

University of Puerto Rico - Mayagüez Campus
Department of English
Committee Reports
Spring 2009-2010

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Spring 2010 Report for the Literature Sector

Faculty Members: N. Batra, R. Chansky, L. Chott, L. Flores, N. Haydock, J. Irizarry, E. Lamore, M. Leonard, D. Ortiz, M. Ortiz, I. Rivera, L. Rodriguez, and N. Tirú.

Meetings During the Spring 2010 academic semester: January 26 and March 4

During the Spring 2010 academic semester, the faculty members of the Literature Sector accomplished the following work:

- collaborated with the M.A. Lit. Ad Hoc committee in creating and reviewing additional courses for the proposed M.A. in Literature;
- reviewed the current literature undergraduate and graduate offerings in the Department of English; and,
- continued working on a certificate/minor in literature for undergraduate students

Respectfully submitted by N. Haydock and E. Lamore, Co-Coordiators

Linguistics/Applied Linguistics Sector Spring 2010 Semester Report

This semester marked the first semester of the Linguistics/Applied Linguistics Sector (LAL) in the English Department. The sector was created after a recommendation was made from the Ad hoc Linguistics/Applied Linguistics Committee in the fall of 2009 to create a sector that would be more encompassing of the expertise of our faculty who were interested in teaching both linguistics and applied linguistics courses. The inclusion of applied linguists was created to make a larger sector that would work to be more inclusive of professors working within the larger umbrella of linguistics/applied linguistics.

The members of the sector were: Shannon Bischoff, Kevin Carroll (chair), Elizabeth Dayton, Cathy Fleck, Nevin Leder, Ellen Pratt, Rosa Roman, Nancy Vicente, Billy Woodall, G. Smyrniou (joined at the April 16, 2010 meeting), Catherine Mazak (on maternity leave), Betsy Morales (in the sector but did not attend any meetings),

Throughout the semester the sector met a total of three times. Two were formal meetings and the third meeting was at the department retreat. The first two meetings were concerned with defining the purpose of the sector along with its general objectives, membership requirements and how the chair of the sector will be decided.

Purpose of the Sector:

- a) create and promote additional courses for linguistics/applied linguistics for both undergraduate and graduate programs
- b) review and assess linguistics track courses for the undergraduate degree, including master syllabus for each course
- c) review and assess curricular sequence of courses for linguistics track of the undergraduate degree
- d) assess student needs both within the undergraduate program and within the larger community of linguists/applied linguists

General Objectives of the Sector:

- a. Educate students in contemporary linguistics, both theoretical and applied, focusing particularly on the universal, systematic nature of human languages, language acquisition, and processing.
- b. Educate students about the structure of English, especially the core areas: phonetics, phonology, morphology, and syntax.
- c. Promote awareness of sociolinguistic issues, including language variation and change, language contact, bilingualism, and language policy and planning.

- d. Examine specific language related issues in Puerto Rico, across the various subfields of linguistics.
- e. Provide fundamental training in research and writing in linguistics.
- f. Prepare students for further work in linguistics and related fields.

Membership:

The sector/committee is required to have a minimum of 7 active members.

In order to be a voting member of the committee/sector one must:

- a) a member must be a faculty member of the English department
- b) a member must have the following additional qualifications:
 - i) have an interest in the discipline of linguistics/applied linguistics
 - ii) have experience or potential experience in developing and/or teaching classes in linguistics/applied linguistics

Election of Sector Chair:

A vote will be conducted annually during the last meeting of the second semester, the new chair's term begins the first semester of the next academic year. The term of the chair of the L/AL sector is one academic year, and the chair can serve a maximum of two consecutive years, if elected.

The remaining items of this semester's agenda will be rolled over to the next academic year and are as follows:

- a. Election of Sector Chair
- b. Approval of March 9, 2010 and April 16, 2010 Minutes
- c. Discuss status of syntax course
- d. Update/discuss work completed by sector in last seven years
- e. Discuss curriculum goals for L/AL sector
- f. Discuss pre-requisites for courses in linguistics track
- g. New Business

Submitted by Kevin S. Carroll – Sector Chair

Writing and Communication Sector Second semester 2009-2010 Report

The committee met four times this academic year on August 27, 2009, October 29, 2009, November 19, 2009. (Our second meeting scheduled for September 10, 2009 was cancelled because there was an academic recess due to weather conditions), and March 4, 2010.

1. The sector discussed our agenda for the academic year which will include our hiring needs, Curricular sequence in Writing and Communication and the Strategic Plan for the sector.
2. The Committee discussed the Curricular Sequence during the October 29 and November 19, 2009 meetings. The Curricular sequence in Writing and Communication was approved by referendum November 21, 2009.
3. The sector loss a new hire who finally decided not to accept a position for the semester of January 2010.
4. The Writing and Communication Sector discussed and approved changes in the prerequisites for English 4008 Creative Non-fiction and English 4059 Persuasive Writing to add consent of the department director in order to give the opportunity to students who have the skills to take any of those courses, but are missing the original pre-requisites, to be evaluated and approved to take them.
5. The Curricular Sequence was submitted to the Curriculum Committee which will try to include it in the agenda for their March 18, 2010 meeting.
6. The sector discussed and approved a Sector Strategic Plan 2010-2013. Final editing and revision of dates are in progress.

The sector completed its agenda for the academic year 2009-10.

Submitted by Dr. Aixa L. Rodríguez, WCS coordinator. August 16, 2010.

**ESL Sector Meeting
End-of-semester Report
Spring 2010**

Submitted by: Rosita L. Rivera and Waleska Morciglio (coordinators)

Current Members: Billy Woodall, Kevin Carroll, Maruja Toledo, Myrna Rivera, Carmen Maldonado, Judy Casey, Cathy Mazak, Jeannette Lugo, Iris Toro, Rosa Román, Rosita Rivera, Raymond Knight, Nancy Vicente, Kevin Carroll and Eileen Blau

The committee met twice this semester.

1. There were two items in the agenda during the first meeting: to revise the objectives across the sequence and to have a discussion about the mission and goals of the sector. The revision of the objectives was postponed due to issues of quorum and of not having the updated versions of all the objectives. The updated grid with all the objectives will be sent by e-mail, so we can revise it in our next meeting.
2. In this meeting we were able to do some brainstorming regarding the following issues, which will be brought up in our next meeting in order to make informed decisions as a sector:
 - Membership
Who are (should be) the official members of this sector?
Do all 3101-02 and 3201-02 instructors need to be members of this sector?
Should we have visitors? If so, should they have the right to vote?
Should we have an official representative in the Curriculum Committee?
 - Mission Statement of the Committee
Define our goals and objectives
Examine and revise curriculum
 - Next semester goals
What are we going to do after the curriculum revision is completed?
Design new laboratory materials
Assessment
 - Other issues
The possibility of submitting an official statement regarding the composition of the Curriculum Committee

During the second meeting the committee worked on the revisions to the curriculum document for the basic track.

A needs analysis survey was administered to five sections of the Business Administration Faculty. This survey will be analyzed to design a business English course for business administration students.

Faculty Retreat

On April 16 the ESL Sector presented a draft of the ESL Sector's mission statement, goals and objectives as well as criteria for membership (See Annex A).

Pending Issues:

1. Submission of curriculum document with proposed courses to the Curriculum Committee
2. Implementation and assessment of new objectives in the basic track syllabi

Annexes

Annex A ESL Sector (draft mission statement, goals and objectives)

ESL Sector (draft mission statement, goals and objectives)
Presented to the Faculty on April 16, 2010

Current Members: Eileen Blau, Rosita L. Rivera, Maruja Toledo, Carmen Maldonado, Judy Casey, Waleska Morciglio, Jeanette Lugo, Ray Knight, Catherine Mazak, Billy Woodall, Myrna Rivera, Iris Toro, Nancy Vicente, Kevin Carroll

Title of sequence: Basic English Curricular Sequence

I. Introduction

- A. Brief description: The English as a Second Language (ESL) Sector was established in 2004 to oversee evaluation and curriculum revision for the Basic Sequence (INGL 0066, 3101, 3102, 3201, 3202) which serves approximately half of the incoming UPRM class every year (approximately 1500 out of 3000). Any student who enters this university with an English as a Second Language Achievement Test (ESLAT) score below 570 is placed in this track; thus approximately 1500 freshmen enter this sequence. Most enter INGL 3101 (approximately 1100); however, those with ESLAT scores below 470 enter INGL 0066 (approximately 400).
- B. Mission Statement: The mission of the ESL Sector is to provide students who enroll in ESL courses through the Basic track with the skills they need to succeed academically, not only in their English courses but also in their field of study. In order to provide students with this education, the ESL sector views skills as an integrative process.

