

El Camino College's Learning Teams Summary

The purpose of this document is to give readers a quick summary of all of the 7-Step workbooks that El Camino College's learning teams have developed. It is by no means exhaustive. Therefore, if readers want to find out more information about a particular team's work, they can access the full 7-Step workbook for the team in the Learning Team folder on the Humanities portal page, which can be accessed on MyECC by going to *Areas* then *Academic Affairs*.

Fall 2012

English A/AX – Jennifer Annick, Sara Blake, Kathy Hall, Greta Hendricks, and Laura Knox

- Student Need: Having more effective one-on-one lab meetings with instructors and tutors
- Team's Objective: Students will make better use of their time meeting with instructors and tutors by arriving with questions and leaving with next steps for improvement of their writing.
- Lesson Highlights: A handout that asks students to think about their conferences before, during, and after they occur
- Results: 178 out of 193 students (92%) preferred meeting with instructors using the handout to meeting with them without the handout
- What Worked: The one-on-one conference handout
- What Needs Further Work or Changes: It varies depending upon the team member. See Step 6A.3 on page 10 of their team workbook.

Fall 2012

ESL 52A – Rebecca Bergeman and Jenny Simon

- Student Need: Identifying and using parts of speech
- Team's Objective: By the end of the semester 70% of the students will be able to improve their ability to identify parts of speech.

- Lesson Highlights: A parts of speech handout that defines the parts of speech and gives numerous examples of the parts of speech; a pre-test and post-test to assess student learning
- Results: Students in general performed more poorly on the post-test than on the pre-test. However, there was a 10% increase in noun identification and there was some improvement in verb identification since the post-test was harder than the pre-test.
- What Worked: The parts of speech handout was very informative
- What Needs Further Work or Changes: The parts of speech handout needs to address ambiguities ambiguity (e.g. are both the helping verb and main verb verbs? What about infinitives—are those verbs? Are possessive pronouns adjectives or nouns?). The pre-test and the post-test need to be of equal difficulty. The easiest way to ensure this is to give students the same exact test. However, there needs to be a period of time such as three weeks before the administration of the pre- and post-tests.

Fall 2012

English 82/84 – Nancilyn Burress, Angie Kirk, and Susan Magabo

- Student Need: Understand the roles body posture, body movements, and the environment play in reading comprehension
- Team’s Objective: By Week 12, using a reflection and a survey, students will demonstrate an understanding of the connection between the body and reading, and 70% of our English 82 and 84 students will have incorporated it into their reading routine and find it useful.
- Lesson Highlights: A reading log that helps students assess their body posture and reading environments; a handout explaining the relationship between the body and reading
- Results: 88% of the students surveyed stated they used what they learned from the lesson during their final reading exam. 80% of the surveyed students felt what they learned was useful and that they wanted to use the tips for future reading assignments.
- What Worked: The Think/Pair/Share activity; discussion of the True/False activity that accompanied the handout on the connection between the body and the reading

- What Needs Further Work or Changes: The reading log needs to be a graded assignment so that students will be more motivated to complete it.

Fall 2012

English 1A – Rachel Ketai, Sumino Otsuji, and Rachel Williams

- Student Need: Ability to write sentences that are cohesive (i.e., old to new flow of information)
- Team’s Objective: 50% of students who complete the in-class paragraph writing activity will demonstrate understanding of cohesion in the writing and assessment of paragraphs.
- Lesson Highlights: A handout on cohesion developed by the team that included a paragraph about MTV’s Jersey Shore; a student group work activity in which students worked together to write a cohesive paragraph about smart phones; a Prezi presentation that graphically explains cohesion
- Results: The team was satisfied with the results of student work
- What Worked: The Prezi presentation and the group work activity
- What Needs Further Work or Changes: The assessment worksheet should be done in class instead of as a homework assignment. Some students were not motivated to do it at home.

Spring 2012

ESL 53A – Nancy Currey, Evelyn Uyemura, and Rebecca Bergeman

- Student Need: Ability to write the opening sentence of a summary
- Team’s Objective: By the end of the semester, students would be able to write an opening sentence of a summary that contains the title, author’s name, and main idea of the passage. Students would use correct punctuation and verb choice/form. The team members used the final in-class writing assignment (a summary-response essay) to determine whether 80% of the students met the objective.

