

Minutes for The BCCAT English Articulation Committee's

Annual Meeting, May 2021

Because of the COVID-19 pandemic, the English Articulation Committee once again had an online, asynchronous meeting instead of the usual face-to-face meeting hosted by a member institution. The EAC's chair, Linda Harwood (Selkirk College) set up the Moodle course page to facilitate sharing and discussing of reports and common issues. This took place on the Moodle course, "BCCAT's English AC," housed on the KPU Online Learning Site: <https://onlinelearning.kpu.ca/my/>. The participation period was left open to maximize participation.

ATTENDEES:

BCCAT representative	Ruth Erskine	BCCAT
Systems Liaison Person	Steve Roe	Northern Lights College
Committee Chairperson	Linda Harwood	Selkirk College
Committee Members	James Gifford	FDU
	Jolene Loveday	VCC
	Larry Perras	VCC
	Ray Rahimi	Ascenda
	Kristine Kerins	Camosun College
	Simon Thompson	Coast Mountain College
	Nicola Maher	Columbia College
	Paul Huebener	Athabasca University
	Caley Ehnes	College of the Rockies
	Derek Soles	Alexander College
	Drew Lyness	Yukon College
	Rick Gooding	UBC-V (English)
	Alison McDonald	LaSalle College Vancouver (LCV)
	Toni Smith	VIU
	Marian Gracias	BCIT
	Sara Pearson	TWU
	Judith Scholes	Corpus Christi College
	Jordan Scott	Fraser International College
	Kina Cavicciolli	Langara College
	Robert Dearle	Kwantlen PU
	Heather Simeny MacLeod	TRU
	Emily Leach	Northern Lights College
	Erin E. Kelly	UVic

MINUTES

Twenty-two (22) institutional reports were received and posted, and **ten** issues were presented and discussed, listed here in order of highest to lowest number of posts.

1. **English Placement Test (EPT) with Teeth:** Students who have the pre-requisite to enrol in a first-year composition course but demonstrate their unpreparedness early in the course overwhelmingly tend to be on a path to failure and/or cheating/plagiarism, despite being tested again and/or advised to take a lower-level or remedial course and/or given institutional supports, such as peer tutoring and/or Writing Centre help. Because EPTs have no power to enforce a redirection of students to lower-level or remedial courses, proposed solutions included trying either bridging courses, stretch courses, and/or a new universal admissions policy to require in-house testing to determine and enforce placement level.
2. **Ungrading and transfer credits:** Ungrading (or using guided self-reflection as a metacognitive approach to raise awareness of a student's own writing process) was briefly discussed, revealing curiosity about and some experimentation with this already. As long as the instructor retains veto power, the concern of inflated grades could be mitigated, alleviating a major concern over awarding transfer credit.
3. **Esoteric and Obscure Texts:** Using esoteric and obscure texts can be useful to encourage authentic writing, but this may also redirect some to contract cheating sites instead. General agreement ensued that scaffolding a term research essay (e.g., breaking the writing process down into annotated bibliographies, a proposal, an outline, introductory and concluding paragraphs, rough drafts, peer editing) has proven to be the most effective way to deter student plagiarism as well as to teach academic writing in the first place.
4. **Institutional Compensation/Grants for Online Educational Resource (OER) Adoption:** Incentives to transition from print texts to free open e-sources or to create an open e-source textbook have been given at some institutions, with the aim being lowering textbook costs overall for students.
5. **UVic's OER Textbooks:** UVic have been piloting some successful OERs, such as Suzan Last's *Technical Writing Essentials* and their academic writing focused textbook *Why Write? A Guide for Students in Canada*.
6. **Literary Theory and first-year English Literature Courses:** New criticism and touching on other literary theories in first-year literature courses seems to be a common approach, and more so for second-year and above courses.
7. **In-class Writing Requirements:** The purpose(s) of in-class writing was only briefly discussed in terms of preventing plagiarism as well as preparing students to write under pressure during exam situations ("the exam essay.")
8. **Specialized Sections of English Composition:** Designating and customizing sections of a writing course to serve the needs and expectations, hopes and dreams, of different programs was discussed as an opportunity for better inter-departmental communications to meet the writing needs of specific program students.
9. **CWRT faculty teaching ENGL courses:** Teaching first- and second-year English courses must be done by those with a post-graduate degree(s) in English. However, exceptions have been made at one institution where the instructor had at least a BA in English but

either an MA and/or PhD in something else, such as anthropology or history. Conversely, English faculty teaching creative writing without an MFA has also occurred at this institution, but the instructor had an extensive publication history in creative writing. Because composition and creative writing are distinct and different streams, instructors of each must otherwise have the required credentials(s) in their field(s), thereby abiding by one's institutional collective agreement.

- 10. WRDS 150 and CLIL (Content and Language Integrated Learning):** The question was posed about success rates for international students enrolled in WRDS 150 (or equivalent) courses, but no data was received.

NEXT MEETING: May 6, 2022 (online synchronous via Zoom and Moodle.)