CALIFORNIA COMMUNITY COLLEGES
AND
NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

#89-0016
### Revitalizing the Teaching of Literature in California Community College, Phase II

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $15,900</td>
<td>E --- Improvement of Trad. Instruction Prog</td>
<td>Implementation Model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Materials</td>
<td>Faculty/Staff Diversity</td>
<td>Literature</td>
<td></td>
</tr>
</tbody>
</table>

**PROJECT DIRECTOR**
Judith Hert, Humanities Division Chair

**PROJECT SUPERVISOR**
Robert Dees, Dean Language and Literature

**PROPOSAL DESCRIPTION**

This project consisted of a four-day seminar for California Community College English teachers held April 3-6, 1990 at the UCLA conference center at Lake Arrowhead, CA. The purpose was to improve the teaching of literature at the community college.
Revitalizing the Teaching of Literature in California Community College, Phase II

Statewide English Project

This proposal is a continuation of a project funded for 1987-88 which provided California community college English teachers with updated training in the teaching of literature. This training centered on new theories in literature which are beneficial to all students, but especially to non-traditional students. The project consisted mainly of an intensive four-day seminar at the UCLA Conference Center at Lake Arrowhead, April 26-29, 1988, for 122 community college English teachers from 62 different California community colleges. The seminar included both formal presentations by three outstanding scholars in this field and small group workshops for application and discussion. The conference evaluations were very enthusiastic, and in fact, it was the seminar participants who requested a second seminar, in order to both include new participants and to extend the range of ideas and practices presented. This second seminar, with a slightly altered focus, would be held at the UCLA Conference Center again on April 3-6, 1990. It would use the same format, but would use one outstanding scholar, Dr. Hazard Adams of the University of Washington, and playwright, Edward Albee. Such a project would make good use of the strategies, planning and instructor interest developed through the first seminar.

English Teacher Re-training in Literature

Retraining in the teaching of literature is essential for community college teachers because of the significant and recent changes in literature theory and teaching. These changes have occurred at four-year colleges and universities and have been made the center of the new California K-12 curriculum. But they are almost unknown at the community college, where nearly all of the faculty are senior and where staff development has focused almost exclusively on teaching writing. At the same time there is a genuine need for community college English teachers to renew their enthusiasm for the teaching of literature.

Student-Centered Literature Theory

The new theories, known primarily as "structuralism" and "reader response," make literary analysis "student-centered" rather than "teacher-centered." Students are required to use their own experience to help create meaning in a poem, story, or play, to understand the various
ways language affects a reader, and to criticize a work in terms of various value systems. Such an approach emphasizes the individual reader and so has special appeal for non-traditional students, for women, minorities, and for re-entry students. It is also an important tool in teaching critical thinking because it focuses on how language functions and the ways language conveys meaning and values. This was the emphasis of the first seminar, and it caused excited debate as well as major changes in many teachers' attitudes and practice. This follow-up seminar will present the same theories, but with an additional focus on the use of literature for personal growth and moral insight. There will also be more emphasis on practical applications for the classroom.

Implementation Cost Evaluation and Dissemination

The project is sponsored by the state-wide ECCTYC (English Council of California Two-year Colleges) and will be directed by two ECCTYC Board members. Attendance at the seminar will be offered to each California two-year college on a first-come basis. The grant will pay the cost of the seminar organization and leadership, approximately $16,000. The participants and/or their colleges will pay the $69,250 necessary for teachers' travel, registration, room, board, and texts. Information from the seminar will be published in inside english, the state-wide quarterly journal of ECCTYC, and presented at the semi-annual ECCTYC Teacher's Conference. The project directors will also produce a pamphlet based on the two seminars which will include very short essays on theory and practice by the participants, as well as annotated bibliographies on recent literary theory and on minority and women writers. Evaluations conducted at the end of the seminar and through follow-up questionnaires will focus on improvements in teaching for seminar participants and their colleges.
Revitalizing the Teaching of Literature in California Community College, Phase II

1. Specific Educational Program Being Addressed

Educational Program
This application seeks funding for a continuation (second year) of a project to promote revitalization in the teaching of literature in California community colleges. Sponsored by the English Council of California Two-Year Colleges (ECCTYC), the project will again use a four-day seminar and the leadership of an outstanding scholar, Dr. Hazard Adams, and master teachers to train 150 community college English teachers in significant new theories about understanding and teaching literature. This second seminar will be titled "Revitalizing the Teaching of Literature in California Community Colleges, Phase II," and will build on the success of the first seminar. (See summary of seminar evaluations in addendum.)

