

El Camino College, El Camino Compton Center
English B Consistency Project
Friday, February 27, 2015
Teaching Learning Center, West Library Basement, 8:30 am – 12:30 pm

Minutes

Participants:					
Annick, Jennifer, ECC	X	Degnan, Kevin, ECC	X	Lopez, James, CEC	X
Blaho, Vicki, ECC	X	Geraghty, Elise, ECC	X	Maruyama, David, CEC	X
Blake, Sara, ECC	X	Halonen, Briita, ECC	X	Norton, Thomas, CEC	X
Bostick, Jason, ECC	X	Holt-Molina, Jennifer, ECC	X	Peppard, Bruce, ECC	X
De la Pena, Susana, CEC		Isaacs, Brent, ECC		Wasserberger, Toni, CEC	X

Reference Materials:

- Copies of Revised Open Source Eng B Text
- Course Outline of Record
- SLO Assessment Report

Objectives:

1. Ensure clarity regarding Course Description, SLOs and Course Objectives
2. Identify and address areas of inconsistency, concern
3. Revise Course Outline of Record
4. Review SLO Results of Assessment
5. Propose changes to SLOs, SLO Assessment Process, SLO Assessment Tool
6. Elicit feedback and suggestions regarding Counselor Intervention and Embedded Tutors

A. Brainstorming/Sharing

The group shared issues, concerns, and observations about English B to frame the work of the morning.

B. Approved COR: Catalog Description, Objectives, SLO

Participants reviewed the syllabus template for current, correct Course Description, Objectives, and Student Learning Outcomes. The template designed by Bruce Peppard has made a huge difference in ensuring the accuracy of these items on faculty syllabi.

Required textbooks listed on syllabi submitted by English B faculty were also examined for consistency. This examination provoked a discussion of appropriate materials and indicated a need for more consistency in text selection as some instructors are assigning two novel-length works and other instructors are assigning none.

Participants compared current SLOs and Objectives for English C, B, and A to get a sense of the course content of each of the sequenced courses and identify areas of alignment and progression.

C. Issues Identified in Spring 2014 Consistency Workshop:

Group discussion of issues raised at the March 7, 2014 Consistency Workshop centered on three areas:

- the role of reading in English B
- appropriate number and length and format for assignments
- effective ways to address grammar/sentence-level errors (identified as the biggest challenge for Eng B students)

Flexibility of Approach:

The group agreed to allow flexibility in instructor approach to teaching the subject matter as long as the product was consistent. Approaches discussed include the following:

- rhetorical modes
- overarching course theme
- one book-length work spread throughout the semester (with the provisions that no more than one book-length work be assigned and the work assigned be lexiled at a level appropriate to student skills)

Consistency of Product:

- Students in the course will produce 5-7 paragraphs (200-300 words), moving from personal narrative to expository writing.
- One-paragraph writing assignments should follow the topic sentence/support model typical of body paragraphs in the “college essay” assigned in English A.
- At least the last two of these paragraphs should respond to a short reading (e.g. article, story, excerpt from a book) at a lexile level appropriate to the students’ skills.
- 1-2 paragraphs will be composed in class; the others will be composed outside of class and undergo a process of revision and editing based on instructor/tutor feedback.
- The last writing assignment will be a short (450-500 word) multi-paragraph essay to introduce students to the “college essay” format of English A.

Challenge of Grammar:

The group identified the most challenging aspect of teaching the course as reducing sentence errors and increasing students’ facility with sentence construction.

- Participants affirmed a commitment to teaching grammar in context rather than through rote drilling.
- It was agreed to hold a future brownbag workshop to share best practices for teaching grammar and sentence variety. This workshop would also address the area for improvement noted in the SLO assessment last semester.

D. Revision of Course Outline – Objectives, Outline of Subject Matter

The outcome of the discussion informed revision of the Course Outline of Record.

