

IAIA - Curriculum Committee
Meeting Minutes
November 14, 2017
(Minutes Ratified 2.2.18)

In Attendance:

Sandy Hudson, Craig Tompkins, Evelina Lucero, Felipe Colón, Nena Martinez Anaya, Stephen Wall, Sheila Rocha, Val Nye, Jennifer Love

Call to Order:

12:35

Review of October '17 Minutes:

Motion to pass- Evelina, Second - Sheila, Passed Unanimously

New Business:

- Accelerated ENGL101
 - Jennifer Love
 - Takes student placed in dev. ed and puts them into a “for credit” course
 - Specifically, for lowest scorers in the ENGL99
 - There is a ENGL99 bridge already, so this covers those that did not test into the existing bridge
 - Commonly used by CINE, MUSM... student
 - An accelerated but compact 3hr 40 min per week course
 - Has to hit 99 and 101 objectives
 - Spiral objectives of both courses together
 - Specific strategies and games designed to stack material
 - Mostly ENGL101 assignments with 99 materials primarily in the first 4 weeks
 - Success rests on student motivation and instructor encouraging going to the learning lab
 - Majority turn in is 88% 7/8 are turning in every assignment and learning lab
 - Pass rate for standard ENGL101 lower than the ENGL99/101 course
 - Student seem to be returning the faith placed in them
 - Students that don’t pass their first ENGL class far more likely to not complete their degree

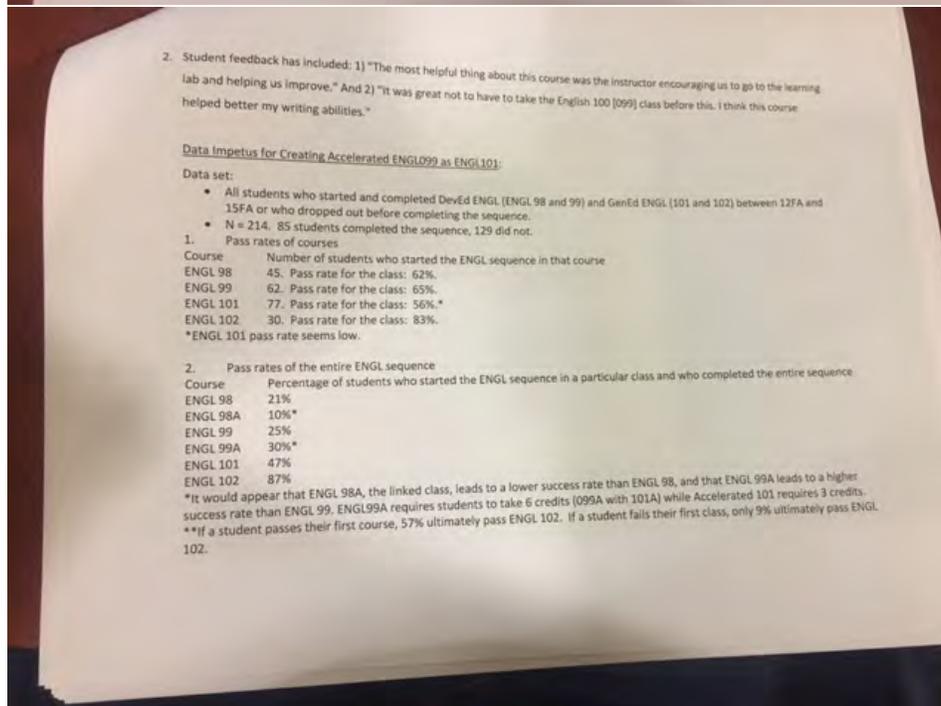
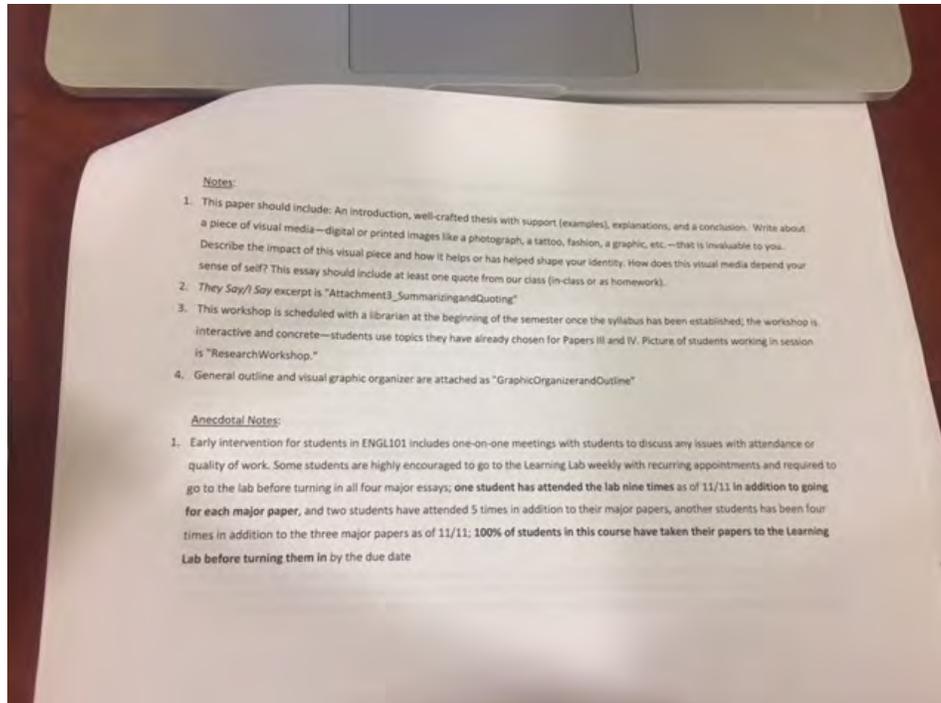
Accelerated ENG 101 (population: students placed, based on EA and/or ACT/SAT/Accuplacer)

