

EPC Minutes

March 31, 2010

Present: Amy Godert, CJ Koepp, Ted Lossowski, Leslie Miller-Bernal, Cindy Speaker, Susan Tabrizi, and Linda Lohn (guest – faculty director of Wlls 101)

Meeting began at 9:05.

Minutes of the previous meeting were approved with minor additions.

Despite attempts by the chair of EPC, Collegiate has been unresponsive in our request for another student representative.

The committee discussed the implications of the Information Literacy (IL) requirements in terms of Wlls 101 with the faculty director of Wlls 101, Linda Lohn. Professor Lohn began by outlining some of the important points about what we can expect from students in their first semester and Wlls 101. Prof. Lohn indicated that some of the goals and objectives outlined in the IL and OC subcommittee report are met by the current goals and objectives of Wlls 101.

Prof. Lohn stressed the importance of having developmentally oriented skills in Wlls 101 instead of assignment oriented goals. Students in Wlls 101 are often not prepared to write a thesis paper where paring down and focusing of sources is required. It was suggested that EPC might investigate what types of papers students are assigned at the 100, 200 and 300 levels to determine if they are prescribed (topic given) or more open, where the students generate their own topics. Workshops could be held for all faculty to help them design writing assignments that are at the appropriate level for their classes. In order to assess IL skills that students come in with, students in Wlls 101 could be tested to see what skills they already had and what skills they need to improve. Their level of proficiency could dictate what further exercises need to be done.

For students to develop IL skills specific to their major, each major would need to examine the goals of each course and determine how IL skills are incorporated and how they build at different levels. EPC could develop a common set of goals for all majors regarding IL and leave it up to the majors how exactly they should be implemented. The goals should be at the appropriate level for an undergraduate institution. An important component of this is getting faculty to participate and providing opportunities for faculty development.

Meeting adjourned at 10:30.

Respectfully submitted,

Amy Godert