

PROPOSAL FOR COMPOSITION MEETING

- GOALS:**
1. To align curriculum in the writing sequence from ESL R060 up to ENGL R102.
 2. To *easily* track SLOs in the writing sequence from ESL R060 up to ENGL R102.

STEP-BY-STEP PROCESS:

1. **Spring Semester of 2009**
 - a. Review SLOs for ESL R060, ESL R062, ESL R064, ENGL R066, ENGL R068, ENGL R096/ENGL R140, ENGL R101, ENGL R102 during Department meetings.
 - b. Gather writing samples from each section of each class mentioned above responsive to the SLOs and which packet from each instructor should contain: (1) one writing sample of a student the teacher estimates is “ready to move up”; (2) one writing sample of a student the teacher estimates is “not ready to move up”; (3) one writing sample of a student the teacher estimates is “borderline”; and (4) two random writing samples from students that have not been categorized in any way. The packet should therefore total five writing samples resulting from the same prompt, the prompt being something that would produce writing responsive to the SLOs.
 - c. In May (and throughout summer), Jenny will prepare the above-mentioned writing packets for use in discussion sessions to occur during the Mandatory campus flex day when Letters faculty gather as well as in a culminating discussion session on the Wednesday before Thanksgiving in Fall of 2009. Any essay presented to a group will have the teacher’s name, the class and categorization removed to preserve objectivity during our discussions.
2. **Fall Semester of 2009**
 - a. Mandatory Campus Flex Day in August, an approximately two-hour session during which in “mini” committees using writing packs per course: (1) we conduct “norming” sessions discussing how we would grade the papers and why; and (2) we look at the packet again only this time as correlated to the SLOs, discussing whether or not each paper has met or has not met the SLOs for a specified course.

