Westfield State University
Curriculum Committee Minutes for October 6, 2011

In attendance: Enrique Morales-Diaz, Sarah Hegarty, Emily Tobin, Gabriel Aquino, David Laing, Eric Bressler, Joe Camilleri, Jennifer DiGrazia, Elizabeth Starr, Christin Cleaton-Ruiz, David Shapleigh, Emily Todd, Brian W. Conz, Volker Ecke, Mary Bonacci, Marsha Marotta, Diane Prusank, John Ohotnicky, Tom Raffensperger

∞ Meeting was convened at 3:55 by Chair Morales-Diaz
∞ September 22, 2011 meeting minutes were approved. Chair Morales-Diaz proposed that the minutes be sent electronically and there was general consensus.
∞ Subcommittee A Report by Subcommittee A Chair David Laing as follows:

10-121 GARP “The Unjust City” was reported as tabled so no vote taken
10-122 GARP “Site Planning Studio” was reported as approved, so no vote taken
10-123 GARP “Quantitative Methods”: Vote to approve: 16 Yes, 1 abstention, 0 no
10-124 GARP “Cities of the Global South” Vote to approve: 17 yes, 0 abstentions, 0 no
10-125 GARP “Political Ecology” Vote to approve: 15 yes, 2 abstentions, 1 no
10-126 GARP “Regional Geography of Latin America”: Vote to approve 17 yes, 0 no, 0 abstentions
10-127R GARP “Geographies of Sexualities” has been withdrawn

∞ Chair Morales-Diaz then raised ROCCC report and encouraged discussion (both philosophical and practical) in particular around the CORE, especially Comp I, Comp II, the traditional math and the lab science. The following discussion issues were raised:

We need to examine Comp with an understanding of how changing Comp II to a sophomore requirement would affect individual department’s rotations and requirements. For example, some departments require Comp II before students are allowed to progress in their major, and offering it the sophomore year could delay students’ progress unless other compromises were made. We then examined whether there were philosophical differences in our understanding of the purpose and function of Comp II, noting that it has been changing from a “Writing about Literature” course to a “Writing about Texts” course that conceives of texts broadly and seeks to build off of the work students do in Comp I. The changing model is one that seeks to adopt a more inquiry-driven rhetorical model that we hope is more applicable to students writing in a range of disciplines. Finally, we discussed that one semester of Comp introduces students to a process-based approach to writing and that the composition committee thinks students would be better served if they had a break between Comp courses.

We also discussed the importance of considering a time-line and what our endorsement of the ROCCC recommendation would look like. Chair Morales-Diaz agreed to poll Department Chairs to determine whether a change in Comp would affect students in their Departments. Finally, we discussed whether ACC’s charge to CC was contradictory. How are we meant to endorse or reject specific ROCCC recommendations, and what is the effect of that endorsement or rejection?

We unanimously voted to adjourn at 5:10.