

El Camino College, El Camino Compton Center
English B Consistency Project*
Friday, March 7, 2014
ECC Stadium Room 8:30 am – 12:30 pm
Meeting Minutes

Participants:		
Annick, Jennifer, ECC		Holt-Molina, Jennifer, ECC
Blake, Sara, ECC		Jacobs, Bruce, CEC
Bostick, Jason, ECC		Millea, John, ECC
De la Pena, Susana, CEC		Maruyama, David, CEC
Geraghty, Elise, ECC		Norton, Thomas, CEC
Gomez, Gabriel, CEC		Schwartz, Stephanie, ECC
Halonen, Briita, ECC		

***This workshop was underwritten by the Graduation Initiative and the Basic Skills Initiative.**

Reference Materials:

Copies of Open Source Eng B Text, Grading and SLO Assessment Rubrics, Sample Assignments, Course Outline of Record, Survey Results, Student Mid-Semester Essays for Norming

Objectives:

1. Ensure clarity regarding Course Description, SLOs and Course Objectives
2. Identify and address areas of inconsistency
3. Adopt an appropriate assignment for the SLO assessment instrument for Fall 2014
4. Work toward commonality in grading standards
5. Identify issues for follow up during Course Review

A. Approved COR, Catalog Description, Objectives, SLO

Sara provided background regarding the previous English B SLO assessment (2010) and how that assessment led to a recommendation for an English B Consistency Project. Sara was the last faculty member to work on the current English B COR (2009), but the course is up for review next semester, directly after the next SLO assessment of the course.

The group reviewed the current COR and noted that while there is discussion of using in-class writing to assess students, there is no mention of in-class writing in the current COR. There is also some lack of clarity regarding the goal of the class in terms of what the students will be able to produce—is it a paragraph or an essay?

Sara pointed out that the SLOs on the current COR are incorrect and should not appear on syllabi. Bruce Peppard is currently preparing a syllabus template with correct information for required items. This template will be provided to all instructors teaching English B.

The current SLOs are found on TracDat and the Humanities division web page under English:

Upon successful completion of English B, Introduction to College Writing, students will:

1. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
2. Write paragraphs based on personal experience and observations that have undergone multiple revisions and respond to a text discussed in class.
3. Compose logically organized and focused paragraphs that include a clear topic sentence and provide specific supporting details.
4. Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear, and follow MLA guidelines to format a document (heading, indentation, spacing, font, centered title).

B. Assignment Length/Form, Number of Assignments, Texts, In-Class v. Multi-Draft Writing

Sara's Survey Monkey survey shows that faculty are approaching assignment length in a variety of ways. Some are focused on paragraphs, but many choose to teach paragraphs in the context of complete essays (3 to 5 paragraphs).

Assigned texts also vary widely. The Compton faculty noted that there is a list of approved English B novels; Sara shared the list kept on main campus of approved English B textbooks, and none is a novel. The COR mentions "short readings," but some argue that short stories or even a novella could be a "short reading." The term "pre-collegiate" also provoked a discussion about what exactly "pre-collegiate" is.

C. Assignment for SLO Assessment Instrument (assigned weeks 12-14)

The current SLO assessment tool is a 300-400 word paragraph, though several faculty feel that this is an artificially long paragraph and feel that a paragraph of such length counters the work of preparing a student for English A and English 1A. The group discussed whether or not they should shorten the word count to represent a paragraph of a more modest length (one page or less).

The group ultimately agreed that the SLO assessment instrument for Fall 2014 would consist of one paragraph of **250-300** words that has undergone revision and responds to a short (1-2 page) article or pre-collegiate-level reading selection discussed in class. The assessment of randomly selected student paragraphs will utilize the two-column English B SLO Assessment Rubric.

D. Norming of Student Paragraphs

The group members read three English B paragraphs (mid-semester compare/contrast paragraph assignment) and graded them holistically using the English B grading rubric approved May 24, 2012. The group concurred on the results of the holistic grading.

E. Issues for Follow-Up

In conjunction with the Course Review process, faculty will meet again to revise the COR. Issues to be included in the discussion:

- The inclusion of in-class graded writing as one of the course objectives (and possible addition of an SLO to capture this course component)
- The extent to which sentence-level skills and grammar should be emphasized in English B
- Length and type of texts recommended for English B: fiction/non-fiction, articles/longer works
- The use of the in-class tutor/lab day (noting that Compton Center lacks computer lab facilities)