Office of the Hunter College Senate
Room 1018 East Building   Phone: 772-4200

MINUTES
Meeting of the Hunter College Senate
2 December 2009

1		The 509th meeting of the Hunter College Senate was convened at 3:45 PM in Room W714.
2		
3	**Presiding:**	Sandra Clarkson, Chair
4		
5	**Attendance:**	The elected members of the Senate with the exception of those listed in Appendix I.
6		
7		Alternate Senators were formally seated in accordance with the procedures approved by the Senate,
8		and clickers were distributed to them.
9		
10	**Report by the**	Professor Clarkson informed the Senate that there was no report, but that the President has asked her
11	**President:**	to announce that the President is inviting the Senate to a Holiday Toast after the December 9th Senate
12		meeting in the President's Conference Room.
13		
14	**Report by the**	The Chair presented the report as follows:
15	**Administrative**	
16	**Committee:**	**Special Election for Vacant At-large Seats on the Senate – Fall 2009**
17		The Chair presented the following nominations in accordance with Article IV, Sections 2.H.i & ii, of
18		the *Charter for a Governance of Hunter College:*
19		
20		Students: Ian Katz (English)
21		Umar Khan (Political Science)
22		
23		It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees. The
24		motion was approved by voice vote without dissent.
25		
26		Clickers were distributed to the newly elected senators.
27		
28		**Approved Curriculum Changes**
29		The following curriculum changes as listed in the Report dated 2 December 2009 were approved as per
30		Senate resolution, and were submitted for the Senate's information: Items UE-1613 (Spanish Minor),
31		UE-1614 (History Minor), US-1607 Urban Affairs & Planning: Change in title, credits, and description
32		URBS 498.6), US-1608 (English: Change in English Language Arts Program from an Interdisciplinary
33		Major to a Concentration leading to a BA degree), GS-811/US-1602 (Mathematics & Statistics:
34		Change in Degree Requirements: BA/MA Program in Preparation for Adolescent Education , Grades
35		7-12), GS-813 (Changes in a Degree Program: MS Nutrition), GS-814 (Changes in a Degree
36		Program: MPH in Urban Public Health, with Specializations in Community Health Education,
37		Environmental and Occupational Health Sciences, Epidemiology and Biostatistics, Health Policy and
38		Management, Public Health Nutrition), GS-815 (Urban Public Health: New Topics Courses: BIOS
39		770.00, EPI 770.00, HPM 770.00), GS-816 (Changes in a Degree Program: MS in Environmental and
40		Occupational Health Sciences (Urban Public Health Program).
41		
42		**Mellon Project Special Committee to Review the GER: Draft Report on Writing Requirement**
43		Professor William Sakas, Chair of the Committee, presented the Draft Report on the Writing
44		Requirement for discussion purposes only. The draft report is attached as Appendix II.
45		
46		At 3:50 PM it was moved that the Senate dissolve itself into a Committee-of-the Whole for informal
47		discussion. The motion carried by voice vote without dissent.

At 5:20 PM it was moved that the Senate reconvene in formal session. The motion carried by voice vote without dissent.

It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:25 PM

Respectfully submitted,

Philip Alcabes,
Secretary

APPENDIX I

The following members were noted as absent from the meeting:

Faculty:

Africana&PR/Latino Studies	Pedro Lopez-Adorno (A)	SEEK	Patricia Martin (A)
Anthropology	Tom McGovern (A)	School of Social Work	Kenny Kwong (A)
	Ruchi Chaturvedi (A)		Willie Tolliver (A)
	Ida Susser		
Art	Paul Ramirez	Sociology	Claus Mueller (A)
			Thomas Degloma (A)
Chemistry	Pamela Mills		
	Dixie Goss (A)	Theatre `	Deepsikha Chatterjee
Computer Science	Saad Mneimeh (A)	Urban Affairs:	Laxmi Ramasubramanian (A)
	Ioannis Stamos (A)		

Curriculum & Teaching   Bede McCormack (A)
                         Jody Polleck
                         Nadine Bryce (A)

**Lecturers and
Part-Time Faculty**
Joan Spurza (Classics)
Stuart Ewen (Film&Media)

Economics   Timothy Goodspeed (A)
                         Avi Liveson
                         Howard Chernick

Lynn Kemen (Psych)
Matthew Knip
Barabara Sproul (Religion)

Educational Foundations   Markus Bidell (A) "E"

English   Michael Thomas

Administration
Dean Kristine Gebbie (A) "E"
Dean Sherryl Graves (A)

Film & Media   Tim Portlock
                         Peter Parisi (A)

Ex-Officio
Deborah Francois, USG Pres.
George Wallace, CLT Council President
Theodore Ryo, GSA Pres.

