

MINUTES from the English Program Board Meeting

Meeting date: Wednesday, 22 January 2014

Start time: 12:15 pm

Location: Room 216 (HF-building)

Present at the meeting: Lene Johannessen (fagkoordinator), Cassandra Falke, Anne-Brit Fenner, Bente Hannisdal, Kari E. Haugland, Øyunn Hestetun, Randi Koppen, Laura Miles, Erik Tønning, Silje H. Borgen (student), Kristoffer S. Ekroll (student), Monica Helle (student), Camilla Knudsen Palmer (student) and Kari Soriano Salkjelsvik (secretary)

1. Orientation items:

1.1 Dates for the second and third meetings this semester are 5 March and 7 May, at 12.15 in room 216 (HF-Building)

1.2 Orientation about meeting regarding Integrated Teacher Program, held on 17 January 2014. The role of didactics at each of the programs in the Department was presented and discussed in this meeting. There was also a dialogue about the challenges presented by the program, especially the administrative ones. A follow up meeting between Leiv Egil, Åse and Lene was agreed on, in order to pursue a model for the Integrated Lector Program that would be easier to administer for the English section.

2. Dimensjonering av eksamen facultatum ved HF (see att., especially –first and foremost ”Høringssak”)

Attachments: (1) *Ex Fac ved HF – utkast til notat fra arbeidsgruppe v Huitfeldt*
(2) *Høringssak: Dimensjonering av ex fac ved HF (20.12.2013)*

A ten point's course at the first semester of the BA program in English does not seem realistic at this moment:

- a) it demands a lot of resources that we might not have
- b) we cannot define what kind of course we could offer during the first semester
- c) English keeps a very special position in Norway since it is more a second language than a foreign language, therefore, we do not need an introductory course in English language
- d) Ideally, we could ha a course in English Academic Writing, but we do not have the sources to implement it
- e) Lene proposes the idea of a 5 credit course that will introduce the new BA students to English studies, and that would keep them in contact and with a sense of belonging to the program
- f) Randi suggests that we can start creating a sense of belonging for the first semester students by creating special guest lectures for them

3. Dimensjonering av studenttall til PPU

*Attachments: (3) Konsekvenser av årlig opptak til praktisk pedagogisk utdanning
(4) Konsekvenser av årlig opptak til PPU*

We keep a maximum of 30 students admitted to the PPU program for the next 3 years

4. Program reviews, external evaluations of ENG200

*Attachments: (5) external review 252/212 (Stephen Wolfe)
(6) external review 251/211 (Kristin Killie)*

At this moment only the 300-level is left to be evaluated.

Regarding the reviews:

- a) Kari H made some clarifications regarding the evaluation of ENG221/ENG211, as she does not agree with the comment that cognitive linguistics is a difficult subject. The failure rate in this course when compared with other courses is the same. Also, the comments about the lack of papers are incorrect, as the students do hand in papers that are corrected.
- b) ENG21/ENG252: We do not have the structure that was evaluated anymore. The structure of the course is so complicated that it is not reflected clearly in the rapport. The former separate "theory course" as we had it has already been more integrated in the course.
- c) The Integrated Teacher Program has its own evaluators, but it would be good for the English section to see the reports regarding the English courses. Anne-Brit suggest that we also include the L-courses in our evaluations, as it would be more subject specific than the one done by the Teacher Program. Everybody agrees that this is a good idea.

5. SKOK and the English Program

SKOK (Center for Gender Studies) would like to know whether English continues providing 300 or 200 courses as part of the BA program in Gender studies.

- a) English commits itself to teach a course on the 300-level every sixth semester for this program (in the Fall semester). Randi and Zeljka have taught this course earlier, and Laura could also do it in the future.
- b) Several problems arise when we teach this course: At the 300-level in literature/culture we operate with 10 credit courses, we also have one L-course that grants 15 credits. Teaching at SKOK will mean that we would have to make a third modified of the course adapted to the 200-level of SKOK. Randi also points out that it can be difficult to teach this course, as students have very different backgrounds of specialization.
- c) In spite of these problems, we communicate to SKOK that we will continue to support the Gender Studies Program.

6. Revisions to course descriptions, deadline 24 January:

Attachments: (7) *WiP Linguistics*
(8) *ENG122*
(9) *New: ENG107, 108, 109*

- a) From the Fall semester of 2014, there will be no WiP seminar in Linguistics. Student representatives regret this and would like the seminars to continue. They point out that in principle, the students are positive to the WiP seminar and appreciate the feedback they get from the professors. The students who take part in the Integrated Educational Program (Lektorutdanningen) have often experienced that their obligatory class attendance in the assigned schools overlaps with the WiP schedule.

The linguistics teachers give several reasons for discontinuing the WiP seminar in its present form: (1) the seminars have been too teacher-centered: student attendance has generally been very low (teacher numbers often exceed student numbers); only or mostly the students who make their obligatory presentations attend, (2) when students do attend, most come to the seminars unprepared and do not actively participate in the discussions, (3) if teacher presence and participation deter students from active participation, WiP work-shops run entirely by and for the students themselves may be a better option.

- b) *ENG122*: There has been a change in the course plan, from now on the evaluation will start with a supervised term paper and conclude with a 4 hour exam.

7. Any other business

- a) **Fagkritisk dag.** We have not taken into consideration the "fagkritisk dag" (6 March 2014) when planning the semester. We need to consult with students to see if we are going to cancel classes that day.
- b) **Diagnostik test.** We would like to see the grades achieved by the students who passed the test.
- c) **Vitnemålstekst.** We need to see the texts as they appear in the diplomas.

28/02/14 – KSS

Punkt 6. a) redigert 29.8.2014 av Kari Haugland