 2005, and after a few minor updates and revisions (unanimously approved by the Literature Sector) it was re-submitted to Dr. Rosita Rivera, to be re-submitted to the Faculty Curriculum Committee.
- 3) Faculty hiring has been discussed at every meeting of the Literature Sector. The Sector has lost several faculty members over the past 5 years (Drs. Sherwin, Ferracane, Pearl and Rivera, to name just a few), and the current faculty are stretched very thin. The Sector agreed unanimously that the Lit Sector would be best served by hiring a professor who could teach areas that are less represented by current faculty teaching strengths, particularly in 20th and 21st century Postcolonial Anglophone literature and Contemporary/Modern British Literature. This hire would also teach Ingl 3111 and 3112 Advanced/Honor's English. This need has been reiterated on several occasions.
- 4) Promoting the program by means of an Undergraduate Meet and Greet. This Meet and Greet would not be combined with the Literature festival (as it was in 2012) and would be a forum to introduce literature majors not only to each other but to the program as well. This year's Meet and Greet (known by its acronym of MAGFULTS: Meet And Greet For Undergraduate Literature-Track Students) was extremely successful. Literary costumes were worn and students as well as faculty provided refreshments.

Writing and Communication Sector Report: Second Semester 2012-2013
Submitted by Dr. Aixa L. Rodríguez, Sector Coordinator

The committee met five times this academic year on September 25, 2012, October 23, 2012, November 29, 2012, January 24, 2013, March 21, 2013 and May 2, 2012. The February 12, 2013 meeting was cancelled because of lack of quorum.

1. The following agenda for the academic year was established:
 1. Jocelyn Géliga and Sandra Rios will work on 3300 proposals. Ray Knight proposed collaborative proposals and/or team teaching. The sector welcomes any alternative members choose regarding 3300 proposals and will discuss the proposals before they are submitted to the CC.
 2. A. Rodríguez will follow up on the status of courses including changes in pre-requisites with the Office of Academic Affairs through Rosita Rivera.
 3. In January the sector will create a new three year course schedule for the sector.
 4. The sector will review the writing Track proposal: budget, update professors list, eliminate Web writing form the list of courses, etc to re-submit to the Faculty of Arts and Sciences CC.
2. Nancy Vicente volunteered to be our CC representative. Betsy Morales will be the second CC representative.
3. Per the request of the department director the sector decided to request a person with a PhD in Writing and Rhetoric or Communication available to teach composition, technical writing, public speaking and other communication courses.
4. The sector decided to submit the paperwork to change the pre-requisites for Creative Non-fiction to be Engl 3231 or English 3238 from what they are right now English 3231 and English 3238.
5. Sector members were very successful in submitting hybrid courses proposals. S. Rios, S. Mongar, J. Géliga and E. Pratt had proposals approved.
6. Creative writing courses borrowed from UPR-RP were approved by the Arts and Sciences Curriculum Committee with minor recommendations (add electronic source and re-write bibliography using MLA style.) They were later approved (April, 2013) by the arts and sciences faculty. The Academic Senate approved 2 of the courses on May 21, 2013.

7. The Arts and Sciences faculty approved the Curricular Sequence in Writing and Communication proposal in March 12, 2013.
8. Sector members made their course selection for 2013-2016. Final document was submitted to the Department Director.
9. The Writing and Communication proposal was circulated among members of the track. Changes in faculty listing, jobs analysis, course list, and budget will be developed during the summer 2013. The update of the proposal is the first item on the agenda for August 2013.