One important goal of the four-day seminar will again be to bring community college literature teaching in line with recent advances at four-year colleges and universities and with curriculum changes in the K-12 system. The project seeks to help instructors make literature more attractive and accessible to community college students, especially non-traditional students, thereby improving those students' access to traditional culture and enlarging their abilities to think creatively and independently (ED 84381 a,b,d,e).

Overall, this seminar on teaching literature serves six major purposes:
1. To provide staff development which can bring community college teaching in line with recent developments in the teaching of literature;
2. To improve academic standards;
3. To make literature meaningful to non-traditional students;
4. To make literature an important resource for self-understanding and growth;
5. To make the teaching of critical thinking an important component of literature studies;
6. To make traditional culture more accessible to the community college student.

This project is not an adaptation of other programs and teaching methods, but represents an entirely new development for community college education. It does, however, build upon and integrate recent curriculum changes in K-12 and at four-year colleges.

What makes the project appealing is that the new ideas about how literature should be understood and taught seem especially useful to community college teachers and students, and this was the overwhelming reaction of last year's participants. These theories, which are known as "structuralism" and "reader response," emphasize the role of the reader (student) in creating literary meaning: using his own experience, imagination, and needs, the reader creates his own text (story, poem, play, etc.). With this approach, the reader not only experiences the literature in terms of his or her own world, but then also moves beyond it to judge that world in the context of personal values. In this process the student also develops control over language and increases critical thinking skills.

This is a revolutionary change in literary theory (and one reason another seminar is necessary). This theory also has dramatic implications for learning because the student is given a new, significant role and is required to develop imaginative and critical skills generally reserved for the instructor. The result is that the study of literature becomes both more intellectually demanding and also more personally relevant for students, especially for non-traditional and minority students.

Further, these approaches represent the ideas and teaching methods used in the best universities today. One of the foremost scholars integrating the new theories into past research and classroom practice is Dr. Hazard Adams. His most recent work on Blake, Yeats, and Joyce is both erudite and personal. (See article, "The Dizziness of Freedom; or, Why I Read Blake" in addendum.) He will make an inspiring leader for this seminar.
2. Specific Problems Being Addressed

Problems

The proposed four-day second seminar would continue to address a number of related problems in English teaching which are particularly important at the two-year college level. The foremost of these is the lack of awareness (much less expertise) by the great majority of community college English teachers of recent revolutionary developments in the theory and teaching of literature. Almost all community college English teachers finished their training before this development occurred, and since that time almost all English staff development has focused exclusively on teaching writing. (This is why those instructors participating in the 1988 seminar were so excited about the new ideas, and why they felt strongly that the seminar needed continuation.)

A second problem is the lack of emphasis on literature in community college English programs. Both four-year colleges and K-12 schools have recently revised their English curricula to reemphasize literature, but this has not happened at most community colleges. And, although more teachers are beginning to use literature in writing classes (a movement led by the University of California at Berkeley), the teachers need training in how to do this more effectively. A less obvious but serious problem is the emphasis at community colleges on vocational goals at the expense of personal and cultural development. A 1986 report titled The Future of Humanities Education at Community, Technical, and Junior Colleges, produced by the American Association of Community and Junior Colleges, argues extensively that community colleges view toward reaching ethnic and need to strengthen literature programs with racial minorities, returning female students, and vocationally-oriented students generally in more effective ways than before. Up to now, the report argues, community colleges have been losing the battle to instill an appreciation for and an awareness of the humanities among non-traditional and vocationally focused students. The report specifically recommends, in fact, that community college faculty seek to improve their teaching skills through conference and seminar activities which particularly address methods for teaching the humanities and critical thinking skills.

E.D. Hirsch, an imminently critical scholar and writer on education, has also suggested that literature exists through the teacher giving the student access to the text’s treasure house of human values and experiences. Though Hirsch’s published works and a multitude of other research studies show that broad, humanistic background is a key means to help students improve their economic status and break down class barriers, many community college students do not find humanistic courses appealing or useful. The proposed four-day seminar described here is intended to explore ways to remedy such attitudes.