C. Goals

The ESL Sector focuses on its effort and initiatives equally in the following areas:

- i. Research and revisions of Basic Track curriculum
- ii. Curricular design and implementation
- iii. Assessment of curriculum
- iv. Assessment and implementation of Language Laboratory Policies

D. Objectives

- i. To increase proficiency levels in the four core basic language skills through ESL courses.
- ii. To provide language learners with wide-ranging experiences in which the four basic skills are integrated so that they view language from a holistic perspective.
- iii. To assess, revise and implement curriculum and assessment policies for the Basic track.

E. Membership

The composition of the ESL sector is very diverse and interdisciplinary due to the nature of the courses and the vision and approaches to language teaching and learning. Members of the ESL Sector have expertise in the following areas: ESL, English Education, Curriculum and Instruction, Linguistics, Applied Linguistics, and Writing. Members are either teaching Basic track courses or conduct research in the field of ESL/ELL or applied linguistics.

F. A brief history of what the committee has accomplished over the past five years

In the past, curriculum development and revision have been done primarily for individual courses rather than for the sequence as a whole. Currently, the goal of the ESL Sector is to revise the curriculum of the entire basic sequence. In order to do this as wisely as possible, we surveyed students still in the sequence as well as students nearing graduation to get a better picture of how the older students had fared over the years with regard to their English-learning experience at Colegio. We also administered the standardized and internationally used Vocabulary Levels Test (Nation & Beglar, 2007) and the Michigan Test of English Language Proficiency to samples of students at all levels of the sequence as well as to those about to graduate.

Findings clearly pointed to a need for increased opportunities to overcome the fear of speaking as well as increased opportunities to prepare for using English in the pursuits and professions students were preparing to enter upon graduation. Once these findings were analyzed and our plan was formulated, we consulted with the directors of all departments that cooperated with our data-gathering efforts, that is all the departments in the Faculty of Arts and Sciences (except English and Marine Sciences), representatives from Business Administration, the Dean of Agricultural Sciences, and representatives of the Faculty of Engineering. Overall, support was extremely positive for the proposed curricular revision.

The Current Basic Track

All students entering the University of Puerto Rico at Mayagüez are required to take at least four semesters of English courses. They are placed into a specific English course based on their ESLAT (English as a Second Language Placement Test) or AP (Advanced Placement) English test scores. Currently, the UPRM offers a series of courses which the English department refers to as the “basic track,” which is designed for students scoring 569 or lower on the ESLAT. These include the courses titled Basic I (3101) and Basic II (3102), followed by Reading and Composition I (3201) and Reading and Composition II (3202), all of which are 3 credit courses. Students who have ESLAT scores of 469 or lower must take Pre-Basic (0066), a non-credit course which they must pass as a requirement for entry into Basic I. Approximately 1,500 students (around 50%) enter the basic track every year.

Currently, placing into the Basic track is a disadvantage for students for several reasons:

- a) Students placing into higher tracks will have choices as to which English course offerings they would like to take to complete their required four semesters. For example, they may choose public speaking, technical writing, film, etc. However, students entering the Basic track never get to choose an English course.
- b) The current Basic Track curriculum currently operates on a generic, “one-size-fits-all” model. Emphasis is placed on grammar and vocabulary development and reading improvement, but until now the curriculum has not been based on student needs assessment.

Over the past three years, the ESL Sector of the department of English has been conducting an in-depth, multi-faceted needs analysis that includes the following components: opinion surveys of current basic track students, opinion surveys of graduating students in all faculties, skills assessment of basic track students using assessment loops and achievement tests, and input from all directors of all departments on campus. The curricular revision presented here is informed by all of this data, in addition to our input as ESL professionals.

II. Relationship between the program and the mission and strategic plan of the UPR system and with other programs

A. Relatedness to the UPR strategic plan and the RUM strategic plan

The structure and scope of the Department of English’s basic program is conceived as part of strategic planning ensuring that its content reflects the mission, goals and objectives of UPRM.

In its effort to become a department characterized by excellence in teaching, research and service to the community, the Department of English mirrors UPRM primary goals. (Cert. #96-97-603) and contributes to the Continuous Improvement Educational Initiative (CIEI) initiated in early 2003.

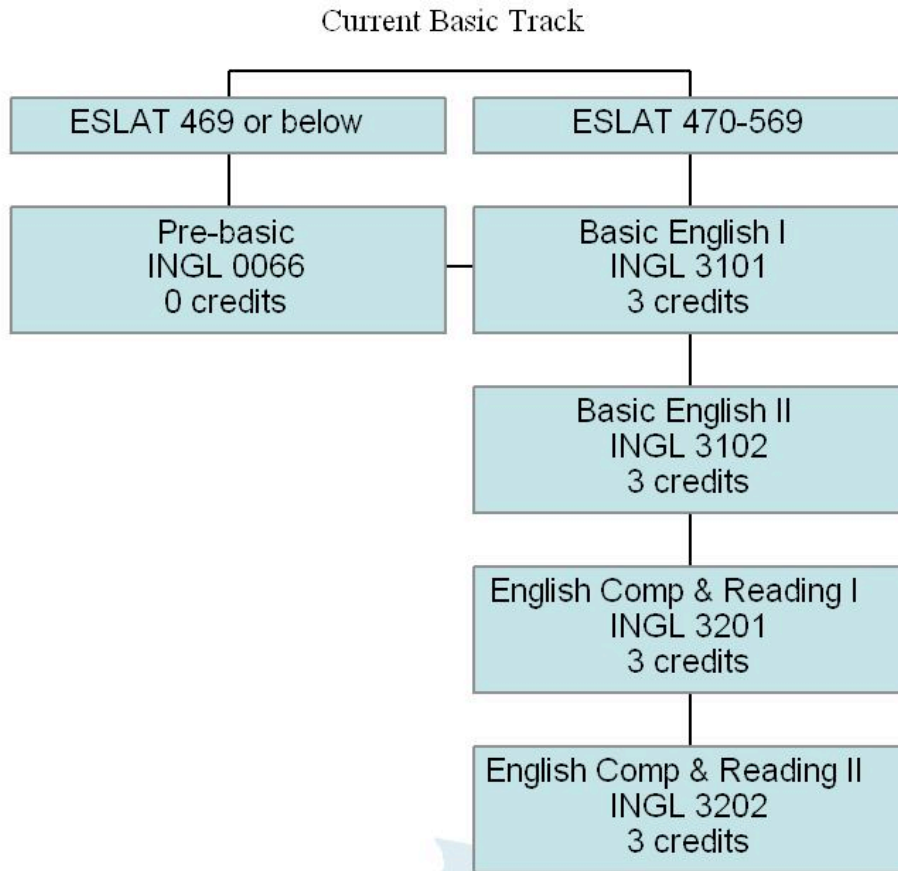
Department of English - Mission Statement

The English Department, which exists in the academic environment in which English is a second language, addresses the needs of all students who enter the UPR-Mayagüez. It directs its efforts toward the development of educated, responsible, and cultured citizens and professionals in all areas as well as in fields related to English Studies, primarily those involved with the study of Linguistics and Literature. Graduates of departmental programs will be qualified to contribute in an effective manner to the social, cultural, and economic development of Puerto Rico and the world at large. The English Department focuses its efforts and initiatives equally in three fundamental areas: instruction, research, and service to the university community.