- Lesson Highlights: The team provided students with three formulas for writing an opening sentence. An example of a formula is:

According to + author's name(s) + in + possessive pronoun (essay, book, or article)+ title + comma + main idea

According to Kamyar Amjadi in her essay "International Bridge," communicating online is like using a bridge that goes anywhere.

The other two formulas are on page 8 of the team's 7-Step Workbook.

- Results: The team created a 5-point rubric to determine whether students successfully wrote an opening sentence. Sixty-nine percent of the students scored a 3 or higher on the rubric, which means that they wrote the author/source, title and main idea in one sentence.
- What Worked: Explicit instruction on how to write an opening sentence helped students. Also, using an existing SLO for the learning team student need was useful. It made the topic of the learning team feel natural and not "tacked on" to the semester's instruction.
- What Needs Further Work or Changes: The students would benefit from more explicit instruction on appositives. Perhaps, a handout on appositives in the context of creating an opening sentence of a summary would be helpful.

Spring 2012

English 82/84 Hybrid – Kathy Hall, Susan Magabo, and Nancilyn Burruss

- Student Need: Identifying the main ideas of passages
- Team's Objective: "By May 31, 2012, 70% of our English 82 and 84 students will demonstrate the ability to identify the point of what they are reading by annotating." Students demonstrated this by highlighting the main idea of a passage.
- Lesson Highlights: Teachers modeled annotation and walked students through annotation by having them annotate a passage while asking them guiding questions such as "Who or what is the passage talking about" and "What do the details have in common?" The students did a think, pair, share activity.

- Results: 42 out of 76 students (55%) correctly identified the main idea of the passage. Interestingly, one instructor's class had a much higher percentage of students successfully identify the main idea (22 out of 29 or 76%).
- What Worked: Telling students to focus on the whole paragraph not just particular sentences was helpful. Teacher modeling was very useful. The amount of and sophistication of the student annotations correlated with how well they understood the passage.
- What Needs Further Work or Changes: All three team members had different ideas of what to do next. For instance, one team member felt there needs to be more teacher modeling, and another believed that too many skills were covered in the lesson. However, two of them felt it is necessary to stress to students that the main idea can be found anywhere in a paragraph.

Spring 2012

English A – Briita Halonen, Sara Blake, and Jennifer Annick

- Student Need: Works cited page formatting
- Team Objective: “On an essay following this activity, ninety percent of our English A students will create a Works Cited page that closely adheres to the overall formatting and individual entry policies that satisfies the SLO’s passing criteria for the course.”
- Lesson Highlights: A jigsaw activity in which students became experts on one particular type of works cited entry. Student “experts” then worked together to create a works cited page with the different types of entries that they had become experts on.
- Results: The results were positive. One instructor's class had a 91% success rate, while the other two had rates of 84% and 82% respectively.
- What Worked: The jigsaw activity was very useful because it helped students focus instead of become overwhelmed by the different kinds of entries. It also helped them understand that individual entries made up together an entire works cited page.
- What Needs Further Work or Changes: The lesson would have been better if students had been shown an example research paper in the beginning of the lesson. It might have been more meaningful for students if the entries they created were ones they were

actually using for their research papers rather than entries given to them by their instructors. Showing students examples of good, okay, and poor works cited pages and having them rate them would also have been better. Finally, students should have been given more practice relating works cited pages with in-text citations.

Spring 2012 (This lesson was started in fall 2011 and completed in spring 2012)

English 1A – Rachel Ketai, Susan Herdzina, Sumino Otsuji, and Rachel Williams

- Student Need: Students need to be able to write transfer-level thesis statements
- Team Objective: At least 75% of students would score a B- or higher on the thesis category of the grading rubric for final research papers.
- Lesson Highlights: A handout on how to write effective thesis statements that do not list the main points of the essay and peer review of student thesis statements
- Results: The instructors reviewed student writing and concluded that at least 75% of the students scored a B- or higher on the thesis category of the rubric.
- What Worked: peer review, the handout on thesis statements, and the clear language in the rubric
- What Needs Further Work or Changes: Future lessons need to help students narrow their topics. Also, students need help avoiding wordiness.