A somewhat different, more personal position is developed by Dr. Robert Coles in his recent book, The Call of Stories: Teaching and the Moral Imagination. Coles, a Harvard Medical School Professor of Psychiatry and Pulitzer Prize winner, argues that fiction is a chief means for students to find meaning, moral values, and direction in their lives. (Houghton Mifflin, 1989.)
Dr. Hazard Adams, the seminar leader, represents both of these emphases—the cultural and the personal—and he further understands their uses in relation to the new critical theories of structuralism and reader response. His ability to juggle all of this, to relate theory and literature, literature and experience, experience and the "real world" is what makes him such a good choice for this seminar. Speaking of his own research on Blake, he comments, "These are specialists' interests, but literary language goes beyond them, while remaining concerned with them, into questions of the critique of society and culture, questions of ethics, and questions of the role of language in life." (Adams article in addendum)

Another related problem this project addresses—or perhaps even a cause (also related to the humanities crisis in the community college)—is that traditional teacher-centered approaches to literature often alienate students, especially the less traditional student and the minority student. By emphasizing historical approaches and traditional literary categories, teachers have failed to help students sufficiently experience literature as a personal, dynamic, and engaging means for thinking and feeling. This problem was felt keenly by last year’s seminar participants, but it is not resolved easily. Thus, another reason for the continuation of the seminar.

Finally, an important problem for our culture generally, and for community college students in particular, is the use of language as manipulation. This use is particularly evident in advertising and politics, and it is one reason for the recent emphasis in education upon what is called critical thinking, a responsive awareness that is easy to name but difficult to teach. This was addressed at last year’s seminar partly through the study of the use of metaphors in advertising. As identified in last year’s seminar, the only way to teach this awareness is by giving students the abilities to interact with language—that is, to experience it, to create it, and to criticize it. This need for control and freedom in the realm of language is a central issue which this project will continue to address.

The solution to all these problems is related finally to the most basic problem of all—the need for renewed enthusiasm for and involvement with literature by those who teach it. This is why Edward Albee (author of "The Zoo Story" and "Whose Afraid of Virginia Woolf"), an exciting, engaging writer of significant stature, has been included in the second seminar. He will help make our talk about literature more vital by adding the writer’s perspective, and should help us fight the kind of canned, superior, academic stance toward our subject and students that we want so much to avoid.
3. Population To Be Served

Population
The project will directly benefit the attending 150 English faculty from two-year colleges. These will be faculty who perceive a need to update their acquaintance with the most recent literary theories and their application to teaching literature. Some will be first-time participants and others will be returning. Less immediately, the project will also serve the colleagues and students of these original 150 teachers who will again take away from the seminar ideas and methods to share with their departments and to apply in teaching their students.

On a broader scale, the project will also serve English teachers all over California through ECCTYC's state-wide quarterly, *inside english*. The conference will generate and encourage publication of articles dealing with specific seminar issues and activities, as well as follow-up articles on the results teachers get with applications of what they have learned. The most recent issue of i.e. has a front page article on the first seminar (see addendum) and other articles with more specific emphasis are in process.

The second seminar project will also include the production and publication of a 25+ page pamphlet growing out of both seminars. The pamphlet will include an annotated bibliography of the works on recent literature theories and on minority and women writers. It will also have short pieces by the participants about their changed philosophies of literature and of teaching as well as practical suggestions for classroom use. This material will be gathered from participants at both seminars and compiled by the seminar directors. The use of short pieces rather than only formal, longer articles should produce a greater variety of ideas and draw on more teachers. It will be distributed to all 107 community colleges in California, and parts will be reprinted in the state English journal, i.e.. This will be a major task and the most important change in the plan for a second seminar. In this way, we hope to disseminate news about the seminar and raise the state-wide level of interest about the use of current critical theories in teaching literature at two-year colleges.

In addition, the seminar itself and the issues it intends to deal with will be presented through discussion papers by the seminar directors at the ECCTYC fall, 1991, state-wide conference. The conference is usually attended by 300-400 community college English faculty from all over the state.

We again intend to limit the seminar to 150 community college teachers of English. Stated conservatively, we expect that in the 1990-91 school year approximately 5,000 community college students will be directly affected by their teachers' participation in the seminar. Following that, as indicated above, we expect large numbers of other faculty and the million-plus community college students in California to benefit from the ideas and publications resulting from the seminar. Papers presented at the fall, 1991, ECCTYC conference should reach an audience of at least another 150 English teachers.
OBJECTIVES

A. The seminar will achieve the following objectives:

1. Bringing community college English teachers an awareness of new theories regarding the teaching of literature;

2. Effecting consequent changes in their own teaching and that of their colleagues;

3. Helping to initiate changes in the curriculums of the state's two-year colleges;

4. Disseminating information about the results of these efforts; and

5. Producing a pamphlet with bibliographies and applications.
5. Workplan Narrative

Timetable for Completion of Objectives

TIMELINE:

July, 1989: Affirm commitment of Edward Albee and choose master teachers; make final text plans, etc. with Hazard Adams. Design seminar program and finalize use of facilities.