Spiraled ENG099 Objectives	ENG 101 Objectives	Assignments/Curriculum
Observe and write about their own artwork and the work of others in a variety of modes: personal narrative, expository, analytical, descriptive, & argumentative	Write fluently in a variety of forms for different audiences.	Essay I: Personal Narrative Through Visual Media Essay Essay II: Critical Analysis of a Text Essay III: Critical Analysis of a Text with Secondary Sources Essay IV: Research Essay
Select meaningful quotation(s) from a reading that illustrates a specific idea	Actively read and engage with texts.	-Weekly journal entries based on essays from <i>Genocide of the Mind</i> . Weekly entries include MLA cited quotation integrated with personal response. -Essays II-IV integrate sources
Demonstrate effective oral communication	Demonstrate effective oral communication.	-Presentation I and Presentation IV with presentation rubrics based on essay -Daily discussions based on Journal readings -Student presentations on weekly readings
Interpret and evaluate a variety of others' texts	Demonstrate an understanding and respect for diverse perspectives.	7 Essays on Native Self-Determination from <i>Genocide of the Mind</i> -Essays from LeAnne Howe's <i>Choctalking on Other Realities</i> -Essays from <i>The Winona LaDuke Chronicles</i> -New York Times Op-Ed by Charles Blow -Sovereign Bones essay by Jaune Quick-to-See-Smith -Excerpts from Claudia Rankine's <i>Citizen</i>
Determine the relevance and significance of one's own facts and experiences in order to apply them to a specified rhetorical task	Investigate the relationship between place and culture.	-Weekly journal entries and discussions creating connections between readings and self -Students' background knowledge heightens readings, discussions, and papers