Fall 2011

English A – Karen Amano-Tompkins, Greta Hendricks, and Kathy Vertullo

- Student Need: Students need to form paragraphs with a variety of sentence structures
- Team Objective: “Seventy percent of our students will demonstrate improved sentence variety in a body paragraph from a late-term essay assignment. Seventy percent of our students will include at least one simple, one compound, and one complex sentence in a body paragraph from a late-term essay.”
- Lesson Highlights: Students read two different versions of the fairy tale *Cinderella*. One had monotonous sentence structures and the other had a variety of sentence sentences. The students had to determine which version was better and why. Students were given a

handout on useful ways to connect ideas. Another useful component of the lesson was students worked together to create their own versions of *The Three Little Pigs* using a variety of sentence structures. Each sentence of their versions of *The Three Little Pigs* had to begin with a letter from the alphabet in order (e.g., “A fox... Bad foxes...Clumsy pigs...”). To help students remember the story, they watched in class a YouTube video of the story.

- Results: Student paragraphs after the lesson had more combined (e.g., coordination and subordination) sentences and fewer punctuation mistakes than the paragraphs written before the lesson in all three classes.
- What Worked: The ABC Little Pigs activity and the handout “Sentence Types” showing students five useful ways to connect ideas.
- What Needs Further Work or Changes: None

Fall 2011

ESL 52B (Intermediate Reading and Vocabulary) – Nancy Currey, Maria Bauer, and Matt Kline

- Student Need: Students need to be able to infer meaning.
- Team Objective: By the end of the semester 70% of students would be able to infer the meaning of a paragraph in which the meaning was not explicitly stated.
- Lesson Highlights: Two one-hour lessons; introduced concept of inference by discussing what might be the reason for a front door being open when coming home from school; taught making inferences using mysteries from *Reader’s Choice* and a newspaper article entitled *Giving Juvenile Offenders a Chance*; gave an assessment based on the O. Henry story *Two Thanksgiving Day Gentlemen*, which had been read for homework.
- Results: Only 55% of students met the criterion of success on the assessment. The goal was 70%.
- What Worked: The student small groups were useful, and the mysteries from *Reader’s Choice* were helpful.
- What Needs Further Work or Changes: The team realized that they made a mistake in their assessment. The objective was to measure students’ ability to infer meaning in a paragraph; however, the O. Henry story was much longer than one paragraph. Hence, the assessment did not match the objective. If the lesson is repeated, the reading for the

assessment needs to be much shorter. Instructors should white out the title of the newspaper article and have students come up with titles after reading it. Also, students should be introduced to the new vocabulary in the newspaper article before they read it. Finally, everyone in the group agreed that the skill of making inferences should be practiced throughout the semester in ESL 52B.

Fall 2011

ESL 53B – Rebecca Bergeman, Nitza Llado, Debbie Mochidome, and Matt Kline

- Student Need: The ability to write paragraphs with a variety of sentences
- Team Objective: At least 70% of students would be able to write paragraphs on a journal response that would be judged by the team members as having a sufficient amount of sentence variety.
- Lesson Highlights: Students were given two versions of the same paragraph from the short story *The Mirror*. One was adapted so that it contained mostly simple sentences, while the other was not adapted and had a variety of sentence types. Students were asked to choose the best version and explain why it was better than the other version. Students created compound and complex sentences using simple sentences. Students read the entire story *The Mirror* and wrote a journal response to it.
- Results: The students' journal responses were read by two faculty members and given a holistic score of 1, 2, or 3. A score of 2 or higher meant the response had a sufficient amount of sentence variety, and 87% of the responses received a score of 2 or higher. Consequently, the objective of having at least 70% of students pass on the assessment was reached.
- What Worked: Most students liked the journal topic. It was also useful to use sentences from the story the students read as examples of sentence variety.
- What Needs Further Work or Changes: The lesson would be stronger if it included explicit instruction on how to write compound-complex sentences and if students were shown how not to use “and” and “but” excessively in their compound sentences.