Geography   Frank Buonaiuto

German   Annette Kym

Health Sciences   Stacey Plichta (A)

Students
Leticia Ribeiro (Math)

Library   Lisa Finder (A)
                         Danise Hoover (A)

Joseph Gradante
Jonathan Morales (Anthro/AFPRL)

Mathematics & Statistics   Dana Draghicescu (A)
"E"

Ayman Ahmed (Comp Sci)
Nieves Veras (Spanish/Engl)
Sarah Alshawish (undecl)

Music   Michele Cabrini (A)

Sabrina Caprioli (Poli Sci)
Leanne Tory-Murphy

Nursing   Peggy Schuber (A)

Luard Dilja (undeclared)
Kyle Sabo (Grad)

Physics & Astronomy   Ying-Chih Chen (A)

Dorota Botwina (Psych)
Melinda Cornwell (Psych/Honors)

Political Science   Charles Tien (A)

Jinna Moreano (Psych) "E"
Camille Lampel (Archaeo)

Psychology   Peter Serrano (A)
                         Tricia Striano (A)

Jennifer Liu (undecl)
Raya Harris (undecl)

Romance Languages   Guiseppe DiScipio (A)
                         Michael Taormina

APPENDIX II
Draft Report:
Recommendations for Writing Requirements
from the Mellon Project Steering Committee
(For discussion purposes only)

The Mellon Project Steering Committee is indebted to the hard work of the Mellon Project Subcommittee on Writing: Shirley Clay-Scott, Angelo Angelis, James Freeman, Joe McElheney, Dennis Paoli, Trudy Smoke, with assistance from Ann Cohen and Andrew Polsky. This document is a revision of their report to the Steering Committee made in Spring, 2009.

1. The Committee recommends that English 120: English Composition be maintained as Stage 1: Group A of the Academic Foundations requirement (or any requirement that replaces or rearticulates the academic foundations of the Core.)

2. **The Committee believes that many courses should incorporate assignments that entail writing and** that good writing should be fostered across the curriculum. Indeed, the committee believes that the ultimate goal for writing instruction at Hunter ought to be that every Arts and Science course have some writing component. At the same time, the Committee recognizes that disciplines with explicit responsibility for developing quantitative reasoning are not likely to be able to take heavy responsibility for developing writing. Though writing across the curriculum should be increasingly encouraged and supported, the Committee believes there is merit to assuring that every student will take some courses in which writing is a very important component of the student's learning.

3. Therefore, the Committee recommends that the writing requirement for graduation consist of 3 Significant Writing courses at three different levels. We propose tiering the writing requirement into W1 and W2 courses and further propose that every major require at least one course with significant writing relevant to that discipline.

General Principles for identifying Significant Writing Courses:

- Courses would ordinarily be at least 3 credits, and courses would satisfy the requirement whether they were from the GER, the major, or the minor.

- The writing expected at each of the levels would reflect a hierarchical conception of the development of writing skills, and the expectations for writing competence would be increased with the level of the course.

- Significant writing courses would be defined by the writing goals they foster and not simply by the number of pages of writing required.

- Significant writing courses should build in some means for students to learn from their writing as they progress through the course—revision of papers is one such means but is not the only possible way to learn from early writing efforts.

- **Once a course is identified as a W1 or W2 or significant writing in the major course (hereafter SWIM), it would be always offered as a W1, W2 or SWIM course.**

4. The Committee recommends that there be regular faculty development workshops to assist faculty who teach any courses with a writing component. Participation in these workshops would be voluntary and adjuncts who participated would be compensated.

5. WI courses: The Committee recommends that each student be required to take one W1 significant writing course as early in his or her academic study as possible. Students might take this course while they are taking English 120 or in the semester after they complete English 120.

General Principles for W1 courses

- W1 courses will not impose any undue burden because courses that satisfy GER requirements for Stage1 C: US History, and some that meet the requirements for Stage 2 B and C and in some cases D have traditionally embedded writing assignments that conform with some or all of the goals articulated below. MHC students could satisfy this W1 requirement with MHC 150W.

- Departments and Programs would, of course, have to agree to maintain the writing components in these courses.

- The writing goals of W1 courses should reinforce the goals of English 120.

- Since academic writing is widely defined as informed argument, W1 courses should also develop at least rudimentary scholarly or research skills and presentation capacities such as the use of scholarly sources or other library materials, online data bases as appropriate, word processing, bibliographic software such as End Note.

- The Committee recommends that the writing goals be articulated on or attached to the syllabi of W1 courses and that the writing assignments be designed to develop the skills or abilities articulated in the goals. The Committee suggests, but does not insist, that a grading rubric compatible with the course goals be developed.

- To encourage students to take W1 courses as early in their college work as possible, W1 courses should be "packaged" with English 120 in the blocks or students should be strongly encouraged to take them in the second semester of the freshman year.

Specific writing goals for W1 courses

- In addition to developing disciplinary knowledge, W1 courses would aim to develop in students at least **four** of the following capacities:

    1.   Writing

        ability to communicate clearly, following conventions of standard written English (syntax, spelling, punctuation, capitalization, diction, integration of references and quoted or paraphrased material into the syntax of the sentence).