Course code	Course title	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Courses offered every semester							
INGL 3056	Introduction to the Communication Process		Aixa 2 sections		2 sects Aix		3 sects Aix
INGL 3231	Expository Writing	Griggs Pratt	Griggs	Griggs Pratt	Griggs	Griggs Pratt	Griggs
INGL 3268	Writing for the Communication Media	2 sects Aix 3 sects Gél	1 sect Gél 1 sect Vicente 1 sect Aix	1 sect Aix 2 sects Gél	1 sect Gél 1 sect Vicente	3 sects Aix 2 sects Gél	2 sects Gél
INGL 3250	Public Speaking	Griggs 1 sect Morales	Griggs 1 sect Morales	Griggs 1 sect Morales	Griggs	Griggs	Griggs 1 section Morales
INGL 3236	Technical Report Writing	1 sect Knight 2 sects Rios	2 sects Rios	1 sect Knight 2 sects Rios	1 sect Knight 2 sects Rios	1 sect Knight Rios	Rios
INGL 3057	Media Literacy	1 Sect Aix		1 sect Aix		1 sect Aix	
INGL 3238	Creative Writing	3 hybrid Sonja	4 hybrid Sonja Pratt		Pratt		Pratt
INGL 3175	Poetry Writing	//////////	1 section Linda		1 section Linda		1 section Linda
INGL 3286	Creative Writing: Fiction	//////////		1 section Linda	1 sect Vicente		
INGL 3220	Reading and Writing the screenplay	//////////	//////////			1 sect Linda	
Courses offered Fall semester only							
INGL 4108	Advanced Technical Communication		//////////	Rios	//////////	Rios	//////////
INGL 4059	Persuasive Writing		//////////	Griggs	//////////		//////////
INGL 4XXX	Feature Writing	//////////	//////////	1 sect Gél	//////////	1 sect Gél	//////////
INGL 4XXX	Professional Editing	//////////	//////////		//////////	Griggs	//////////
Courses offered Spring semester only							
INGL 4008	Creative non fiction	//////////	1 sect Gél	//////////	1 sect Gél	//////////	Chansky
INGL 4107	Rhetorical Theory	//////////		//////////	1 sect Rios	//////////	
INGL 4XXX	Group Communication	//////////		//////////	1 sect Aix	//////////	1 sect Aix
Ingl 4066	Research in Writing and Communication	//////////	1 sect Gél	//////////	1 sect Gél	//////////	1 sect Griggs

English 3211-12 Committee Annual Report
Submitted by Co-Chair Ricia Chansky

This year the 3211-12 Committee met regularly to discuss course content and course needs. The main outcome of these discussions was the determination that the curriculum for this course sequence is in need of an overhaul to transition this course from a text-based introduction to literature course to a goal oriented critical thinking course that utilizes literature as the catalyst for critical thinking, reading, writing, and speaking. It was further suggested that this course might benefit from the creation of a manual to support beginning writers struggling with academic rhetoric; in depth analysis; supporting arguments with textual evidence, contextual research, secondary texts, theoretical texts, and scholarship; and citations.

The committee is very grateful to the department director and the departmental Personnel Committee for recognizing our hiring needs, as several faculty members who taught three or more sections of Advanced English per semester have retired recently. We would like to emphasize that should the opportunity present itself next year to request more lines for hiring, the Advanced English course sequence could still use another quality hire in addition to the one discussed this year. It is still the policy of the committee that only those faculty members who currently hold an MA or higher in literature are eligible to teach this demanding course sequence. Finally, the Advanced English Committee hosted its fifth annual Out Loud! Festival this spring. The festival was dedicated to our recently deceased colleague, Professor Nidia Tiru. This year we had, for the first time, two student interns who, under close supervision, administrated many aspects of the festival. One extremely successful project that these two students worked on was the creation of a new festival website: outloudfestival.blogspot.com. The students uploaded much of the ephemera that I have collected over the past five years making the website an archival record and digital museum of the festival. Additionally, the students created a youtube account with videos of past performances and a facebook page to promote the event. Many participating students reported that the fact that this year's festival was organized by students was one of the most impressive parts of the festival. We will again have student interns next year who will continue the excellent work begun this year.

English 3103-3104 Committee Report: 2012-2013
Submitted by Ellen Pratt, Course Coordinator

The 3103-04 Course Committee was coordinated this year primarily by Ellen Pratt with the help of Sandra Rios during semester I and Mary Sefranek as coordinator of the UTD Course and professor in the course.

During the semester there were four scheduled meetings that took place: Two during Semester I and two during Semester II. There were also combined meeting with TAs from 3013 and 3104 who participated in UTD activities related to the teaching of 3103 and 3104.

Scheduled Meetings 3103

1. August 9, 2012. Introduction to teaching the 3103 course, plans for the year, explanation of texts. The major part of the meeting was dedicated to explanation of the course syllabus and expectations for 3103 students. Sample course syllabi were looked at with comments for pacing and teaching of essays. All TAs were introduced and questions were answered about textbooks, syllabus construction and number of essays.

2. November 15th, 2012. Workshop on grammar correction and discussion of final exam possibilities. TAs and professors discussed different ways to consider how grammar is corrected in 3103. We discussed direct versus non-direct feedback. Members of the committee also discussed possible topics for the final exam. A sub-committee was formed and members began to look for readings and media that could be used to prepare writing prompts. At his meeting it was decided that we would continue with the same textbooks for the following semester.