Fall 2011

English AX – Jenny Simon, Georgiana Coughlan, and Elena Savina

- Student Need: Students have difficulty finding and correcting errors in their writing.
- Team Objective: The objective was to get 80% of the students to improve their self-correction of errors in their writing by 15%.
- Lesson Highlights: The team taught students a list of editing symbols. Students kept error logs of their own writing errors.
- Results: Students were given pre- and post-tests in which they identified and corrected common errors in their own paragraphs. The instructors only underlined the errors. There was a 14% increase of students correctly identifying the errors and a 14% increase of students correctly editing the errors between the pre- and post-tests.
- What Worked: The error logs were considered to be effective by the instructors because it made the students more aware of their individual errors and because it made students more “accountable” for their errors. In general, the students also found them to be effective. One student stated, “My grammar skills have improved because of the error logs.”
- What Needs Further Work or Changes: The instructors felt that they should have created lessons for each editing symbol so that the students would better understand the types of errors. They also thought they should have spent more time in class discussing and using the error logs instead of having the students work on them for homework. Finally, the editing symbol list would have been better if errors had been grouped in categories instead of just a random list of errors.

Fall 2011

English 1AX – Allison Carr, Evelyn Uyemura, and Eric Takamine

- Student Need: The ability to integrate quotes in student essays
- Team Objective: “After making an assertion, the writer should be able to introduce a source that is reliable and valid followed by a quote of appropriate length from an outside expert that validates the writer's claim in the previous sentence. The quote should have an effective lead-in and be followed by analysis that is appropriate in length and is an effective bridge between the student's writing and the authority's

voice. Moreover, the quote and its analysis should support the topic sentence.” Seventy percent of the team’s students should have been able to do this by the end of the semester.

- Lesson Highlights: The instructors created a PowerPoint on quote sandwiches and led students through a signal phrase exercise.
- Results: Students were able to write lead-ins and attempted to make analyses; however, the analyses were often just student paraphrases of the quotes.
- What Worked: Showing multiple models and guided practice
- What Needs Further Work or Changes: Show models of good and bad analyses

Fall 2011 (This lesson was started in the spring of 2011 and completed in fall 2011)

English 1A – Allison Carr, Diana Hines, Rachel Ketai, Scott Kushigemachi, and Rachel Williams

- Student Need: Paraphrasing
- Team Objective: By the end of the semester at least 75% of students would be able to paraphrase effectively.
- Lesson Highlights: Instructors gave students examples of both good paraphrases and poor paraphrases. Students played the game 35. The instructors used a YouTube video of Huell Howser from the PBS show *California’s Gold* as an example of poor paraphrasing.
- Results: Students made progress in their abilities to paraphrase; nevertheless, they had difficulty paraphrasing scholarly passages.
- What Worked: Giving students several chances to practice paraphrasing. The repetition was very helpful. The Day 2 handout was clear.
- What Needs Further Work or Changes: Students need more opportunities to practice paraphrasing. They also need more scaffolding in order to comprehend scholarly writing.

Fall 2011

English A/84 Hybrid – Kathy Hall, Angie Kirk, and Susan Magabo

- Student Need: Students need to engage more in and understand the value of low-stakes writing.
- Team Objective: One hundred percent of the students would engage in at least two low-stakes writing activities, and at least 80% of the students would express the value of the activities in a written reflection of the activities.
- Lesson Highlights: The instructors discussed with their classes what low-stakes writing is and the value of it. They assigned two writing prompts that were low-stakes. One of the prompts was about *The 7 Habits of Highly Effective Teens* and the other was about their feelings towards reading.
- Results: All the students wrote the two low-stakes writing assignments and all of them stated that they valued low-stakes writing in their reflections.
- What Worked: The writing prompts and the reflection
- What Needs Further Work or Changes: The instructors feel that they could more explicitly connect low-stakes writing to prewriting. Students should be taught how low-stakes writing can be applied to high-stakes writing.

Spring 2011

ESL 52B – Nitza Llado, Debbie Mochidome, and Matt Kline

- Student Need: Guessing the meaning of unfamiliar words through context
- Team Objective: At least 75% of the students in our sections would read a text and determine the meaning of pre-selected words that were assumed to be new to the students with at least 75% accuracy.
- Lesson Highlights: The instructors modeled the skill of guessing meaning through context. Students practiced the skill individually and then discussed with peers how they arrived at their guesses.
- Results: The goal of 75% accuracy was not reached on the assessment. Out of the 108 students who took the assessment only 62 (57%) got a score of 75% or higher on the assessment.

- What Worked: Students discussing with each other how they arrived at their guesses because the students were teaching each other strategies for guessing and teacher modeling of how to guess the meaning of unfamiliar words
- What Needs Further Work or Changes: The assessment was flawed in two key ways. First, it was not long enough. It only consisted of four multiple-choice questions. Second, one question was extremely difficult to answer because the correct answer choice was an idiom. Hence, many of the students might not have known the meaning of the correct answer, which was the idiom *keep down*. If the lesson is attempted again, the assessment must be improved.

