

El Camino College Humanities Division
English Department Meeting
October 10, 2013
Minutes

In attendance: J. Annick, M. Ansite, G. Armao, S. Bachmann, S. Blake, B. Budrovich, A. Carr, M. Cheung, K. Degnan, S. Donnell, D. Crotwell, S. Gates, A. Gallagher, B. Halonen, C. Henson, L. Hong, B. Isaacs, B. Jaffe, B. James, J. Jung, R. Ketai, S. Kushigemachi, M. Leiby, J. McMahon, C. Nagao, B. Peppard, D. Thompson, S. Waterworth, L. Welsh, J. Zhao, R. Cerofeci, S. Corbin, R. Kistler, I. Newbury, C. Parks

I. Announcements (Tom Lew)

- 1.1. Sabra Sabio from the counseling services office needs volunteers for the October 29th Careers and Majors Fair.
- 1.2. We need two Humanities representatives for the Academic Senate.
- 1.3. The campus-wide earthquake drill will take place next Thursday, October 17th at 10:17am. Mobility-impaired students will not have to move out of the Humanities building. Faculty members are to let Elise know if they have any mobility-impaired students.
- 1.4. Because ECC is 465 FTES short for this year, the school will be adding more English, Math, and Behavioral and Social Sciences courses for the spring semester and summer session. As a result, the department will be hiring more part-time instructors to teach the newly added courses. Elise needs full-time faculty members to volunteer to serve on the part-time hiring committee. The position is closed, and we have 59 applicants.
- 1.5. The second 8-week Academic Strategies courses from which many students can benefit (e.g., Prewriting Workshop, Sentence Errors and Punctuation) begins on October 22nd.

II. Curriculum (Sara Blake)

- 2.1 Integrated Reading and Writing (IRW): the IRW committee is proposing a pilot of a new course in the English 50 series that would combine English 84 (reading) and English A (developmental writing)—the two courses immediately below English 1A. The current dual sequence, in which a student has to pass both reading and writing non-transferable courses to get to English 1A, has a problem because if a student starts at the very beginning—English 80 in reading and English C in writing, it takes forever for the student to make it to English 1A. Plus, the existence of required reading AND writing courses results in more possible exit points before the student gets to English 1A. Sara quoted a statistic in which out of all of the students who begin at the English 82 (reading)/English B (writing) level, only 20% of them make it to English 1A in two years.

The proposed English 50s course would be a 5 unit, degree-applicable course that meets for 6 hours/week. This new course would require the re-training of English department faculty members who have only been teaching pre-transfer level writing courses so that they could also teach reading. We are headed toward the elimination of our dual track reading and writing system.

III. SLO Business (Kevin Degnan)

- 3.1 English 1B and 1C Consistency Projects, which include SLO assessments, are underway this semester. The English 1C workshop was held on October 4th, and the English 1B workshop will take place on October 18th from 12-2pm.
- 3.2 Update: Kevin noted that quite a number of revised SLOs have come in, but that he and Stephanie need ALL of them by October 18th so that he and Stephanie can review them before submitting them to the campus SLO facilitators. Kevin encouraged us to write the revised SLO so that the assessment of the SLO could be taken care of with one major assignment that takes place within the last few weeks of the term. Kevin also discussed the new SLO assessment process that we will be adopting and instituting this semester. Each instructor will be given a SLO Check Form that would be randomly distributed among 25% of the instructor's students. The instructor would attach the exploded SLO to the student's paper and mark off whether or not the particular paper fulfills each of the exploded SLOs as "acceptable" or fails as "unacceptable." Each instructor would then turn in the SLO Check Forms to either Kevin or Stephanie.

IV. English 1A Consistency Project Recommendations (Allison Carr)

- 4.1 English 1A is up for course revision this year by the DCC. The English 1A Course Review Leaders found the issue of the current two-book requirement for English 1A to come up over and over again. The original decision to institute a two-book requirement came from a 1989 articulation agreement with UC Berkeley, but discussion with current UC Berkeley writing instructors found that this requirement was not being uniformly instituted at UCB. Allison emailed the Articulation Officer at UCB, who said the following: "Readings should be substantive, published materials of both literary and non-literary character, including expository or argumentative texts chosen to spark critical thinking and model the elaboration of complex critical arguments, as well as to facilitate student writing projects." In other words, it appears that the two-book requirement no longer exists at UCB. As a result, Allison asked at the meeting for a vote to decide whether or not we wanted to do away with the two-book requirement and instead require one book. The vote was unanimously approved.

Rachel Ketai and Stephanie Merz will conduct research to see what other community colleges do in terms of the book requirement for English 1A equivalent courses.

Just in case UCB changes its mind at some point in the future, copies of all communication with their Articulation Officer will be kept and documented.

- 4.2 ESL 52C: Some faculty from both the English and ESL departments have brought up the fact that ESL students tend not to be ready for English 1A-level reading assignments. A proposal to replace ESL 52B with ESL 52C came out of this previous discussion. This proposal, however, is anything but unanimous. While some English faculty want this new course so that their English language learner students in English 1A, 1B, and 1C would be better prepared to read college-level texts, some ESL faculty want more research done before adding yet another prerequisite. These faculty members would like discussion on grade inflation issues and consistency issues before a new prerequisite is added. For example, one solution would be to look at the readings that are currently assigned in ESL 52B and increase their rigor.

At the meeting, Tom asked for the opinion of English faculty. The consensus was that this would be a continuing conversation and that we would look at course content before increasing prerequisites. Tom asked if two or three faculty members from the English department would be interested in forming a sub-committee with some ESL faculty to further discuss this issue and come up with a recommendation. Debra Breckheimer and Tom Cody were recommended to fulfill the English department positions.