    2. Organization

        ability to respond to an assignment in standard essay form with a clear introduction or thesis statement; coherent paragraphing that develops the body of the argument or idea; logical transitions from paragraph to paragraph or point to point; and an appropriate conclusion;

3. Analysis and Argument

> ability to state or frame clearly the issue/problem/question being addressed, employ evidence to support points or claims, avoid irrelevancies, and present competing viewpoints clearly and fairly;

4. Critical Thinking

> ability to begin to evaluate the merits of a position or claim, recognize bias in a source, question one's own assumptions, arguments, or thinking/reasoning, recognize what constitutes evidence or support for a claim, and perceive gaps, flaws, or limits of evidence;

5. Library, Research, and Documentation Skills

> ability to use the appropriate print and online research resources to gather material, incorporate references to sources that support the argument or the point being made, recognize appropriate evidence, recognize the need for references, cite sources consistently and correctly in keeping with the standards of a given discipline (MLA, APA, Turabian, Chicago Manual of Style).

> It is our thought that bench research courses would be more likely to be W2 or significant writing in the major courses.

6. The Committee recommends that students be required to take one significant writing course defined as a W2 course.

General Principles for W2 courses:

- The Committee thinks that at least English 120 should be a pre-requisite for W2 courses and recommends that the Mellon Committee consider the possibility of establishing both English 120 and any W1 course as pre-requisites for W2 courses.

- W2 courses would articulate writing goals that reinforce and advance earlier stages of writing competence. The courses would aim to promote greater mastery of critical thinking, analytical reading, informed argument, effective writing, appropriate research and scholarly techniques, and appropriate documentation that can usually be developed in English 120 or W1 courses.

- Research, scholarly, or critical assignments for the course would normally be set by the faculty member and would not necessarily be generated by the student. Ideally, course assignments should build upon each other, allowing students to learn from early work and even from early mistakes as they develop greater competence in the subject matter and greater capacity as thinkers and writers.

Specific Writing (and Thinking) Goals for W2 courses:

1. Writing and Effective Communication

- Students should develop a firmer grip on all the basic writing skills they have learned and be able to communicate clearly in standard written English.

- Students should be able to present a thesis, concept, or point of view clearly; they should be able to use supporting explanation or argumentation effectively, and they

should be able to employ some terminology of the discipline accurately and effectively.

2. Critical Reading and Thinking/ Interpretation of a Text or Work or Data

- Students should be able to demonstrate through their writing that they are developing the ability to read closely and critically a work in a given discipline. "Work" here is construed broadly to include primary source readings, secondary scholarly papers or books, a film, a work of the plastic arts, a literary work, a musical composition, or a technical research paper, report, or proposal.

- Students should develop an appreciation of informed argument and an ability to present an informed argument in writing.

3. Analysis and Argument

- Students should be able to formulate a thesis or a point of view on the basis of close reading of a written work, close inspection and contemplation of a work of art, or close scrutiny and analysis of research data.

- Students should be able to present a thesis, concept, or point of view clearly; they should be able to use supporting explanation or argumentation effectively, and they should be able to employ some terminology of the discipline accurately and effectively

4. Library, Research, or Documentation Skills

- Students should demonstrate in their papers that they have mastered research and scholarly competencies set forth in the School of Arts and Sciences statement on information literacy.

- Students should be able to incorporate source material into their own arguments and should be able properly to quote, paraphrase, and acknowledge the work of others.

- Students should be able to document their sources in appropriate formats, including footnotes or endnotes, and they should be able to assemble a bibliography in the conventions of the discipline. They should be able to use appropriate endnote and bibliographic software.

7. The Committee recommends as well that each department and program establish a significant writing component as part of its major requirement. A department would list in the catalogue one or, preferably, more courses deemed appropriate for this requirement.

General Principles for Significant Writing in the Major (SWIM) courses:

- We have come to a consensus that the major should determine the courses appropriate for SWIM courses. In many disciplines, a significant research or scholarly paper would be the product. On the other hand, students majoring in creative writing might well be expected to produce an extended creative writing project. Students with an emphasis in translation might do an extended translation. Students in the sciences might do substantial laboratory reports or other appropriate paper or proposal. Students majoring in a foreign language might do this writing in their target language rather than in English.

- Any department that identifies courses not offered by the department itself as SWIM courses would need the concurrence of the department that offers the courses.

Characteristics that should be manifest in the goals of SWIM courses:

- All the writing skills and information literacy practices that have been developed in W1 and W2 courses should be reinforced.

- SWIM courses would involve a sizeable and significant written project, the topic normally generated by the student under the tutelage or supervision of the faculty member.

- The course(s) should include explicit guidance in the process of developing such a research, scholarly, or creative project, such as delineating a discipline-specific scholarly or research question, developing and stating a hypothesis or a creative aim, developing a bibliography, gathering information, evidence, and data needed, and submitting drafts or sections for review prior to the submission of the final written project.

- The final written project should be a substantive piece of writing within the disciplinary or interdisciplinary area: the exploration of some problem or issue, the detailed analysis of some work or works, the presentation of empirical research findings constituting a significant research report, or even a detailed, evidence-based proposal supporting the need for further research in a given area or topic.