The final exam sub-committee met two more times to create the final exam. Dr. Mary Sefranek edited the final document. The topic was "economic happiness".

During Semester II (2013) we held two meetings and the following activities were carried out.

1. Introduction to 3104 (January 17, 2013). The contents and organization of the 3104 textbook was discussed. It was decided to not use a textbook for 3104 and to rely on short stories, poems and drama available on the Internet or in electronic form for readings. All professors and TAs were told that they would receive copies of documents explaining how to write about poetry, short stories and drama. The coordinator also gave a short presentation on how to write about stories and poems and how to use DropBox to share materials.

2. Combined 3104 -TADS Meeting (April 4, 2013). The focus of this meeting was on the final exam. The committee voted to change the format for the 3104 exam to one that is more in tune with the methods used for teaching writing in the classroom, where students have the opportunity to draft, peer review, and revise before turning in a final essay. This report includes the instructions given to professors regarding how to carry out the procedure for the final exam and can be edited for future final exams. (Appendix I)

After giving the exam using this format, students reported that it was a more reasonable method for administering the final exam than the traditional format whereby students drafted, revised, and rewrote an essay in a two-hour exam period.

In addition to the regular meetings, a small group of TAs met to work with professors on choosing topics and preparing the final exam.

3. Ellen Pratt, as the main coordinator for 3104, prepared and gave a presentation to the tutors at the English Writing Center regarding the kinds of problems they would expect to find in the essays of 3104 students. The presentation turned out to be valuable for discerning the specific needs of 3104 students writing about literature as well as general problems in the writing of students at this level.

As the final exam has changed considerably this semester, please follow the procedure explained below to prepare students for the final exam on May 16th.

Appendix I

Example Procedure for Administering 3103-3104 Final Exam

For Professors

Part 1. The week of April 29th and the 30th (Monday and Tuesday), give students access to the assigned readings and films for the final exam. They will have two weeks to read, watch the film, and take notes and select important quotes for their writing. The assigned readings are:

(list readings here and links to them)

Part 2. Students will write a draft of the final exam in 1 or 2 days based on the set of prompts that accompany these instructions (PDF). If you teach on a T-TH schedule, you should use the 7th and 14th for writing and peer review. If you teach a MWF schedule, choose two days from the week of May 6-10th and/or the 13th of May. Please allow for at least half of a class for students to peer review their drafts and write suggestions for revision. The professor will collect all of the work and keep it until the day of the final exam. Hard copies of the final exam prompts will be available in the main office on Friday, May 3rd.

Part 3. The day of the final exam, you will return the drafts of the essay to the students so that they can rewrite and make any changes based on suggestions from their peers and their own re-reading of their texts. For the exam, they can bring in copies of readings and quotes from readings, a dictionary and a thesaurus. They will have two hours to rewrite. They should bring either green books or loose-leaf paper to use to rewrite their draft.

English 3104 Final Exam Instructions for Students

The final exam for 3104 will take place in three stages, two of which will take place in your classroom, before the required final exam time as specified by the registrar. The last part will take place on the date and time specified as your final exam period by the registrar.

Part 1. The week of April 29th you will receive a list of readings and a film. You will read and study all of the required texts, either as print or media, take notes and be prepared to write about them.

Part 2. On the dates specified by your instructor (beginning the week of May 6th through May 14th), you will complete an in-class draft of an essay based on one of three possible prompts that will be given to you on those days. You will also have time to peer review your draft in your

class and make written suggestions for improvement on the work of your peers. When the draft and the peer review are complete, you will turn in all of your work to your professor who will keep it until the day of final exam.

Part 3. The day of the final exam you will have two hours to rewrite your essay using the comments for revision given to you by your peers and your own ideas about change you want to make. You may bring copies of the readings and any notes or quotes you have made on them, a dictionary and a thesaurus to the exam.

English 3201-2 Course Committee Report: Spring 2013
Submitted by Acting Coordinator Judy Casey

I was not able to attend the first meeting of the semester due to illness and family problems on the mainland.

TA Kevin Bathke took over this first meeting and discussed various aspects of teaching the class. He distributed some handouts including a guide to teaching both courses and a journal article about the issues involved in evaluating student writing.

The 2nd and last meeting of the semester was in April (attendance list given to M. Sefranek, UTD professor). At this meeting, we discussed the finals for both courses and other general topics.

Submitted May 21, 2013