August, 1989: Publish articles in i.e. discussing need for application of current critical theory in teaching writing and literature at the two-year college level. Incorporate with announcement of grant and seminar, if known by then.

October, 1989: Announce the grant and seminar, disseminate information, including application in i.e..

January, 1990: Receive and screen applications for seminar; reaffirm leaders and workshop teachers.

April 3-6, 1990: Seminar (All grant funds, except those printing and secretarial costs up to this point, will be spent for the seminar--honoraria and expenses for speakers and seminar directors.)

July, 1990: Articles on conference issues in i.e.; other follow-up activities, collection of materials for pamphlet

September, 1990: Publication of Pamphlet

PERSONNEL:
The grant's activities will be coordinated by two ECCTYC board members and grant directors who together planned the project and wrote the grant proposal: Judith Hert, San Bernardino Valley College and Robert Dees, Orange Coast College. The grant co-ordinator with the Fund for Instructional Improvement is Richard McIntosh at Cypress College. The Directors will be assisted by Sharon Mincher, Division Secretary at San Bernardino Valley College and the secretary for the first seminar.

The seminar scholar is Hazard Adams of the University of Washington, Professor of English and Comparative Literature and past Vice Chancellor at U.C. Irvine. He has written extensively on Blake, Yeats, and Joyce. His most recent book is about Blake and the imagination.
Edward Albee is a famous American playwright, author of "The Zoo Story" and "Who's Afraid of Virginia Woolf."

Master teachers will be selected from seminar participants.

ACTIVITIES:
1. Publicizing the Seminar and Issues
   Directors Judith Hert and Robert Dees will write articles and announcement advertisement to appear in the state-wide ECCTYC journal inside english in its early Fall, 1989, issue. They will be assisted by secretary Sharon Mincher. inside english editor, Barbara Bilson Woodruff, has already agreed to give the project articles and announcements adequate and prominent space in the publication.

2. Letters to English Chairs and College Presidents
   Recruitment for the seminar will also occur through letters and seminar brochures sent to English department chairs at each of California's two-year colleges, as well as to the presidents of those colleges to inform them of the grant project and their need to select faculty to attend. Directors Hert and Dees will prepare the brochures to be included with the letters, as well as write the letters. Typing and mailing details will be handled by Sharon Mincher.

MATERIALS:
   Paper, envelopes, and postage will be the only supplies needed for this activity. Its success will be gauged by the number of inquiries the letters evoke and subsequent attendance at the grant seminar.

3. Pre-Seminar Texts and Survey Questionnaire
   Upon receipt of each participant's registration fees, Robert Dees will coordinate mailing of the necessary seminar literature texts and accompanying materials to them. Mr. Dees will be responsible for the study materials to accompany the literature texts required for the seminar. Verbal agreement has already been made with a local retailer to provide and mail the required texts to all participants. The cost of the texts and mailing (approximately $25 per participant) will be included in the participant fees for the seminar.

   Along with the seminar literature texts, each registered participant will receive a form indicating his or her small group section and a survey to measure pre-seminar attitudes and practices concerning the teaching of literature. Secretary Sharon Mincher will assist Mr. Dees in coordinating addresses and overseeing the mailing of texts and materials to seminar participants.

4. Direct Four-Day Grant Project Seminar
   During April 3-6, 1990, the four-day staff-development seminar at Lake Arrowhead will be generally directed by the two grant writers, Judith Hert and Robert Dees.
Once at the seminar site, participants will spend each morning hearing Dr. Hazard Adams lecture on the critical theories and implied teaching methods which are the focus of the seminar.

The daily morning lectures and subsequent afternoon discussion sessions will focus on several key works identified for attendees prior to the conferences and commonly taught in community college literature courses. These works will include short fiction, poetry, and drama to be selected later by Dr. Adams. In addition to scholar lectures, master teachers who have practice in structuralist and reader response approaches to teaching literature will help lead small group, afternoon classes in which seminar participants will further apply the theories to the key works and explore the implications for teaching. A number of well-qualified teachers from California colleges and universities have already volunteered to act as master teachers for these activities.

