FYW Pedagogy Meeting Minutes for May 8, 2015

Following are the incomplete minutes for the FYW Pedagogy Meeting. Please contact me with any revisions.

Meeting Called to Order: 12:30pm

Attending: Alison Cardinal, Asao Inoue, Kelvin Keown, LeAnne Laux-Bachand, Jim Liner, Ali Walker Stromdahl, Amy Whitcomb

Absent: Nicole Blair, Caitlin Carle, Ruiming Cash, Jeff Fitzgerald, Janie Miller, Andrea Modarres

Discussion Notes:

Alison: Appeals to clarity assumes most of the power resides in readers/teachers.

Kelvin and Jim: Clarity is like pornography. (I'll know it when I see it.)

Alison: Genre is associated with clarity.

Jim and LeAnne: Most of us can't write just like some in the field (Jamison or Sommers).

Alison: Clarity works from your prior knowledge. (Barnard assumes that his readers share a post structural common place.)

Amy: How do you evaluate the learning when the language or meaning is not straightforward (or clear)?

Kelvin: Clarity seems to have to do with the consequences of quantitative grading (conventional grading); there are timing/labor issues for teachers, as well.

Amy: Teacher practices like asking students to underline their thesis statement. (Is this a metacognitive practice or something about clarity?)

Alison: Should teachers have to negotiate the meaning of students' drafts?

Ali: I'm not sure I even grade for clarity. I care more about clarity of idea, not expression.

Kelvin: Cohesion and coherence?

Alison: Barnard is really arguing for a theoretical purity, but maybe not a practical application.

Jim: Can we treat these common places as "strategic fictions"; we have to hold on to things like intent to do writing, even if we share post structural ideas.

Kelvin: Thesis statements and intent.

Ali: Ask students to come to theses statements, so design assignments where they must start with questions and not with theses.
Alison: Students have these common places, too. (They also want efficiency.)

Amy, Kelvin, and Alison: Essay as a genre of "try ing" and not thesis-driven; it's a thinking practice.

Alison: We should treat students as real writers; so we must assume they have intentions, though they may not be our intentions.

Ali and Amy: Trying to experiment with feedback (e.g. Here is what I think you are trying to do. Is that right? If not, then consider this...); writing centers do this kind of feedback, most frequently.

Ali: Students preferred questions over statements in feedback.

Amy: For language poets (short pieces like prose poems), language is a construct and we are going to mess with it (Lyn Hejinian; Harriet Mullens).

Kelvin: There is little to no punctuation in Arabic.

Meeting Adjourned: 2:00pm