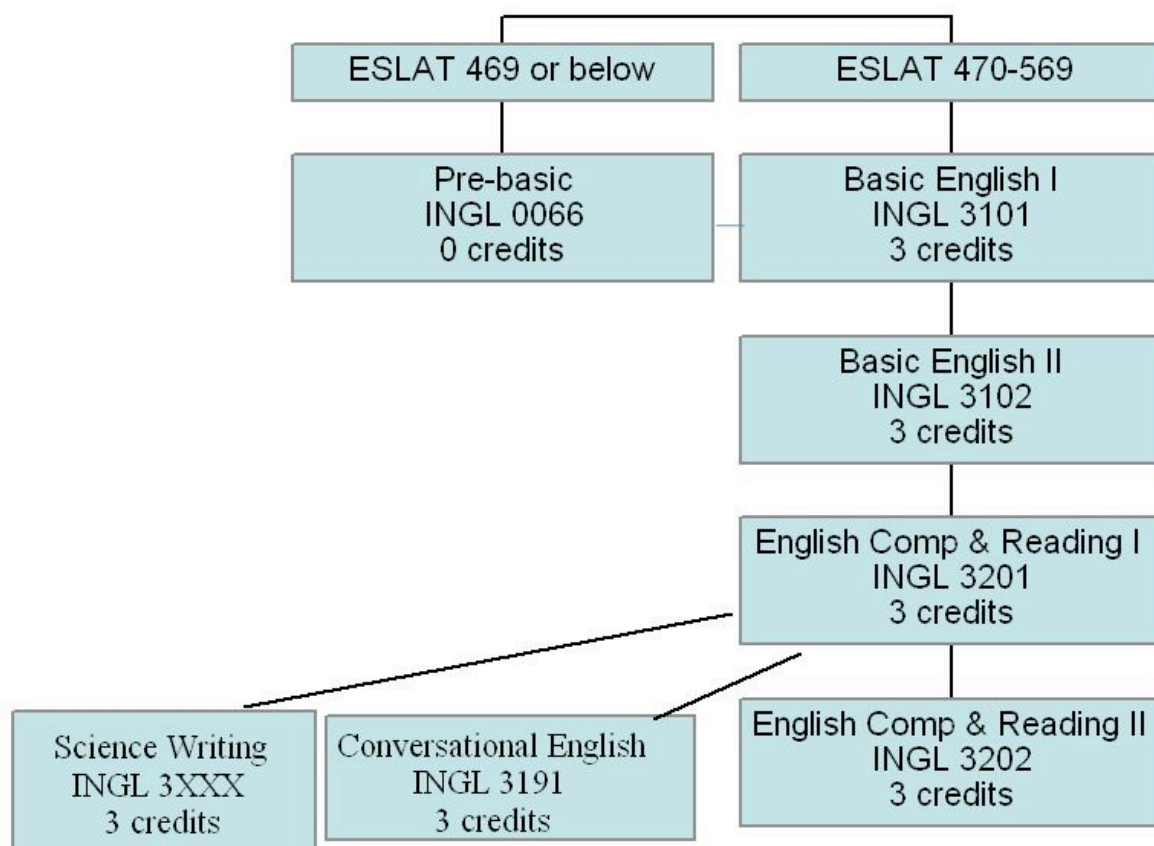
Adding a formal conversational English component to its basic English course sequence, the Department of English seeks to evolve UPRM’s mission by placing students’ second language needs at the center just like UPRM mission places students as central figures and makes them its “reason for being.”

III. Curriculum Design

A. Present sequence versus proposed sequence



Proposed Basic Track



INGL 3211 and 3212 Committee Spring 2010 Report

Faculty Members: R. Chansky, L. Chott, E. Lamore, M. Ortiz, I. Rivera, and N. Tirú

During the Spring 2010 academic semester, the faculty members of the INGL 3211 and 3212 Committee accomplished the following work:

- discussed and reviewed the textbook selection for the 3211 and 3212 sequence;
- continued discussing and planning a revamping of the OutLoud! blog to transition this site into an Advanced English blog that would provide information essential to students enrolled in the course sequence and serve as an informative resource for those students interested in taking further courses as sociohumanistic requirements, enrolling in curricular sequences, and/or changing their majors to English;
- met with student representatives from LLL, EDSA, and RUMEGA to discuss the involvement of the members of these student groups in both the preparation of materials for the aforementioned blog and the second OutLoud! Festival; and,
- successfully planned and executed the second annual OutLoud! Festival for undergraduate students on April 21, 2010. We are delighted to report that more than three hundred individuals viewed the student artwork displayed in the OutLoud! Gallery and almost two hundred individuals attended the student presentations in the auditorium in Chardon Hall. These numbers are in addition to the almost one hundred and fifty students who participated in the festival with academic presentations, performances, recitations, readings and presentations of creative writing, visual artworks, and short films.

Respectfully submitted by R. Chansky and E. Lamore, Co-Coordinators

INGL 3103/3104
Spring 2010 Report

Submitted by Mary E. Sefranek on August 13, 2010

This semester, the 3103/3104 Committee was comprised of **six** full time faculty members, **one** part-time faculty members, and **ten** GTAs (a total of 17 members).

Six full time members taught **16** sections of 3104, a total of **453** students

One part-time faculty member taught **1** section of 3104, a total of **27** students

Nine Graduate Teaching Assistants (GTAs) taught **21** sections of 3104, a total of **589** students

One GTA taught **2** sections of 3103, a total of **51** students

Altogether, 40 sections and 1120 students were taught by 17 faculty members and GTAs.¹

Summary, Recommendations, and Reflections

While the number of sections taught by GTAs and faculty were equally balanced in the Fall semester, the scales tilted more heavily in the direction of the GTAs once again this semester, a routine problem in this course. In addition, three GTAs taught three courses each, a practice frowned upon in the professional literature on the topic given that GTAs work without job security, with minimal benefits, and at wages far below what their faculty colleagues are paid per course. In 1989, the *Conference on College Composition and Communications* established professional standards that promote quality education and these include:

Graduate students' teaching experience should be understood as an essential part of their training for future professional responsibilities. They are primarily students and should never, for mere economic expediency, be used to replace tenure-line faculty in the staffing of composition programs. Graduate students' teaching loads should not interfere with their progress toward their degrees: an average of one course per term is ideal; *more than two courses per term is unreasonable* (italics added for emphasis).²

Last semester, this problem was reported, discussed during the final faculty meeting of the year, and critiqued by the English Dept. at large. Unfortunately, the practice nevertheless continued into the Spring 2010 semester.

Similarly, for faculty teaching the course, there is a conflict between what the professional literature recommends and our Departmental practices. According to the same professional standards mentioned above, CCCC notes that:

- 1) No more than 20 students should be permitted in any writing class and
- 2) No English faculty members should teach more than 60 writing students per term.

¹ Student numbers are based on those registered at the start of the semester, approximately 1120.

² See <http://www.ncte.org/cccc/resources/positions/postsecondarywriting>.

Moreover, CCCC claims that in Developmental writing classes, which INGL 3103/3104 arguably are, the maximum number of students should be 45. Certainly, given stringent cuts in institutional budgets over the past two years in particular, these recommendations may seem unrealistic to implement. However, it is important to note that all of our full-time INGL 3103/3104 faculty (and GTAs) are routinely teaching 28 students per class and that some of them are teaching 90-150 students per term. This is not conducive to quality teaching for our students, nor compatible with professional standards in the field, particularly in a context where all of our students are emergent bilinguals. **Four routine course coordination and one extraordinary meeting were held** as planned in the department calendar for the Spring of 2010, the final extraordinary meeting was rescheduled, however, due to the student strike. Two of these meetings were held in common with INGL 066, INGL 3101/3102, and 3201/3202 as a component of the pilot Sequence Course Colloquia series (to be discussed in further detail below).

On **January 14th**, Prof. Arlinda López facilitated “Doodle with Moodle: Demystifying the Newest Online Forum for Classroom Teaching” as the third workshop in the Sequence Course Colloquia. This was attended by 34 individuals who each received 1.5 hours of professional development credit with CEP for their participation.

On **February 25th**, Drs. Liz Dayton and Judy Casey hosted the fourth and final workshop of the Sequence Course Colloquia, “Using the Writing Center as a Grammar Resource” which was attended by 37 individuals who received 1.5 hours of professional development credit with CEP for their participation.

On **March 23rd**, Dr. Leo Flores hosted “Tricks, Tips, and Tools for Teaching Poetry” for the nine committee members gathered for the individual INGL 3103/3104 Course Coordination meeting that day. They also received 1.5 hours of professional development credit with CEP for their participation.

On **April 15th**, Dr. Sefranek facilitated discussion and planning of the INGL 3103/3104 final exam for the semester. At this meeting, it was decided that readings would focus on Haiti due to the catastrophic earthquake that occurred in this neighboring Caribbean nation in January, and the fact that our required textbook includes not one reading by a Haitian writer.

On **August 2nd**, Dr. Sefranek presented the results of the Sequence Course Colloquia Survey distributed in late March/early April and engaged committee members in a discussion of the responses. Further feedback was also requested of committee members in relation to other changes they would like to see implemented in the committee. Their responses included:

- 1) A CEP credited workshop on Syllabus Design and Development *specific to INGL 3103/3104* (which might include a panel of faculty and GTAs who have previously taught the course and submitted exemplary syllabi)

- 2) The possibility of using open source (legally free and reproducible) resources to replace all publishing house textbooks except for the writer's handbook in order to save our students' money in these times of financial duress
- 3) A hands-on, strategy-replete CEP credited workshop on how to incorporate grammar instruction into the teaching of INGL 3103/3104 classes
- 4) Routine selection of sections of text to exclude from course outlines for inclusion as exam readings a good deal of time in advance of the coming semester (to enable everyone to prep their course outlines taking this into consideration and to enable everyone to read this section and consider readings and questions in advance of the Course Coordination meeting dedicated to this purpose at the conclusion of each semester).