Spring 2011

English A/B Hybrid – Jennifer Annick, Sara Blake, Briita Halonen, and Michael Jaffe

- Student Need: Sentence variety
- Team Objective: “Seventy percent of our students will be able to identify one example of each sentence type (simple, compound and complex) in a paragraph written by the student.”
- Lesson Highlights: Students received a handout on the different types of sentences. The instructors had students create different types of sentences by using index cards. Different colored index cards had different parts of speech on them. For instance, pink was the color for words that were subjects, green for verbs, etc.
- Results: Eighty-four percent of the students correctly identified simple sentences. Sixty-three percent correctly identified compound sentences, and 48% correctly identified the complex sentences on the assessment.
- What Worked: The manipulatives (i.e., the index cards); having the same basic sentence on the index cards made it easier for students to see how they can make a variety of sentence types
- What Needs Further Work or Changes: The objective was simply identifying sentence types, whereas the lesson had students construct different sentence types. Therefore, the objective should be changed to fit the lesson.

Spring 2011

English A – Elise Geraghty, Kathy Hall, and Greta Hendricks

- Student Need: Students need to be able to write paragraphs that contain topic sentences and that use quotes and/or paraphrases to support the topic sentences.
- Team Objective: Eighty percent of the students would be able to write paragraphs containing topic sentences and support.
- Lesson Highlights: Think/Group/Share and self-assessment of student writing and a handout containing paragraphs about smoking cigarettes
- Results: Sixty-seven percent of students were able to write a paragraph with a topic sentence and adequate support on the assignment.
- What Worked: Repetition of the topic; using student work to apply what was learned in the lesson and when the lesson was given (next to last draft of the students' essays)
- What Needs Further Work or Changes: Add prewriting to the lesson and stress the position of the topic sentence in the paragraph.

Spring 2011

English 82/84 Hybrid – Rose Ann Cerofeci, Suzanne Gates, Inna Newbury, Stephanie Schwartz, and Cynthia Silverman

- Student Need: awareness of the reading process, metacognition, and engaging with texts
- Team Objective: “Given an essay-length reading task, students will demonstrate the ability to make meaning at literal and critical levels. Students will use highlighting, underlining and margin notes (comments, paraphrases, & questions) to demonstrate their reading process. Students will also create a graphic organizer (or linear outline) that shows clear understanding of the writers' point as well as the relationships between that point and the support the author provided. Finally, students will address the significance of the thesis as well as embedded issues, ideas and values in the text.”
- Lesson Highlights: skimming, guessing meaning of unfamiliar words, transition words, summary and response, article analysis template
- Results: None. The team did not get to Step 6 of the cycle.

- What Worked: Future faculty will find the article analysis template very helpful. It guides students from pre-reading to responding to a text.

Spring 2010

English 80 – Rose Ann Cerofeci, Kathy Hall, and Karen Lugo

- Student Need: Students need to be able to use verbally and in writing more advanced vocabulary.
- Team Objective: “40% of our students will demonstrate the ability to use 46 new 7th grade vocabulary words correctly.”
- Lesson Highlights: The instructors served as coping models in which they shared with students how they guessed the meanings of unfamiliar words using context. Students created a Word Wall, which consisted of students’ visual representations of new vocabulary. Students played an index card vocabulary matching game.
- Results: Seventy-five percent of students scored a C or higher on the assessments; therefore, the students surpassed the team’s objective of 40%.
- What Worked: The students really liked the index card vocabulary matching game. Having students work with new vocabulary in a variety of ways (e.g., the Word Wall) helped them understand the new words.
- What Needs Further Work or Changes: Include instruction on parts of speech and sentence structure.

Spring 2010

English 82 – Inna Newbury is the contact person

- Student Need: The ability to find main ideas
- Team Objective: Seventy percent of students would be able to correctly identify the main ideas the main ideas within a passage.

- Lesson Highlights: An essential question, teacher modeling, cooperative learning, information on the reading process, and a chart on signal words. The lesson is subdivided into eight parts.
- Results: The team did not complete the 7-Step process that semester.