5. Distribution and Use of Post-Seminar Survey
At the conclusion of the four-day seminar, participants will hear summaries of the small group sessions from group leaders and fill out the post-seminar survey intended to evoke their response to the seminar itself as well as to gauge their changes in attitude since attending the seminar. Directors Hert and Dees will conduct the post-seminar survey and, with the aid of Sharon Mincher, tabulate the results.

In addition to the concluding seminar activities described above, English department chairs or their representatives at the seminar will attend a luncheon under the direction of Judith Hert to discuss the politics of implementing the project's ideas and methodologies at their respective campuses.

6. Follow-up Dissemination Activities
In the months immediately following the seminar, follow-up articles about the seminar itself will be written by Dees and Hert. There will as well be three published responses from seminar participants, all published in Inside English. Mr. Dees will see that the results of the two surveys, pre- and post-, will also be published there.

7. Pamphlet with Bibliography and Short essays
As a further dissemination activity for the project, the seminar directors, Hert and Dees, will present papers on the seminar topics and activities at the annual ECCTYC fall conference scheduled for November, 1990. The second seminar project will also include the production and publication of a 25+ page pamphlet growing out of both seminars. The pamphlet will include annotated bibliographies of the works on recent literature theories and on minority and women writers. It will also have short pieces by the participants about their changed philosophy of literature and of teaching as well as practical
suggestions for classroom use. This material will be gathered from participants at both seminars and compiled by the seminar directors. It will be distributed to all 107 community colleges in California and parts will be reprinted in the state English journal, i.e.. This will be a major task and the most important change in the plan for a second seminar.

8. Final Evaluation/Implementation Survey
In December of 1990 and after the conclusion of the fall ECCTYC conference, Robert Dees and Sharon Mincher will see that all seminar participants are mailed a final survey questioning their then current attitudes and practices in teaching literature and asking for a comparison to what they would have answered the previous spring. The survey questionnaire will also ask what changes in their college curriculum have occurred as a reflection or result of the project seminar, its dissemination of issues, or other factors related to teaching literature. The results of this final survey will also be published in the winter issue of inside english and will serve as a final measure of the seminar's success in affecting the kind and quality of literature instruction at the two-year colleges in California.

9. Seminar Site and Accommodations
Project Director Robert Dees has a confirmed reservation of the seminar site and accommodations at the University of California Conference Center at Lake Arrowhead. Despite some transportation difficulties, this site was deemed superb by the seminar participants (see evaluations).

10. Disseminate Materials:
   Project secretary, Sharon Mincher, will disseminate the following materials:
   - pre-seminar questionnaire
   - pre-seminar summary information, Phase I Seminar
   - collected essays by seminar scholars (i.e., article on Blake by Hazard Adams)
   - literary texts (including short stories, plays, and poetry with some works by women and minority writers)

11. Seminar Activities Schedule (Tentative)
   Tuesday, April 3:
   - 4 p.m.  Check In
   - 6-7 p.m.  Dining together at the seminar site
   - 7-9 p.m.  Lecture: "The Dizziness of Freedom; or, Why I Read Blake." by Professor Adams

   Wednesday, April 4:
   - 8-9 a.m.  Breakfast together at the seminar site
   - 9:30-11:30 a.m.  Lecture: "Implications of Competing Literature Theories" by Professor Adams
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-1 p.m.</td>
<td>Lunch at the seminar site</td>
</tr>
<tr>
<td>1-4 p.m.</td>
<td>Discussion sections on the morning lecture and assigned short story</td>
</tr>
<tr>
<td>6-7 p.m.</td>
<td>Dining together at the seminar site</td>
</tr>
<tr>
<td>7-9 p.m.</td>
<td>Presentation by and discussion with Edward Albee</td>
</tr>
</tbody>
</table>

**Thursday, April 5:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9 a.m.</td>
<td>Breakfast at the seminar site</td>
</tr>
<tr>
<td>9:30-11:30 a.m.</td>
<td>Lecture: &quot;Language and Morality&quot; by Professor Adams</td>
</tr>
<tr>
<td>12-1 p.m.</td>
<td>Lunch at the seminar site</td>
</tr>
<tr>
<td>1-4 p.m.</td>
<td>Discussion sections focusing on the morning lecture and assigned drama</td>
</tr>
<tr>
<td>6-7 p.m.</td>
<td>Dining together at the seminar site.</td>
</tr>
<tr>
<td>7-9 p.m.</td>
<td>Small group activities including films and group readings.</td>
</tr>
</tbody>
</table>