There is an **ongoing conflict** for many full-time faculty teaching 3103/3104, in relation to the established department calendars for INGL 3103/3104 meetings. Some are members of other committees that meet at the same time (Georgia, PC; Roberto, Library Committee). Others hold administrative or departmental posts which frequently call them away to attend to other responsibilities that take precedence (Leo, Faculty of Arts and Sciences). As such, attendance at these meetings is primarily comprised of GTAs who are held accountable for being there, unlike their faculty counterparts. Consequently, these meetings are often felt to be a top/down GTA training ground (from Coordinator to GTAs), and sometimes an unnecessary repetition of what is occurring in the TADs course, rather than a place where all instructors might contribute to an active and dynamic exchange of ideas for improving teaching practices by exploring how current research in Second Language Acquisition might be built into what instructors do in their classrooms.

Significant objectives achieved in the Spring 2010 semester include:

- 1) The continuation of the new Sequence Course Colloquia. This series of on-going workshops was attended by all course coordination committee members (with the exception of Advanced Literature) and were open to other Dept. faculty and students as well. CEP credits were offered to all participants. This semester, two workshops were held, one in January, with Prof. Arlinda López and one in February, with Drs. Dayton and Casey (refer to details of these meetings above). As was the case last semester, these meetings both achieved their aim of joining a broader group of committee members, faculty, and students together for a collaborative and productive professional development opportunity (thus reducing the overlap between meetings for those teaching more than one of these courses and the preparation time of Course Coordinators). This semester, there was less **confusion among GTAs and faculty** about the need to attend these meetings. These are not additional or supplementary meetings, but mandatory, like any other, and take the place of the regularly scheduled monthly meetings of individual course coordination committees. *On a related note, however, it is extremely important that Course Coordinators who are not hosting a particular meeting convey to their committee members that their attendance is required. Moreover they should be present themselves to confirm the attendance of their own committee members and to participate in what is meant to be a collaborative effort.*
- 2) INGL 3103/3104 committee members received a total of up to **4.5 hours** of professional development credit with CEP due to their participation in the Sequence Course Colloquia as well as an additional

workshop by Dr. Flores facilitated outside of that forum solely for INGL 3103/3104 committee members.

- 3) Other course coordination committee members, as well as any faculty or students who chose to attend, received up to **3 hours** of professional development credit with CEP for attending the Sequence Course Colloquia.
- 4) A survey was distributed among those who attended the Sequence Course Colloquia in the 2009-2010 academic year order to evaluate this collaborative effort. 22 individuals responded to this survey, including 7 full-time faculty members, 14 GTAs, and one part-time faculty member. Feedback was requested from participants on the new meeting format, the usefulness of the topics addressed, and other topics that might be taken up in these meetings. The results of this survey will enable us to reflect on the successes and limitations of the collaborative meetings, reconceptualize these as needed, and consider other potential workshops Course Coordination committees might host. Overall survey results indicate that:
 - a. Attendance increased with each subsequent colloquium with more individuals taking advantage of the opportunity to received CEP credits.
 - b. A majority of respondents (13) felt the aims of the Sequence Course Colloquia had been met. Six felt they had been partially met. No one believed that none of the aims had been accomplished.
 - c. A majority of respondents (17) believe that the sequence should be formally adopted (officially implemented by the Department).
 - d. A majority of respondents (12) believe it is important to do a combination of sequence meetings and individual course coordination meetings
 - e. Respondents clarified that while the colloquia provide them with an opportunity to adapt colloquium content to their classroom and learn new pedagogical strategies, the individual meetings enable them to address issues that are specific to their particular course (final exams and disparate syllabi)
 - f. Many expressed the significance of sharing and exchanging information across all of course coordination committees.
 - g. Many valued the presentation/colloquium topics (in terms of interest level and relevance of information) and the individual contributions of the facilitators.
 - h. More hands on, practical colloquia are desired, more input into the selection of topics, and better coordination of rooms and publicity.
 - i. Many respondents believe there needs to be collective input into the selection of topics.
 - j. In terms of new possible topics for future colloquia, the greatest need was perceived to be on the writing process, the development of rubrics, and MLA documentation, with the teaching of drama and performance also high on the list.

[Please refer to attached document for complete version survey questions and responses]

- 5) New entry on INGL 3103/3104 Course Coordination blog: "Rhetorical Phrases and Transitional Words... Oh My!" (<http://blogs.uprm.edu/ingl3103-04/2010/02/21/rhetorical-phrases-and-transitional-words-oh-my/>)

Significant Aims for the Fall 2010 semester:

- 1) Review of potentially new texts for INGL 3103/3104 for the 2011-2012 and 2012-2013 academic years (these are reviewed and updated every two years by the committee writ large). Based on feedback from the final extraordinary meeting of the Committee in August 2010, members would like to see open source material replace the two required textbooks, while a writing handbook from a publishing house remain a requisite purchase for all INGL 3103/3104 students.
- 2) Decision-making in terms of continuing or ending the Sequence Course Colloquia. The responses from the survey indicate that the majority of those polled would like the sequence to continue as offered in the 2009-2010 academic year. That is, two meetings per semester across all of the course coordination committees, and two meetings held individually to allow time for orientation at the start of each semester, and exam planning at the end of each semester.
- 3) Continued updating of the INGL 3103/3104 blog with information and documents specifically requested by faculty and GTAs in meetings in the 2008-2009 and 2009-2010 academic years including postings on Assessment, Teaching MLA documentation, and Evaluating Online Sources, as well as updates to the posting on “The Writing Center/s Support Biliteracy Development”.
- 4) Consideration of Google docs as alternative venue for posting and updating materials and information to be shared by Committee members.
- 5) Updating the course syllabi and guidelines

Other Notes:

Dr. Mary Sefranek will conclude her four year tenure as the Course Coordinator for INGL 3103/3104 at the conclusion of the Spring 2010 semester and Drs. Ellen Pratt and Sandra Ríos will assume this responsibility. To this end, Drs. Pratt and Ríos were invited to the final course coordination meeting of the Spring semester where Dr. Sefranek explained this transition to committee members and presented the new coordinators. In addition, the Course Colloquia Sequence survey results were presented at this meeting and committee members provided further feedback on changes they would like to see implemented in future semesters so that Drs. Pratt and Ríos are aware of these concerns and might attend to these as they commence their duties as the new coordinators of INGL 3103/3104. Dr. Sefranek confirmed that she will still be active as a committee member as she will be teaching INGL 3103 next semester and will be available to support both committee coordinators and members during this transitional period by offering workshops, providing documents and materials generated during the 2006-2010 period, and guidance on coordination matters.

Library Committee
End of Semester Report for Second Semester 2009-2010

To: Members of the English Department
From: Roberto López

There were NO meetings this semester at the faculty or department level.
There is now a new director, Wanda Perez and due to the events of the past few months she has not called a meeting.

I urge all members of the department to keep on ordering books. If we do not order books our budget will be cut from the \$2700.00 we got last year. Arts and Sciences does not have a library budget as of August 9th.

**Orientation Committee
Semester II Report
August 2010**

The OC officially met twice during the semester (February 4 and March 18, 2010).

Members include: C. Maldonado, M. Rivera, I. Toro, S. Ríos, R. López, M. Toledo, S. Bischoff, E. Pratt, J. Irizarry, W. Morciglio, J. Lugo, and G. Griggs.

During the February 4, 2010 meeting, members were informed about important dates and deadlines and issues regarding course equivalencies with other institutions. Updated student lists that included the 10 internal transfers who entered our program in January 2010 were provided to each advisor. Advisors were reminded to establish contact with their new advisees and initiate evaluation of their curricula.

In our March 18, 2010 meeting, revised dates and deadlines to the Academic Calendar were provided to members. Members were advised to contact their advisees for registration and curricula counseling. In addition, members evaluated eight potential Mellowes Award candidates and selected two, which were also interviewed by the members. Candidate A and B were presented to the faculty at the Faculty Retreat on April 16. At the Retreat, the faculty chose Candidate A, Marshley Márquez, as the Mellowes Award recipient.

The tentative date that was established for the annual *Breakfast of Champions* was set for May 25, 2010. However, due to the student strike from May 4 to June 23, 2010, this issue is still pending. Since its establishment in 2007, our graduating undergraduates look forward to this special activity with their professors and fellow graduates. The following ten undergraduate students are eligible for 2010 graduation (September): Joel Loperena Nuñez, Marshley Márquez Acevedo, Valerie Martínez Paris, Carla Montes Collado, Wilmary Rivera Flores, Natalie Pagán Rivera, Fabiola Sepúlveda Acosta, Omayra Samudio Vargas, Glory Soto González, and Walter Zeno Muñoz.

During the entire semester, OC advisors have been available to assist students in activities including updating curricula, pre-registration, academic counseling, and general student support. The Orientation Committee remains active counseling and providing curricular support to our undergraduate students. Furthermore, the OC collaborated in the preparations for the American Cancer Society's, *Relevo por la Vida*, which took place Saturday April 24 and Sunday April 25, 2010 at UPRM's synthetic track.

