

CRWR Articulation Minutes, April 27, 2023

Meeting held Via Zoom

Chair: Leesa Dean (Selkirk College)

Minutes: Elizabeth Bachinsky (Douglas College)

In attendance: Anne Fleming (UBC Okanagan); Leesa Dean (Selkirk College); Rob Budde (University of Northern BC); Kristine Kerins (Camosun College); Heather Simeney MacLeod (Thompson Rivers University); James Gifford + Orion Kidder (Fairleigh Dickinson University); Graham Pearce (College of New Caledonia); Leah Bailly (Capilano University); Nathan Dueck (College of the Rockies), Jasreen G Kang (Yorkville University), Elizabeth Bachinsky + Wade Compton (Douglas College) Ross Laird (Kwantlen Polytechnic University) ; Sean Hickey (North Island College), Corrina Chong (Okanagan College), Trevor Newland (Langara College)

Regrets: UBC, VIU, SFU, UVIC

Quorum: Yes

1. BCAAT Report

BCAAT did not attend this year. Their report is posted on Moodle.

Discussion:

- We talked about how changing department names or using a course code other than ENG may result in having to re-articulate your course with other institutions. Members wondered if having a course code other than ENG is a barrier to articulation. Many of us use course codes other than ENG and it doesn't seem to be a barrier.
- Anne Fleming (UBCO) mentioned she was surprised to have to re-articulate OCO courses because of a code change. At first, she didn't understand why UBCO was getting so many requests for rearticulation. So, yes, there have been some humps, but it hasn't been a problem in the long run.
- One of our members suggested that, upon re-articulating, we point out to one another that a name change/course code change is the only change we've made to the course. This may streamline the process.

Action: Leesa Dean will send our question to BCCAT and forward their response to the committee in announcements in Moodle.

Response: A prefix change (with no change to content) does not require re-articulation. It can be submitted as a course change through the Transfer Credit System(TCS), and it results in the agreements automatically being updated, with all institutions being notified. If the members

want to change the prefix to the courses, they should ask their respective Transfer Credit Contact (TCC) to submit the changes through the TCS, which will be reflected on the BC Transfer Guide.

Courses should be re-articulated only when there is a substantive change to content.

2. New Courses (also see institutional reports)

- There were quite a few new courses added to various curricula, including: First year Speculative Fiction (Camosun College); Second Year Writing YA Literature (Douglas college); Third Year Writing for Children (UBCO); and a Screenwriting concentration for upper-level students (Capilano University.) Cap U is also offering a new for-credit literary publishing course in which faculty will be compensated for their work on the Capilano Review for the first time.
- Mention of the Capilano Review brought up a discussion about which literary magazines offer compensation to editors. Camosun gets some compensation for the editorship of their journal. Douglas college has two sections of time release for EVENT magazine.

3. Chat GTP and Plagiarism

- This was a wide-ranging discussion. We asked which online checkers are useful. A member recommended [Turn It In](#) and we took a straw poll to see how many of us have come across AI-generated texts in our classrooms. A few of us have had seen computer-generated (plagiarised) material. Consensus is that this writing is generally quite bad and easy to detect.
- Nathan Dueck (College of the Rockies) reported that students who cheat this way often aren't shooting for an A. They are thinking they can get a C if they work hard and a C+ if they work very little. When trying to figure out if something has been created by AI, Dueck suggests we look for writing that is very different from in-class writing. Ask them to read aloud and submit in-class writing so you can see the difference.
- Some members felt they were being made to "police" students, and had to integrate lots of in-class writing and in-person meetings to their curricula. Some of us tried to create a special "atmosphere of trust" in the classroom to address this issue. This didn't really work. Students still cheated.

