

## English 1A COURSE REVIEW MEETING MINUTES

September 20, 2013

In attendance: Sue Bachmann, Allison Carr, Dana Crotwell, Elise Geraghty, Dalia Juarez, Rachel Ketai, Robert Klier, Laura Knox, Scott Kushigemachi, Stephanie Merz, Chelvi Subramaniam, Darrell Thompson, Rachel Williams

### **After reviewing the 1A SLO assessment results from spring 2013, the 1A Course Review Leaders decided on the following revisions to the English 1A Course Outline of Record:**

- Because English A-X has been replaced with ESL 53C, this prerequisite will be revised.
- Based on ESL faculty recommendation that ESL students have more exposure to college-level reading as preparation for English 1A, completion of ESL 52C will replace ESL 52B as a prerequisite.
- Under IV, SAMPLE ASSIGNMENTS, the reviewers recommend adding the assignment now used as the common SLO-aligned assignment to COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS. Scott Kushigemachi will revise this portion of the COR.
- Under VII, A, REPRESENTATIVE TEXTS, and B, ALTERNATIVE TEXTBOOKS, we will add the new editions of both *Between Worlds* and *Rules for Writers* and add the current ECC custom edition of *A Writer's Resource*; for alternative textbooks, Rachel Ketai, Laura Knox, Rachel Williams, and Dana Crotwell will contribute to the list to include more expository text and more diverse authors.

Several faculty members questioned the need for two book-length works as a hard requirement (Item XI under Outline of Subject Matter), noting that rigor in reading could be measured in other ways. Allison Carr has emailed Writing Program director at UC Berkeley regarding the two book-length work requirement; she will also check with other institutions after finding out if UC Berkeley still requires the two book-length works for English 1A.

### **Points of Concern To Be Addressed Outside of the Course Outline of Record:**

- The weighting of the research paper—should there be a minimum weight to ensure students do not pass the class without writing a satisfactory research paper?
- Class size—all faculty agree that smaller class sizes will lead to increased student success.
- Tutors in the classroom? Would this help our students' success and retention?
- All faculty members agree that a 1A packet be provided to new (and existing) faculty that includes COR highlights, such as types of readings, number of essays, types of essays, inclusion of a heavily weighted research paper, etc. Because the COR is long and hard to navigate, a cover sheet with bulleted key points will serve the faculty well. Sample research paper assignments, etc., could be vetted by the transfer-level composition committee and made available to all faculty. Several of the attendees agreed to contribute to the cover sheet and the packet.
- The results of this meeting will be discussed at the upcoming October 10, 2013, English meeting.