The OC also participated in the Arts & Sciences Honor Roll Ceremony, which took place on Tuesday and Wednesday, April 6 – 7, 2010 in the Figueroa Chapel Auditorium. All advisors and professors were invited to attend.

The OC also prepared a draft (which follows) of their mission, goals, and committee responsibilities. This document was to be reviewed in the next OC meeting for comments, revisions, and final approval.

Graduate Committee
Second Semester 2009-2010
August 20, 2010

In the second semester of the 2009-2010 academic year the members of the English Department's Graduate Committee were, in alphabetical order: Emily Aguilo Pérez (Graduate Student Representative), Dr. Shannon Bischoff, Dr. Kevin Carroll, Dr. Jocelyn A. Géliga Vargas (Graduate Program Coordinator), Dr. Eric Lamore, Dr. Mary Leonard, Dr. Ellen Pratt, Dr. Rosita Rivera Rodríguez and Dr. Mary Sefranek. Dr. Catherine Mazak was on maternity leave for the semester and was not substituted. Dr. Bischoff served on the committee until May, 2010.

This semester our committee held six ordinary meetings (January 19, February 18, March 23, April 19 and August 16) and two extraordinary ones (April 9 and 30). Our work focused on the following areas: (1) orientation and advising efforts; (2) consideration of applications for admission; (3) revision of MAEE admission requirements; (4) curricular revision of variable-content courses, evaluation of variable content course proposals and revision of proposal submission policies; (5) evaluation of Graduate Teaching Assistants; (6) research activities to plan recruitment efforts.

1. Orientation and advising:

Due to the fact that a number of policies governing graduate studies at UPRM were instituted, or came into effect, this semester, as GC coordinator a significant portion of my time was devoted to disseminating this information to GC members, graduate students and faculty advisors. In order to do so I gave informative reports at GC and departmental meetings, sent regular emails to faculty and graduate students, posted notices on the departmental weblog and updated the virtual GC workspace created last semester.

In addition, as has become customary in the administration of the MAEE program, at the beginning of the semester I assigned temporary advisors to all incoming students and prepared and widely distributed the internal publication titled *MAEE Deadlines for Second Semester 2009-10* among students and faculty. Throughout the semester I kept MAEE students abreast of funding and research opportunities as well as upcoming conferences via e-mail and postings on the departmental weblog. I also kept regular office hours and ongoing e-mail communications during the course of the semester to tend to graduate student and faculty concerns regarding issues such as the completion and submission of plans of study, coordination of thesis defenses, scheduling of comprehensive exams, requests for course equivalencies, etc. At the end of the semester I publicized the schedule of MAEE thesis defenses and invited the departmental community to participate.

2. Consideration of applications for admission

This semester the committee considered a total of 13 applicants (11 new admissions, 1 readmission and 1 second admission). I coordinated the applicant review process, following the protocols the GC has been developing for the standard, consistent and transparent evaluation of all candidates. Unfortunately, decisions about five of the candidates had to be made via an online referendum due to the fact OGS was not able to make their applications available until

July. Nonetheless, all applicants were interviewed and evaluated following the established protocol.

3. Revision of MAEE admissions requirements

The GC concluded the work initiated last semester with the objective of revising the requirements for admission into the MAEE program. Based on the GC's proposal, I prepared a presentation for the departmental faculty which included pertinent comparative data to justify the need for refining the requisites for admission into the program. On February 11, the Department voted to accept the GC's proposal. The new admission requirements, expected to come into effect on September 1 so that they can be employed for the consideration of applications for January 2011 and beyond, have already been formally submitted to the Office of Graduate Studies.

4. Evaluation of variable-content course proposals and related policy/curricular revisions:

This semester the GC received and evaluated three proposals for the two variable-content graduate courses (*Studies in Literature* and *Special Topics*) offered in the MAEE program. In addition, the GC revised its variable-content course CFP and policy after extensive analysis and discussion of some of the shortcomings of the existing policy (e.g., doesn't ensure that courses are offered in all main areas of study and doesn't give enough time to professors to prepare the courses or to students to plan to take them). Two important changes to the policy are: (a) the GC will attempt to schedule variable-content courses for up to four consecutive semesters; (b) in any given semester faculty may not submit the same proposal for both variable-content courses. The revised policy, as well as the proposal evaluation form used by GC members will be included in future Calls for Proposals. Finally, the committee agreed to submit a formal request to change the title and description of the *Special Topics I/II* course (INGL 6985/86). The request has already been submitted, with all the required signatures, to the Associate Dean of Academic Affairs.

5. Graduate Teaching Assistant (GTA) Supervision

As was decided last semester, this term GC members only observed and evaluated those Grass who were not enrolled in the Department's 1-credit training course (UTD). Each committee member was thus required to observe and write the observation report of one GTA.

6. Research activities to plan recruitment effort

The GC understands that recruitment is an area we have to address in the near future. To this end, we have begun gathering pertinent data (from comparable programs in Puerto Rico, the United States and the Caribbean, from assessment reports, from on-line forums where we could publicize our program, etc.). Based on this information, we expect to design and launch an active student recruitment campaign in the upcoming academic year. On the other hand, we have been working to "recruit" qualified external faculty as potential members of student thesis committees. To this end, I gave brief presentations about the MAEE program to the faculty of the Social Sciences and the Humanities departments and developed a survey to gather information that will be used to create an "external" faculty directory for MAEE students.

Personnel Committee
Second semester 2009-2010

Dr. Aixa L. Rodríguez was appointed acting chair of the PC at the beginning of this second semester of January 2010. Dr. Judy Casey agreed to serve as a co-chair for the semester. The Personnel Committee met on February 10, February 23, February 25, March 18, March 23, March 25, April 8, April 15, April 22 and April 27, 2010. We have another meeting scheduled for August 16, 2010 at 12 noon.

1. The committee reviewed and recommended three sabbatical proposals during the first semester 2009-2010.
2. The PC reviewed and approved one case for tenure for January 2010.
3. The PC reviewed four cases for promotion for July 2010. They were all approved and submitted to the Arts and Sciences Personnel Committee.
4. The PC reviewed four tenure cases for July 2010. They were all approved and submitted to the Arts and Sciences Personnel Committee.
5. The PC began evaluation of annual forms submitted by 5 non-tenure members of the department in our April 22 meeting. Two of the cases were completed while the other three will be completed in our last meeting scheduled for August 16, 2010.
6. The PC co-chairs coordinated the evaluation for the director and associate director. The final tally of the results is in progress. Expected completion date is August 20, 2010.

Submitted by Dr. Aixa L. Rodríguez, Acting PC chair August 16, 2010.

ORIENTATION COMMITTEE

Mission

To provide our undergraduate students with a solid understanding of the English Department curriculum, encourage involvement in our Department's undergraduate organizations (EDSA & LLL), inform them regularly of institutional requirements, and facilitate their overall academic progress to graduation.

Goals

- Provide academic orientation to 100% of our undergraduate students
- Maintain high retention rate of UG students in our Department
- Promote our Department within the institution and the academic community
- Support our UG student organizations
- Facilitate open communication and collaboration between faculty and students

Orientation Committee Responsibilities

- Attend and participate actively in OC meetings
- Ensure that advisors' user accounts are activated in Telnet each semester
- Observe Buckley Amendment regarding students' personal information
- Update students' curriculum grid (BA in English or BA in English Education)
- Contact students for curricular advising each semester (*prematricula*)
- Update student's Personal Data form and ensure that students who entered the Department after 2007 have signed the "Departmental Policy Regarding 'D' in English Courses" (core and track) form
- Advise students to have an official transcript sent to the Department at the end of each semester
- Provide academic advice to students with low GPAs
- Communicate and meet with advisees regularly and alert them of important dates and institutional deadlines
- Evaluate transfer students' transcripts to determine if they need equivalencies/validation for courses taken at other campus/with other department
- Collaborate in the coordination of the annual Breakfast of Champions for graduating students
- Collaborate and participate in freshmen and undergraduate orientations at the beginning of each academic year
- Participate in the yearly Open House (*Casa Abierta*) offered by the institution for high school students
- Participate in the Honor Roll Ceremony celebrated annually
- Collaborate with the *Relevo por la Vida* (American Cancer Society) drive annually
- Advise and orient students regarding the Teacher Education program with DECEP and the PCMAS exam for secondary education certification
- Advise and orient students regarding curricular sequences (Film, Office Assistant, Humanities, etc)
- Provide counseling for graduating students regarding the MAEE program and employment options

- Advise and orient students regarding 2nd Bachelor's degrees
- Collaborate with the department and the institution with Undergraduate Student Learning Objectives and Learning Outcomes
- Collaborate with preparation/revision of promotional and informational brochures for undergraduates and/or potential undergraduates
- Collaborate with recruitment program
- Collaborate with the administration of the UG Exit Survey
- Evaluate Mellowes Award candidates yearly
- Present Mellowes Award candidates to faculty for selection

Submitted by G. Griggs
August 12, 2010

End of year 2009-2010 report for the Ad Hoc Productivity Scales Committee

Submitted by Ray Knight.

