

**Committee on General Education**  
**Report to UCC November 17, 2017**

**Writing in the Discipline Focus Session (October 20, 2017)**

**Documents:**

[Report on Summer Assessment](#) Maureen Reddy

Writing in the Discipline [section formatted for discussion](#)

**Discussion**

1. Writing in the Discipline Coordinator: the proposal is for a one-year position, not a permanent sine-cure. An ideal start date is January 2018 with 4 FLH released time in Spring 2018 and Fall 2018 along with some summer support. Tasks would be to get Writing in the Discipline web pages up and functioning, assist departments in refining and describing plans, and organize Writing in the Discipline in such a way that COGE can provide continuing oversight. We felt that the position should report through COGE to the UCC with support from the Provost.
2. Statement for faculty members: The Writing Board is working on a clarifying statement for faculty about Writing in the Discipline, what is expected and what is not expected, and what are some good practices for implementing the plans. Mike Michaud will send the draft description to COGE. We propose to refine it with an on-line discussion and promulgate the document in a few weeks. (Note from JM: at Friday's UCC meeting one of the members expressed surprise/lack of awareness that there is a Writing in the Discipline requirement.)
3. Develop a College-wide Writing in the Discipline statement: The College-wide statement can be derived from the faculty version. Almost anything will be more informative than the current catalog statement:

Building on the core course, FYW 100/FYW 100P/FYW 100H, each discipline has identified a required course or courses within the major in which students learn to write for that discipline. Completion of the major/program fulfills the Writing in the Discipline requirement.
--

Thoughts from the discussion:

Writing in the Discipline has a foundation in FYW 100 that departments need to acknowledge and build upon in their plans. The general education program at Rhode Island College is a continuum program in which writing skills are developed throughout a student's time at the College from FYW through Connections and Writing in the Discipline. This idea must be explicit in the statement for faculty.

It's really important to have at minimum a sophomore/senior sequence.

Students who transfer from CCRI will not have had the sophomore experience. If we have a clear statement of purpose, we can encourage CCRI to include writing in their transfer courses. (Would a course properly articulate if it is a key WID course at Rhode Island College and does not include similar writing instruction at CCRI?) Can we link to the Rhode Island Promise initiative?

4. Develop a webpage designed for students: This task will be part of the portfolio of the new coordinator in cooperation with the web team. The statement will have to be congruent with the previous two and include links to all departmental plans. Other web issues were noted that are beyond the reach of COGE.
5. Develop a review mechanism: COGE will solicit syllabi or other artifacts from departments that have approved programs. These records are to help us understand the current situation and, in some cases, to initiate a discussion. COGE will also approach the remaining programs that do not have

approved plans.

6. Sponsor an annual workshop for faculty teaching Writing in the Discipline (in cooperation with the FCTL and the Writing Board): The January workshops are often relevant to Writing in the Discipline. COGE will more actively cosponsor the workshop. The challenge is to increase the number of attendees and to see whether more departments can be represented. In addition to the annual workshops, the Writing Board runs more focused PD sessions and is available to work directly with departments on disciplinary writing instruction.
7. Work with the Writing Center Director to investigate the possibility of having trained undergraduate peer writing mentors from different disciplines: The Writing Center already has peer tutors in some disciplines. The current need is for funding, space, and visibility. Ideas brainstormed include versions of Writing Fellows/Peer Tutors models.
8. Additional note (MR): The 2018 summer assessment project will focus on First Year Seminar.

### **Coming Discussion: Critical and Creative Thinking – what do we mean, where do we teach CCT, how do we measure CCT?**

See <http://www.ric.edu/faculty/organic/coge/> for the latest documents.

James G. Magyar

Reference:

[Writing in the Discipline](#) statements on the RICWeb