REVISED Student Learning Objectives:

1. Write 5-7 paragraphs with topic sentences and supporting details, 2 of these paragraphs to be written in class.
2. Apply appropriate strategies from the writing process to create, compose, revise, and edit drafts, incorporating feedback from one-on-one tutorials.
3. Read and respond to short readings or one book-length work of appropriate lexile.
4. In assigned writing, use a variety of sentence types and edit them for correct grammar, appropriate word choice, and accurate spelling.
5. Compose a short, thesis-driven multi-paragraph essay, with an introductory paragraph, 2-3 body paragraphs, and a concluding paragraph.
6. Follow basic MLA formatting for heading, title, pagination, margins, indentation, spacing, and font.

REVISED Outline of Subject Matter:

OUTLINE OF SUBJECT MATTER			
Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	2	I	Student Success Strategies A. Counselor Intervention B. Time Management C. Study Skills D. Campus Resources
Lab	4	II	The Writing Process: Prewriting A. Brainstorming B. Freewriting C. Listing D. Clustering/mapping E. Outlining

Lecture	10	III	<p>The Writing Process: Composing Sentences</p> <ul style="list-style-type: none"> A. Sentence construction, combination and clarifications strategies B. Avoiding common sentence errors, such as fragments, run-ons, comma splices, subject-verb agreement, and verb tense
Lecture	24	IV	<p>The Writing Process: Composing Paragraphs and an Essay</p> <ul style="list-style-type: none"> A. Common patterns of development such as narration, description, definition, classification, comparison-contrast, and process B. Paragraph structure, including topic sentence, general and specific supporting details, and transitions C. Writing 5-7 paragraphs of 200-300 words based on personal experiences and class readings. D. Moving from paragraph to essay (the course should culminate in a short 4-5 paragraph essay of 450-500 words). E. Production of 2,500-3,000 total words of graded writing, both in and out of class and including revisions.
Lab	30	V	<p>The Writing Process: Revising</p> <ul style="list-style-type: none"> A. Focused revision of writing at various stages of development using peer review, tutor, and/or instructor feedback B. Revision for correct grammar, clarity, development, coherence, and unity.
Lecture	2	VI	<p>The Writing Process: Editing</p> <ul style="list-style-type: none"> A. Conventions of punctuation, capitalization, spelling B. Commonly confused words
Lab	2	VII	<p>The Writing Process: Basic MLA Formatting</p> <ul style="list-style-type: none"> A. Heading B. Titles C. Indentation D. Margins E. Font F. Pagination G. Spacing

Total Lecture Hours	36
Total Laboratory Hours	36
Total Hours	72

E. Revision of SLOs

English B underwent the SLO assessment process last semester. Sara Blake shared the assessment results, and the SLOs were revised to reflect recommendations from the assessment process and to reflect the changes to the course objectives and outline of subject matter completed during this workshop.

REVISED SLOs:

1. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques to write a paragraph that responds to a text discussed in class.
2. Compose paragraphs, both in and out of class, that include a clear topic sentence that is supported by pertinent supporting details.
3. Use basic rules of grammar, spelling, usage, and punctuation, and avoid errors that interfere with clarity.
4. Follow MLA guidelines to format a document (heading, margins, indentation, spacing, font, pagination, title).

SLO Assessment:

Write a paragraph of 250-300 words that has gone through multiple revisions and responds to a text discussed in class. The paragraph should include a clear topic sentence and provide supporting details. The paragraph should be logically organized and focused. The paragraph should use basic rules of grammar, spelling, and punctuation, and avoid errors that interfere with clarity. The paragraph should be typed, double spaced, and follow MLA style for heading, margins, indentation, spacing, font, and title.

NOTE: In order to align the SLOs with the objectives, the in-class writing component needs to be captured in the assessment. It was suggested the assessment take place over two class periods with day one in the lecture classroom consisting of in-class prewriting and producing a first draft and day two in the computer lab revising and typing the paragraph. For the randomly selected student samples to be assessed, instructors would assess both the in-class and final drafts.

F. Embedded Tutors/Counselor Intervention

Unlike ECC instructors, CEC instructors do not have a Basic Skills Counselor Intervention program in place, nor do they have a second tutor for English B courses. It was suggested that they look into using Student Equity Plan (SEP) and Student Success and Support Program (SSSP) funding for implementing these student support features.