Fall Semester 2009

This committee [Shannon Bischoff, Aixa Rodríguez, Raymond Knight] met several times in the Fall semester, and circulated to English Department members a revised draft of the scales that members had participated in producing the previous year. Input was requested for further revisions to meet the end of semester deadline for providing the CIEPD with our scales for determining productivity in the areas of research, creative work, and service. The Ad Hoc committee met this deadline. Along with the draft, the department stated its concern that new evaluation procedures should include safeguards for professors being evaluated that were at least as strong as those currently in place through certification JA 86-87-476 regarding evaluation of teaching faculty. At that time, the draft turned in to the CIEPD was defined as such, and the English Department reserved the right to make further adjustments as needed. This was accepted by the CIEPD, with the proviso that changes to the instrument should be made prior to use with a particular cohort and must be applied uniformly.

Spring Semester 2010

The CIEPD reported to the JA in February on the status of the new evaluation forms, procedures, and protocols, including its work on developing the manual for the new evaluation procedures. It has not requested any further work on the departmental guides as of this report. The committee did not meet during this semester. The committee currently consists of two members and will need to have additional members if further work is required.

INGL Sequence Course Colloquia Survey 2009-2010
conducted in March through April 2010 by Dr. Mary E. Sefranek

Responses for this survey were compiled thanks to the generous support of undergraduate students from the Department of English

Please check the appropriate response:

1) I am:

7 ☐ A faculty member in the Department of English

14 ☐ A Graduate Teaching Assistant in the Department of English

☐ An undergraduate in the Department of English

1 ☐ Other (Specify Part-time faculty)

RESULTS: 22 respondents total. More GTAs than faculty members responded (which makes sense as there are typically more GTAs than faculty teaching these courses).

2) In the 2009-2010 academic year, I attended the following sequence Course Meetings

6 ☐ Cathy Mazak "Using Online Dictionaries as Resources for Emergent Bilingual Writers"

8 ☐ Nora Falvey "Evaluating Online Sources"

14 ☐ Arlinda Lopez "Doodle with Moodle!"

15 ☐ Judy Casey and Liz Dayton "Using the Writing Center as a Grammar Resource"

RESULTS: Attendance increased with each subsequent colloquium with more individuals taking advantage of the opportunity to receive CEP credits.

In 2009-2010, the Sequence Course Meetings were established as a pilot program with the following aims in mind:

- the extension of professional development hours opportunities to faculty and GTAs
- a collaboration and exchange of ideas/info/best teaching practices for emergent bilinguals across committees
- the implementation of simultaneously occurring cross-committee meetings in order to save Course Coordinators, Faculty, and GTAs valuable time and to prevent the repetition of information across committees

3) Do you feel that these aims were met?

13 ☐ Yes

6 ☐ Partially

☐ No

RESULTS: At least some or all of these aims were met according to respondents. No one believed that none of the aims had been accomplished.

If you answered partially or no, please specify how these aims were not achieved, or only partially achieved

- I THINK THAT BEFORE CHOOSING THE WORKSHOPS FOR THE MEETINGS THE STUDENTS AND PROFESSORS SHOULD HAVE A "CONSENSUS" TO DECIDE WHICH ONES THEY PREFER
- A COLLABORATION AND EXCHANGE OF IDEAS/BEST TEACHING PRACTICES
- THERE STILL NEEDS TO BE MORE AWARENESS OF AND ATTENTION TO THE GAPS BETWEEN THE COURSES AND SEQUENCES

- NEED MORE INFORMATION/EXCHANGE OF IDEAS ON HOW TO TEACH OUR COURSE. TIME IS USUALLY SOMETHING THAT HOLDS US BACK, NEED MORE TIME TO MEET.
- THE ONLY WORKSHOP I WAS ABLE TO ATTEND TURNED OUT TO BE AN OVERVIEW OF WHAT I ALREADY KNOW.
- ALL OF THE COURSE COORDINATION COORDINATORS DID NOT ATTEND. IT FELT AS IF THE ADMINISTRATIVE WORK FELL IN THE HANDS OF ONE PERSON REPEATEDLY (ADS, ATTENDANCE, CEP CREDITS, ETC.)
- NOT ENOUGH TIME FOR EXCHANGE OF IDEAS. THE GOALS OF EXTENSION OF PROFESSIONAL DEVELOPMENT + TIME SAVING (GOOD USE OF TIME) WERE MORE THAN MET.

4) Would you recommend that the Sequence Course meetings become formally adopted into the Department of English?

17 ☐Yes

2 ☐No

Please specify why or why not

- BECAUSE THE WORKSHOPS OFFERED CAN BE VERY BENEFICIAL IF THE STUDENTS AND PROFESSORS PLAY A PART IN DECIDING WHICH ARE THE ONES WHICH WILL BE OFFERED
- UNLESS THEY BECOME MORE TEACHING CENTERED AND EQUALLY OPEN AS A FORM FOR BOTH COORDINATORS AND T.A. TO PARTICIPATE AND BRING IN IDEAS AND SITUATIONS
- I THINK THEY ARE A GOOD TOOL (REMINDER OF WHO IS WORKING IN WHAT AREA AND ALSO REFRESHES OUR MEMORY REGARDING SOME AREAS IN WHICH WE MIGHT FORGET SOME SIMPLE THINGS.
- YES, BUT ALL COURSE MEETINGS SHOULD BE COLLOQUIA.
- I FEEL THAT THESE MEETINGS ARE VERY HELPFUL. YOU GET THE CHANCE TO SPEAK TO PROFESSORS ABOUT COURSE CONTENT, DOUBTS, CONCERNS AND EXCHANGE INTERESTING AND NEW IDEAS
- BUT ONLY IF THERE IS A REDUCTION IN THE TOTAL NUMBER OF MEETINGS
- TO BE MORE AWARE OF UPDATES ON EACH OF OUR COURSES, SHARE IDEAS, BE BETTER INFORMED.
- FORMAL ADOPTION SUGGESTS MANDATORY ATTENDANCE, WHICH I WOULD NOT SUPPORT.
- IT WILL PROVIDE AN OPPORTUNITY OR A SPACE FOR PROFESSORS/GTAs TO EXCHANGE IDEAS ABOUT TEACHING.
- I THINK THAT OUR RESOURCES ARE NOT FULLY USED. SAME PEOPLE OFFERING PRESENTATIONS. WHAT CRITERIA WOULD BE USED TO CONTACT AND PROVIDE A VARIETY OF PRESENTERS?
- I FEEL IT COULD BE HELPFUL FOR NEW AND OLD TAs. KNOWING OUR RESOURCES IS GOOD AND IT HELPS BE MORE EFFECTIVE INSIDE THE CLASSROOM. SCColl. ARE GOOD, BUT HAVING INDIVIDUAL CC MEETINGS ARE GOOD ALSO BECAUSE WE CLARIFY QUESTIONS AND DOUBTS ABOUT OUR COURSES 3103/3104 - MORE SCC ARE HELPFUL, BUT HAVING AT LEAST 1 OR 2 INDIVIDUAL IS HELPFUL FOR US.
- IT SAVES TIME, PLUS WE GOT PROFESSIONAL DEVELOPMENT CREDITS.
- IT WOULD FURNISH A T/A OR FACULTY MEMBER WITH VALUABLE INFORMATION (FOR EXAMPLE - THE MOODLE WORKSHOP HELPED ME WITH MY COURSE GROUPS) AS WELL AS PROVIDE PROFESSIONAL DEVELOPMENT HOURS
- FOR THE ABOVE-MENTIONED ITEMS, THESE WERE ALL FULFILLED.
- THE SEQUENCE COLLOQUIA WERE MORE BENEFICIAL IN TERMS OF GETTING A ROUNDED VARIETY OF PROFESSIONAL DEVELOPMENT SKILLS, AS OPPOSED TO THE REGULAR COURSE MEETINGS FOCUSING ON A SINGLE COURSE.
- IT'S A GOOD OPPORTUNITY FOR ALL TA's TO BE AT THE SAME LEVEL AND TO COLLABORATE ON THEIR EXPERIENCES.
- THEY AID IN HELPING ADDRESS IMPORTANT ISSUES THAT WOULD REMAIN UNADDRESSED.
- IT IS VERY PRECISE AND GREAT FOR NEW GTA's WHEN TACKLING THE TOPIC OF POETRY IN THESE CLASSES.

