

Minutes
Graduation Writing Assessment Requirement Committee
Meeting 3
October 3, 2025
1:30pm-3:00pm

In attendance: Rebekha Abbuhl, Nicollette Brant, Lori Brown, Jill De La Torre, Tom Do, Lisa Fascia, Katherine Guerra, Henry O'Lawrence, Loretta Ramirez, Jayden Sandstrom, Deepti Singh, Courtney Stammier, Alexandra Wilkinson

Call to Order: 1:32 pm

1:30 – 1:35pm Approval of Agenda

Wilkinson moves to approve the agenda, and O'Lawrence seconds the motion. The agenda is unanimously approved.

1:35 – 1:40pm. Approval of Minutes (September 19, 2025)

Do moves to approve the minutes, and Brant seconds the motion. The minutes are approved unanimously.

A brief discussion occurs about how GWARC minutes are taken. The great detail is appreciated but not always required. GWARC minutes could be more of a summary. A desire to protect the recording secretary's time is discussed. Furthermore, a discussion of voting on the minutes occurred, but the group decided against it. Instead, an understanding that the team and the recording secretary will work together to determine the length of minutes desired.

1:40 – 1:50 pm. Welcome and introductions

The committee welcomes Rebekha Abbuhl from the linguistics department and Jayden Sandstrom, who is a Finance major student representative.

1:50 – 2:15 pm. GWAR Coordinator's Report

The coordinator notes that there is currently no new progress with Senate and the policy draft. They most likely will get a report later today. There may be an AI amendment at a future meeting for the draft GWAR policy.

A question is asked about submitting WI applications. With the response that they are to be sent to the GWARC chair. In the past, this committee has utilized a WI subcommittee. However, that may no longer be necessary, as there is more time in committee meetings to discuss WI classes. WI applications must be submitted before the last CEPC meeting, and they take a full calendar year to become a WI class after approval.

2:15 – 2:50pm. Continued Business: Discuss Writing Intensive (WI) Requirements

The GVAR committee reviewed the WI (Writing Intensive) class handbook. It is important to note that how a WI class is defined may depend on the final GVAR policy. GVARC discussed bullet points 2 through 6.

A discussion about bullet point number 2, which states - use conventions appropriate for particular audiences. The committee notes that in upper-division classes, students are not being asked to write to a broad audience but rather to a more specifically defined audience in a field.

The committee moves on to a discussion about bullet point 3, which states - express and synthesize their own and others. Discussion about this bullet point focused on making this statement more detailed, but also changing the word and to and/or to include additional types of classes. However, it may be important for students to demonstrate both components of this bullet, but not necessarily in the same assignment.

Bullet point number 4, which states - demonstrate comprehension of texts by developing accurate summaries, reasoned analyses, and responses, had no discussion.

Bullet point 5, which states - to evaluate and incorporate source materials as appropriate to a given task. A suggestion is made to change the language to be appropriate for a given goal, not just a task.

In reference to bullet point number 6, which states - to apply the divisions of standard written English. GVARC members noted that standardized English may be difficult to define. The desire for more sophisticated learning outcomes for upper-division classes is also discussed. Another point that was made was how bullet points 2 and 6 do not always match. Several suggestions to review bullet point 6 are discussed, including applying the conventions of professional, creative, or academic formal contexts and applying the conventions of standard and academic written English. The committee is also reminded that the state mandates that English must be used for the class to meet the GVAR.

The committee also briefly discussed clarifying grammar expectations to emphasize proficiency and grammatical correctness. It is possible that a paper draws on multiple sources and has valid arguments, but does not demonstrate proper sentence structure and other components of standard English. Students should be able to express themselves in grammatical English. Bullet point 6 should be clarified. It is also noted that not all six writing outcomes need to apply to every assignment.

2:50 – 2:55pm. Reminders

Next Meeting: October 17, 1:30–3:00 PM

Remaining Meetings: Oct. 17, Nov. 7, Nov. 21, Dec. 5, Feb. 6, Feb. 20, Mar. 6, Mar. 20, Apr. 17, May 1

Save the Date: Thursday, November 6 – On-campus visit with external reviewer Mary Adler
(CSU Channel Islands)

2:55 – 3:00pm. Adjournment: 3:00pm

Submitted by,

Alexandra Wilkinson