

**El Camino College Humanities Division**  
**ESL Flex Day Composition Consistency**  
**Meeting Minutes**  
**Jan. 15, 2015**

In attendance:

Coughlan, Georgianna  
Currey, Nancy  
Herschenhorn, Suzanne  
Kline, Matt  
Llado, Nitza  
Loya, Rebecca  
Mochidome, Debbie  
Simon, Jenny  
Uyemura, Evelyn

The meeting began with a review of the results from spring 2014 53C SLO assessment. The faculty discussed the need for more consistency in both the teaching and the SLO assessment of ESL 53C. There is much work to do in this area as not all final essay assignments were in strict accordance with the SLOs despite Evelyn's 53C Cover Letter (both slotted and emailed to all 53C instructors), which highlighted key components of the COR and provided clear guidelines. Evidence of plagiarism also affected the results in such a way that the department is not currently maximizing the opportunity that SLO assessment provides.

Faculty agreed upon having a norming session for the final 53C essay this semester. This should merge with SLO required assessment of the writing series also due this semester. In conjunction with other SLO assessments of 53A and 53B, it is hoped we will be able to address consistency issues between courses. For example, we will be able to address what is missing from student learning outcomes/exit skills for 53B that affect student success in 53C.

We also discussed scheduling a follow-up Turnitin workshop within the first weeks of the semester. Nancy gave an example of an essay that was clearly not written by the student, but that when typed into Turnitin showed no signs of plagiarism. Jenny explained that the best success for checking originality of papers using Turnitin is student-to-student papers. That is, checking for student recycled papers. She explained that each semester the body of essays stored in Turnitin becomes larger and thus is stronger for catching recycled essays, but when it comes to checking for online use of materials, Turnitin is not as strong.

The faculty continued by discussing the value of assigning a novel in 53C. Half of the instructors this semester are doing so. Those who use a full-length novel in 53C say they enjoy it, the students enjoy it, and instructors cite the need for full-length reading in these hyper-abridged reading (internet) times. While those who opt not to use a full-length text recognize the value/ enjoyment of novel reading and its subsequent writing assignments, they find that the basics take up too much class time. This discussion led to a wish for linked 52C/53C courses

and the wish for reinstating ESL 55, a grammar course for remediation prior to 1A that has long been deactivated. A compromise of providing short stories rather than a novel was offered.

The meeting closed with a discussion of Tracdat workshop attendance for completion of last semester's SLOs assessment.