- WITH FEWER AND FEWER OPPORTUNITIES FOR SPECIAL PROJECT DESCARGAS, OUR TIME IS BEING SPREAD EXTREMELY THIN. WE NEED WAYS TO CREATIVELY ADDRESS THE REALITY OF HAVING MORE TO DO WITH LESS TIME.
- WHAT DOES "FORMALLY ADOPTED" MEAN? FORMALLY?

RESULTS: Overall, respondents believe that the sequence should be formally adopted (officially implemented by the Department). Many respondents believe there needs to be collective input into the selection of topics. Some believe it is important to do a combination of sequence meetings and individual course coordination meetings while others believe there should be no individual meetings. Many expressed the significance of sharing and exchanging information across all of course coordination committees.

- 5) Do you believe Sequence Course meetings should replace individual Course Coordination meetings? That is, should these meetings be held in common across all of the course coordination committees, should they be held individually, or should they be mixed (as they were in the current academic year)?

2 ☐ All of the meetings should be held collaboratively

1 ☐ All of the meetings should be held individually

12 ☐ Half of the meetings should be held individually while the other half are held collectively

RESULTS: The majority of respondents indicate that the format in which the meetings were held during this pilot year (1/2 sequence colloquia and ½ individual) is the preferred format for future meetings.

Please specify your reasons for your response

- THEY SHOULD BE HELD COLLABORATIVELY. THE COURSE COORDINATION MEETINGS SHOULD NOT BE REPLACED. WE NEED THAT SPACE TO SHARE IDEAS, ACTIVITIES, LESSONS, AND PLANS ETC. WITH PEOPLE TEACHING THE SAME COURSE.
- BECAUSE NOT ALL INFORMATION SHARED IS RELEVANT FOR ALL COORDINATION MEETINGS
- IT'S FOR EVERYBODY TO MEET, GIVES US A CHANCE TO SEE EACH OTHER AS WELL AS SHARE INFORMATION
- WHEN WE ARE ALL TOGETHER, THAT IS A GREAT OPPORTUNITY TO SHARE MANY IDEAS. BUT I ALSO THINK TIME SHOULD BE SPENT ON TALKING AND PLANNING ABOUT SPECIFIC CASES, WHICH WILL TAKE TOO MUCH TIME IF DONE WITH ALL TA'S TOGETHER (ALL PREPARATIONS) MEETING NOT COLLOQUIUM
- SOME SEQUENCE COURSE MEETINGS ARE DIRECTED TOWARD SPECIFIC COURSES AND THESE SHOULD BE INCORPORATED IN THE COURSE COORDINATION MEETINGS.
- THERE IS A NEED FOR BOTH - COORDINATION BETWEEN COURSES/SEQUENCES AND ALSO ATTENTION TO ISSUES PARTICULAR TO SPECIFIC COURSES.
- CALLING THIS PROJECT A "SEQUENCE COURSE COLLOQUIUM" SEEMS TOO LIMITING TO ME. I WOULD PREFER HAVING A FORUM FOR PRESENTING RESEARCH (PEDAGOGICAL OR THEORETICAL), PLANNED OR DONE.
- COURSES NEED TO WORK ON FINAL EXAMS AND/OR OTHER ISSUES RELATED TO THE INDIVIDUAL COURSES.
- SOMETIMES TA'S AND FACULTY HAVE WONDERFUL IDEAS TO SHARE - ALTHOUGH THEY MIGHT SEEM TOO HARD OR TOO SIMPLISTIC - THEY CAN BE ADAPTED TO ANY LEVEL.
- MANY TIMES SEQUENCE COURSE COLLOQUIA DO NOT LET YOU FOCUS SPECIFICALLY ON THE ISSUES THAT ARISE IN THE COURSE THAT ONE TEACHES.
- I BELIEVE ALL THE MEETINGS SHOULD BE HELD COLLABORATIVELY IN ORDER TO SHARE IDEAS AND DEVELOP A SENSE OF STRUCTURE BETWEEN ALL THE GTAs AND FACULTY.

- IT WILL GIVE US AN OPPORTUNITY TO GATHER IDEAS AND FEEDBACK ON OUR PARTICULAR COURSE PLUS AT TIMES GROUP TO GET OVERALL STRATEGIES/TECHNOLOGIES FROM ALL MEMBERS.
- I CHOSE THE LAST BECAUSE THERE ARE CERTAIN ISSUES THAT CORRESPOND EXCLUSIVELY TO COURSE ONE TEACHES AND ARE ONLY PERTINENT TO YOUR PEERS.
- THE FIRST + LAST MEETING EACH YEAR SHOULD BE INDIVIDUALLY, TO BENEFIT NEW INSTRUCTORS OF A COURSE EACH SEMESTER (FIRST MEETING) + LAST MEETING TO ESTABLISH FINAL EXAM PROCEDURES.
- WE NEED MEETINGS THAT ARE COURSE SPECIFIC.
- UNIFIES ALL MEMBERS OF DEPARTMENT RATHER THAN ISOLATE.
- A MIX OF BOTH SHOULD ACCOUNT FOR PRACTICE OF TECHNIQUES OF TEACHING + THE DISCUSSION OF THE MATERIALS OR GOALS IN THE COURSE FOR COURSE COORDINATION.
- WE STILL HAVE INDIVIDUAL SYLLABI AND EXAMS THAT CAN NOT BE STANDARIZED ACROSS THE BOARD. THE FIRST AND LAST MEETINGS OF EACH SEMESTER SHOULD BE INDIVIDUAL ONES.
- THE INDIVIDUAL MEETINGS GIVE ATTENDEES MORE TIME TO MEET FACE TO FACE W/ COORDINATORS; THE COLLECTIVE MEETINGS MAY ENCOURAGE ACROSS COURSE COMMUNICATION.

RESULTS: Many respondents clearly communicate that while the colloquia provide them with an opportunity to adapt colloquium content to their classroom and learn new pedagogical strategies, the individual meetings enable them to address issues that are specific to their particular course (final exams and disparate syllabi)

6) What, if any, did you perceive to be the greatest strengths of the Sequence Course meetings in the 2009-2010 academic year?

- THEY WERE OFFERED BY GREAT RESOURCES
- WE GOT TO KNOW WHAT RESEARCH COORDINATORS ARE WORKING ON
- KNOWLEDGE, THEY PROVIDE GREAT INFORMATION AND ARE WELL ORGANIZED
- I CAN REMEMBER ONE MEETING, I BELIEVE THE FIRST OF THE 2ND SEMESTER, WHERE WE SHARED MANY IDEAS, THAT HAS BEEN THE MOST HELPFUL THING. I'VE BEEN GOTTEN OUT OF MEETINGS. THIS IS ABOUT MEETINGS NOT COLLOQUIA
- THE TOPICS WERE VERY INTERESTING AND RELEVANT
- THE OPPORTUNITY TO WORK COLLABORATING AND TO EXCHANGE IDEAS AND/OR EXPERTISE IN DIFFERENT AREAS.
- GREATER COLLABORATION BETWEEN T.A.s AND FACULTY
- HELP FOR TA.s
- FEEDBACK AND STRATEGIES/TECHNOLOGIES TO HELP US TEACH OUR COURSES.
- THE PRESENTATION OF NEW ITEMS AND/OR RESOURCES THAT ONE, PERHAPS DID NOT KNOW ABOUT AND COULD IMPLEMENT IN HIS/HER COURSE.
- THE OPPORTUNITY NOT TO HAVE TO PLAN EACH MEETING SEPARATELY AND TO LISTEN/LEARN FROM THE IDEAS AND EXPERIENCES OF OTHER FACULTY AND GTAs.

RESULTS: Many valued the presentation/colloquium topics (in terms of interest level and relevance of information) and the individual contributions of the facilitators. Many appreciated the opportunity for greater collaboration with their peers and colleagues.

7) What, if any, did you perceive to be the greatest weaknesses of the Sequence Course meetings in the 2009-2010 academic year?

