



office of the chancellor

**RE: WAC Meeting Minutes for Jan 23, 2015**

Hello Colleagues,

Thank you all for your good work on Friday.

Here are the minutes for our last WAC meeting. If there are corrections, please let me know. Our next meeting is on **Friday, Feb 13 at 1 pm in WCG 322.**

Attending: Alison Cardinal, Caitlin Carle, Rich Furman, Cynthia Howson, Kelvin Keown, LeAnne Laux Bachand, Sushil Oswal, Emma Rose, Ruth Vanderpool, Justin Wadland, Ali W. Stromdahl, Bonnie Becker, Erica Cline

Absent: Nicole Blair, Emily Ignacio, Eric Madfis, Deirdre Raynor

- Bonnie provided spreadsheets on past W courses (sent in the last email)
- The group discussed various issues:
  - o TWRT 112 is a W course (so it currently can count for a W course). This needs to be Fix.
  - o faculty currently designates their courses as W (is this a problem?)
  - o TESE 1, 2, and 3 used to be a W and now it is not, according to the spreadsheet (stopped because of workload issues)
  - o current policy says that the creative writing courses are W courses (so this W is not a writing in the disciplines)
  - o appears to be minimal accountability
  - o W designation travels with the faculty/instructor, not the course
  - o question for advisors: are students having trouble getting W courses? (Bonnie: maybe by major but that's a good question)
  - o asked Bonnie: can we get an analysis on w course need?
- Discussion moved to larger questions about the W course and the statements given to everyone before the meeting (W course requirements for UW Tacoma and Seattle):
  - o what does the W course mean (entry into the writing of the major?)
  - o Bonnie suggested that we get qualitative info from advisors about W courses and need
  - o Ruth: consider math writing (proofs and such); perhaps get rid of "out-of-class" in #1
  - o what is the purpose of the W course?
  - o Erica and Ruth felt that W courses should be writing in the disciplines
  - o Ali: should there be two W courses (one inside and one outside one's discipline)? Or both Ws in the major?
  - o Rich: writing as method? writing as method in the course to teaching content through writing (WAC)
  - o Rich: what do we need to say to folks who are less invested in writing to help them see the value in writing (create knowledge)
  - o Do we ask majors to decide on the W courses required of their students
  - o Cynthia: a successful college graduate has written in more than one disciplinary genre

- The statement we write about W courses should focus on class practices (it's the method) and guidance that frames the bigger picture, then guidance on practices and activities
  - There is a focus on practices is in #2, #3, #4 in the current guidelines
  - make sure the W courses are capped (firm regulation); perhaps a cap at no more than 24 (like the first-year writing courses)
- Asao: will put together a rough draft of purpose, goal, and philosophy of W courses (upper division writing); what are we trying to achieve, how, and why with our w courses

I've attached the next version of the UWP description that we worked on last quarter. This one has the W course section filled in. I'm including the rough draft of this statement here because it should reference the UWP's philosophy, vision, etc. See what you think. I avoided giving numbers of pages, but we can add that should the will of the group see it necessary. Again, this is a rough draft of this section, which is on pages 7-8. Bring this to our next meeting, with your notes and ideas.

As a reminder, here's our agenda (we are still thinking about the first question):

- (1) Should we ever offer TWRT 112 if we already have TCORE 101 (and TRWT 120/121)?
- (2) Should TWRT 112 carry a W designation?
- (3) What are our w course writing-related requirements now and what should they be in the future?
- (4) What is the best way to train faculty and provide meaningful oversight of all w courses?
- (5) How should we assess the w courses?

Peace

-- Asao B. Inoue

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