**Friday, April 6:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-9 a.m.</td>
<td>Breakfast at the seminar site</td>
</tr>
<tr>
<td>9:30-11 a.m.</td>
<td>Lecture: &quot;Theory and Practice in Teaching Literature by Professor Adams</td>
</tr>
<tr>
<td>11-12 p.m.</td>
<td>Discussion sections</td>
</tr>
<tr>
<td>12-1 p.m.</td>
<td>Lunch at the seminar site</td>
</tr>
<tr>
<td>1 p.m.</td>
<td>Check Out</td>
</tr>
</tbody>
</table>

Unscheduled time can be used for teachers to write in their journals, share seminar ideas in informal gatherings, and relax.
6. Expected Outcomes

Expected Outcomes

The desired outcomes of the four-day seminar for literature teachers are several:

- **Up-dating Instructional Methods**
  Community college teachers will learn about recent theories in literature, with the result that community college literature teaching will be brought up to date and reflect the approaches and emphasis in K-12 schools and four-year colleges.

- **Increasing Student Involvement in Learning**
  Through the application of these theories to teaching in the community colleges, teachers will find that the study of literature will come to be more personal, more demanding, and also more rewarding for their students.

- **Gaining Personal Enrichment for Students**
  This, in turn, will cause literature students to find the study of literature valuable and rewarding in itself, and to continue reading literature as a source of pleasure and self-fulfillment. Literature will become a tool for living their lives more fully through a fuller awareness of other people and issues.

- **Empowering Students Through Language**
  This change in teaching and learning will be an enabling change: the community college student will gain new authority in language, empowering him or her to be less subject to manipulation by media, politics, or advertising, and to be prepared to think critically and react meaningfully to both personal and world concerns.

- **Broadening the Appeal of Humanities**
  Finally, the change in teaching methods effected by this seminar should attract more community college students to the study of literature specifically and the humanities in general.

The seminar, pamphlet, articles, etc. of this project are designed to be complete as a staff development project. They will continue as part of the teaching resources of the faculty involved. However, ECCTYC is seeking support to make the seminar a semi-annual event if sponsorship is available.

The evaluation process will help measure the seminar’s success and will itself provide materials (pamphlet, articles, surveys, etc.) for sharing the ideas generated. It also could provide a model for future similar state-wide seminars.
The dissemination plan will help achieve the goals of improving literature teaching by providing a stimulating educational experience for seminar participants and by helping create new teaching resources and ideas which will be shared state wide.

The budget is designed to provide the support services for the planning and implementing of the seminar and the dissemination of the resulting materials.
7. Evaluation Plan

Evaluation Process
This grant proposal is jointly sponsored by ECCTYC and Cypress College of the North Orange County Community College District, and both agencies will be involved in the College District will provide materials for review and evaluation.

The grant project will use several instruments to evaluate its success. After registering for the seminar, participants will receive a pre-seminar survey inquiring about their philosophies and practices of teaching literature. This survey will ask questions about the participants' teaching assumptions, goals, methods, strategies for addressing non-traditional or minority students, and general problems in teaching literature, as well as their knowledge of or interest in new critical theories such as "reader-response" and structuralism.

At the conclusion of the seminar and in order to evaluate its success as well as gauge changes in attitudes and philosophies toward teaching literature, teachers will be asked to fill out a second survey. This process should document the extent to which the ECCTYC seminar has created a climate for change. It will also provide data for assessing additional staff development needs and the design and coordination of programs to meet those needs.
8. Dissemination Plan

DISSEMINATION

At the end of the Fall, 1990, semester, a third survey will be sent to all participants. This survey will seek to assess the specific changes in teaching methodologies and philosophies as teacher-participants perceive them in their own classes and their respective college curricula.

The results of all three surveys described above will be published in the ECCTYC journal inside english along with responses from seminar participants and journal readers. In addition, the pamphlet compiled by the seminar directors with its statements of philosophy and teaching practices should also provide a record of the usefulness of the seminar.

Since the seminar participants will include English department chairs and other active faculty, we expect the seminar and the follow-up emphasis from ECCTYC to promote real changes in the classroom and college curricula generally. Such activities as the past-seminar articles in inside english and the two directors' paper presentations at the Fall, 1990, ECCTYC conference, as well as future similar seminar projects (should they be carried on as planned), will provide a focus for California community college teachers and their colleges in the future.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]