- THEY SHOULD BE DIRECTED MORE TO TEACHING IN PRACTICE. (MORE HANDS ON)
- THE ARE NOT SUPPOSED TO BE RESEARCH Forums, BUT COLLABORATIVE POOLS OF STRATEGIES AND IDEAS
- THERE IS ALWAYS ROOM FOR IMPROVEMENT, BUT I THINK EVERYTHING HAS GONE SMOOTHLY
- CHOOSING TO DISCUSS TOPICS WITH LITTLE REFERENCE TO OUR COURSES

- NOT ENOUGH PUBLICITY
- NOT ENOUGH FACE TO FACE TIME W/ OTHER
- THEY MAY HAVE FOCUSED ON "ACTIVITIES" OR "SKILLS + KNOWLEDGE" RATHER THAN ON NEEDS IDENTIFIED FROM THE GROUP OF TA'S AND PROFESSORS GIVING THE COURSES INVOLVED.
- TIME DOES NOT ALLOW DETAILED INFORMATION TO BE EXCHANGED.
- I WOULD LIKE TO SEE MORE GTAs PARTICIPATING AS PRESENTERS SINCE MANY OF THEM ARE WORKING ON INNOVATIVE PROJECTS.
- N/A
- THE TOPICS PRESENTED WERE NOT VERY RELEVANT...THE MOODLE WORKSHOP WAS SIMPLY HORRIBLE
- THE CLASSROOM MIX-UPS!
- AT THE BEGINNING, AS A 3201/02 INSTRUCTOR, IT WASN'T MADE CLEAR TO ME THAT WE WERE REQUIRED TO ATTEND THESE - NO ONE EXPLAINED THIS NEW COURSE MEETING PROCESS.
- PEOPLE ARRIVING LATE TO THE MEETINGS AND LEAVING IN THE MIDDLE OF A PRESENTATION.
- AGAIN, TOO MUCH WORK WAS SHOULDERED BY ONE PERSON REPEATEDLY. THE PLANNING (PRE-DURING-POST) SHOWED BE DIVIDED UP MORE EVENLY FOR COLLABORATIVE MEETINGS.
- NOT ENOUGH FACE TIME W/ THE OTHER COMMITEES.

RESULTS: More hands on, practical colloquia are desired, more input in the selection of topics, and better coordination of rooms and publicity.

- 8) Were you able to apply any of the skills or topics addressed in the below-listed workshops to your own teaching in the 2009-2010 academic year or do you plan to so in the future?

	YES	NO	N/A
"Using Online Dictionaries as Resources for Emergent Bilingual Writers"	8 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
8 <input type="checkbox"/>			
"Evaluating Online Sources"	10 <input type="checkbox"/>	1 <input type="checkbox"/>	
5 <input type="checkbox"/>			
"Doodle with Moodle!"	4 <input type="checkbox"/>	10 <input type="checkbox"/>	
5 <input type="checkbox"/>			
"Using the Writing Center as a Grammar Resource"	13 <input type="checkbox"/>	3 <input type="checkbox"/>	
2 <input type="checkbox"/>			

RESULTS: More respondents reported the Evaluating Online Sources colloquium and the Writing Center colloquium enabled them to incorporate specific teaching related strategies in their classrooms. A good number were also able to do so for the Online Dictionary colloquium as well. Few reported the Moodle workshop as useful, however qualitative data below suggest that for some it proved helpful or, at the very least, motivating in terms of getting them started.

Please comment further on #8 in relation to how you incorporated specific skills/topics, why you did not, or any other pertinent reflections that you would like to share in relation to this question.

- MOODLE IS TOO COMPLICATED, THE WRITING CENTER PRESENTATION WAS BORING AND OUT OF TOPIC AND THE ONE ON EVALUATING ONLINE ...BROUGHT IN NOTHING NEW
- NORA PROVIDED SOME VALUABLE INFO ON ONLINE SOURCES, SUCH AS SOME WEB PAGES ARE AUTHENTIC
- I INCORPORATED THE FIRST ONE BECAUSE AT THE TIME I WAS TEACHING PRE-BASIC, BUT THIS SEMESTER IT WAS OF LITTLE USE BECAUSE OF THE COURSE I TEACH (3202)

- ALTHOUGH I WAS NOT ABLE TO ATTEND SOME OF THE WORKSHOPS, I DO PLAN TO USE ALL OF THESE (AND I ALREADY DO) IN MY COURSES.
- THE MOODLE MEETING DID NOT PROVIDE ENOUGH EXPLANATION TO WORK WITH IT. I'M USING IT WITH MY COURSE, BUT I'VE BEEN DISCOVERING HOW TO USE IT ALONG THE WAY.
- IT WASN'T ON LINE BUT A POWER POINT PRESENTATION.
- MOODLE - MY COURSES ARE COMPLETELY BASED ON MOODLE - MY STUDENTS UPLOAD LESSONS AND ASSIGNMENTS. MY STUDENTS HAVE ALSO MADE USE OF THE WRITING CENTER FOR THEIR ESSAY ASSIGNMENTS.
- IN MY TECHNICAL WRITING COURSE I STRONGLY ENCOURAGED STUDENTS TO BECOME DETECTIVES WHEN IT CAME TO USING ONLINE SOURCES + EVALUATING THEM.
- WITH MOODLE I KIND OF STRUCTURED MY CLASSES AROUND IT. THE WORKSHOP GAVE ME THE TOOLS NECESSARY TO USE IT AS A PART OF MY CLASS.
- STUDENTS HAD A BAD MANNER IN WRITING. THEY FEEL ABOUT A TOPIC AND CARED VERY LITTLE FOR THE MLA FORMAT + OUTSIDE SOURCES.
- I THINK THESE MEETINGS SHOULD BE MORE HANDS-ON, RATHER THAN LECTURE-STYLE. WHEN THEY ARE EXCESSIVELY FOCUSED ON TALKING AT AUDIENCE, RATHER THAN WITH THEM, IT CAN BE LESS OF A PRODUCTIVE, ENJOYABLE EXPERIENCE.
- I BELIEVE "USING ONLINE DICTIONARIES..." AND "EVALUATING ONLINE RESOURCES WILL BE USEFUL FOR MY TEACHING IN THE FUTURE.

RESULTS: Most comments focused on the Moodle colloquium (where qualitative responses were contradictory) and the Evaluating Online Resources colloquium, which was generally well received. Respondents indicated incorporating both into their classrooms. Respondents also perceive the need for more detailed, hands-on colloquia and online materials that are easily accessible after the fact.

9) What other topics do you recommend be addressed in Sequence Course meetings that may take place in the future?

- 5 ☐ Keeping Track of Students' Grades and Attendance
- 11 ☐ The Writing Process
- 7 ☐ Blogging
- 11 ☐ Developing Rubrics
- 4 ☐ Using Facebook as a Classroom Resource - CURIOS ABOUT THIS!
- 10 ☐ Teaching Performance/Drama
- 8 ☐ Teaching Poetry
- 5 ☐ Newsletter Creation
- 11 ☐ MLA Documentation
- 7 ☐ Plagiarism
- 3 ☐ Other/s (Please specify)

RESULTS: The greatest need was perceived to be colloquia on the writing process, the development of rubrics, and MLA documentation, with the teaching of drama and performance also high on the list.

- IT WOULD BE A GOOD IDEA TO HAVE A ON MLA DOCUMENTATION AND HOW TO TEACH MLA IN A WAY THAT HELPS STUDENTS NOT SEE MLA TOO TECHNICAL THAT THEY CAN NOT UNDERSTAND. MAYBE PROVIDE A WORKSHOP WITH A UNIT LESSON PLAN ON MLA (HANDS-ON) WITH ACTIVITIES, HAND OUTS ETC.
- CREATIVE WRITING INCOPORATING BASIC WRITING SKILLS
- THE USES OF RPGs AND OTHER TECHNOLOGIES IN THE CLASSROOM.
- HOW TO DEAL WITH EMERGENCY SITUATIONS IN THE CLASSROOM - HEALTH.

- COURSE MANAGEMENT SYSTEMS, EDUCATIONAL TECHNOLOGIES.
- STRENGTHENING STUDENTS WRITING BY ENFORCING NON-FICTIONAL WRITING. IN OTHER WORDS, BE ENCOURAGING THEM TO WRITE CREATIVELY, PERHAPS ABOUT THEIR OWN LIVES, MAY STRENGTHEN THEIR WRITING AND/OR APPRECIATION OF WRITING. I ALREADY DID IT AND IT WORKED!
- MORE ACADEMIC. (1) THE READING PROCESS - I DO NOT BELIEVE THAT THE STUDENTS (IN 3201-202) USED AS WELL AS THEY COULD/SHOULD. (2) THE EX BETWEEN RESEARCH + TEACHING. IN OTHER WORDS WHAT I AM TEACHING SHOULD BUILD ON CURRENT RESEARCH. (3) HOW DOES CURRENT RESEARCH IN SLA TRANSLATE INTO WHAT TEACHERS DO IN THE CLASSROOM? (CURRENT RESEARCH + BEST CLASSROOM PRACTICES. SPOKEN ENGLISH FOR EX: CURRENT RESEARCH SUPPORTS THE USE OF ENGLISH (NOT SPANISH) IN THE ESL CLASSROOM. ACADEMIC TEXTS FOR EX: CURRENT RESEARCH SUPPORTS THE USE OF ACADEMIC TEXT NOT MOVIE SUBTITLES FOR READING IN THE ESL CLASS.

RESULTS: Some respondents indicated a need for a colloquium on creative writing strategies while others felt it important to address the connection between current research and teaching strategies. Another suggested colloquium was addressing health and emergency situations.

Thank you for your time and reflections on this
topic!