- We also discussed different ways of talking about and implementing chat GTP into the classroom: as tool, a caveat, as participant in the classroom, as an example of what students might do to make “trash” writing better. We also talked about the implicit racism of policing student writing, especially the writing of international students. We discussed how to reward students for writing original creative works.
- A member reported a lack of support from their institution about using AI as a generative/creative/pedagogical tool and that an “if you see it, report it” attitude from Deans and department heads can be chilling. Calling on Administrators to have open discussions with faculty about AI can be useful.
- AI also seems to be less of a problem in CRWR than in other, less subjective, subjects like Computer Sciences or Biology.
- Some departments noted they create their own policies around use of AI that can be more, or less, stringent than administration. Corrina Chong (Okanagan College) observed more time talking about this in the classroom can address issues of agency, dishonesty, creativity, and rewarding creative process as a part of evaluation.
- Graham Pierce (College of New Caledonia) shared an example of AI Software Policy from CNC:

“ The English Department treats the use of Artificial Intelligence software in the development of assignments as a form of plagiarism. Just like other forms of plagiarism, submitting AI generated writing misrepresents the origins of ideas. Because AI software compiles vast amounts of information from the internet and then synthesizes its information, there is no way to track the vast quantity of sources being used to create content, even when citations are provided. Additionally, the writing and the content generation are not the work of said individual student and will not be considered examples of said students ability to understand, synthesize and communicate ideas. Essentially, AI offloads the responsibility of engaging in the cognitive process (i.e. reading, thinking and writing) onto an artificial intelligence. As a result, presenting work done by an AI will be seen no differently than presenting work done by any other individual. Instructors will treat this kind of plagiarism in the same way as any other.

From the Academic Conduct policy:

Definitions

1. Academic misconduct includes but is not limited to:

Cheating, which includes but is not limited to:

- *using or attempting to use another person's answers/work;*

Plagiarism is the presentation of someone else's work, words or ideas as if they were one's own. Plagiarism may be deliberate or accidental and occurs when:

- an idea, phrase, sentence or longer passage is submitted as one's own work;*
- one hands in someone else's partial or entire paper, whether bought, stolen or acquired on the Internet, as one's own;*
- ideas are summarized or paraphrased without acknowledgement in in-text citations, footnotes/endnotes or by other accepted academic practices; and*
- sources of thought and writing are not referenced."*

4. Grading and Workshop Models

- Wayde Compton (Douglas College) observed AI plagiarism is a problem of grading, that the idea of "credit" has created this problem, and that in the writing industry, using AI to generate text is not really a problem. AI can be used or not used. A general discussion of grading methods followed. These included [pass/fail](#) models, "[ungrading](#)," collaborative grading, and student self-assessment. Many of us use some or all of these techniques in the classroom.
- Ross Laird (Kwantlen Polytechnic University) observed Chat GTP, decolonization, trauma-informed teaching, capitalism, and ungrading are linked and that KPU is currently considering larger philosophical questions around workshop models and the way we teach writing. Many members agreed the traditional Iowa model [isn't working any more](#) and wondered what they could do instead.
- Members reported that small-group workshops and the [critical response](#) process are both useful workshop models; asking students to use descriptive responses instead of evaluative "critical" responses; and asking neutral questions can also be a good jumping off point in a workshop.

5. Class Size

- The smallest class size reported was 20 (Okanagan College.) The highest was 90 for first year UBCO courses (with three TAs), though UBCO's 2nd year courses are capped at 25 and 3rd and 4th year are capped at 15. Most CRWR classes represented at this articulation sat somewhere between 21 and 25 students per class.

6. Classroom Practices

- Members wondered if anyone was teaching asynchronous classes. It seems there are not a lot of them out there right now, but there are a few. General consensus was that these cause fatigue for students and faculty alike. It's hard to keep a class high energy, but if an instructor is responsive and sets a high energy tone early on, asynchronous classes can be great.
- We did a straw poll to see who uses content warnings in their classrooms. 9 out of 17 of us reported they use content warnings as part of their pedagogy for both student writing and reading material they distribute. Some of us allow content warnings, but don't require them. Some of us ask our students to submit sensitive material to the instructor before class.

7. Institutional Reports

- Institutional reports are posted in Moodle and can be reviewed there at any time, in the Articulation Committees Annual Reports and Minutes section.

8. 2024 Articulation

- A slight majority preferred to meet in person, so we will plan to host a one day articulation at the end of April (date TBD) in the Lower Mainland, either at UBCO or Capilano University.
- The structure of the next meeting will be as follows: regular agenda in the AM followed by workshops/activities in the PM. Members will signal topics of interest next February.

9. 11:45 Meeting Adjourned