Work collaboratively in communities—our classroom, IALA, and beyond	Work collaboratively in communities	Two group projects presenting analysis on essays Only think-pair-share Peer editing rough drafts of essays I-IV Readings, writing, and fieldwork on the Santa Fe Fiesta
- Demonstrate critical and creative thinking—reading, thought, discussion, writing, & analysis - Understand that writing and reading are contextualized and dynamic processes involving the interaction of a writer, a reader, a subject, and a context	Demonstrate critical and creative thinking.	Readings and movies include themes addressing literacy, racial tension ("to own on a white background"), stereotypes of Native people, self-determination, Native culture and histories, tribalography, landscape and sacred place, symbiosis between nature and humans, etc. Students respond to the above themes via discussion, writing, and art (photos, drawing, etc.)
Demonstrate an understanding and respect for diverse perspectives	Situate others' texts within social, cultural, and historic contexts.	Movies and readings (essays and short stories) are discussed, researched, and written about with personal connections, background information, and secondary sources
Identify and distinguish central and supporting ideas in texts (one's own, peers' and professional writers')	Identify and analyze the effectiveness of a writer's (film-maker's, artist's) specific rhetorical strategies in a given text.	Verbal discussion and written responses to essays, short stories, and movies read and watched in and outside of class—students learn to integrate quotes from primary source into their own analysis
- Incorporate other texts into one's own writing to support and extend one's own ideas - Identify the main persuasive point a particular text is making and translate the author's perspective into one's own words	Understand how to distinguish what a text says from how a text works.	Students work individually, in pairs, and in groups to discuss: author's purpose, tone and persuasive elements, and recognize bias
- Actively read, comprehend, engage, and analyze readings drawn from a variety of sources	Synthesize data from a variety of other sources in order to support your own perspective, deciding what to include or	Exercises around: what the text says → restatement; what the text does → describe it (precis); what the text means → interpretation

<ul style="list-style-type: none"> -Identify, understand, and utilize various methods for organizing the details and evidence of an argument 	<ul style="list-style-type: none"> -exclude, choosing an effective structure for presenting the synthesis, and creating relationships between the sources. 	
<ul style="list-style-type: none"> -Use appropriate conventions for introducing, signaling, quoting and paraphrasing others' and one's own texts -Critique one's own and others' texts with respect to the author's specific purpose and task 	<ul style="list-style-type: none"> -Integrate quotations from a variety of sources by setting the context for the quote, using signal phrases, and connecting the quotation to the controlling idea of the paragraph and essay. 	<ul style="list-style-type: none"> -Utilize the text <i>They Say/I Say</i> to explicitly learn "summarizing," "paraphrasing," and "direct quotation," including learning parenthetical citations and signal phrases
<ul style="list-style-type: none"> -Connect ideas from course films, reading, and writing with guiding questions regarding sustainability: How does what we do now affect our future? What do I want the future to look like? What do I want to sustain? 	<ul style="list-style-type: none"> -Observe and analyze concrete phenomenon and theorize their significance. 	<ul style="list-style-type: none"> -Discussion groups/pairs and reflections/writings on current event articles -Major essays focusing on topics including current, debatable topics
<ul style="list-style-type: none"> -Fortify the mechanics of student writing, including concentrated sessions exploring grammar, syntax, vocabulary, punctuation, and proper use of idioms. -Understand and employ conventions for presenting dialogue in standard written English -Effectively revise texts by rethinking focus, content, overall structure, transitions, diction, and use of source material 	<ul style="list-style-type: none"> -Revise your own work effectively by re-envisioning it in light of reflection, peer and teacher feedback, self-assessment, further reading. 	<ul style="list-style-type: none"> -Students must show evidence of brainstorming, outlining, creating a rough draft, peer editing (with a rubric/guide), and taking all major assignments to the Learning Lab for review -Major assignments must have the aforementioned work turned in with their "final draft" -All "final drafts" turned in throughout the semester must be revised for final portfolio
<ul style="list-style-type: none"> -Use freewriting techniques to generate ideas -Identify a controlling idea or central point that emerges from one's brainstorming, freewriting, and memories 	<ul style="list-style-type: none"> -Develop flexible strategies for creating, revising, and editing complex essays, particularly those written over extended 	<ul style="list-style-type: none"> -The above strategies are applied here with the addition of a research workshop with a librarian on using databases and assess the legitimacy of a source.

<ul style="list-style-type: none"> -Write in a vocabulary appropriate to your subject and identified audience -Utilize effective and correct coordination and subordination as well as complete sentence in one's own writing -Edit one's own as well as peers' writing for grammar, mechanics, and usage appropriate to the writing situation. 	<ul style="list-style-type: none"> -periods of time and requiring multiple sources. 	<ul style="list-style-type: none"> -Students engage in weekly workshops (13 minutes during class and during the Friday Lab) on grammar where they learn parts of speech and then dependent and independent clauses—students use their own whiteboards (provided by instructor) and interactive grammar games to teach sentence structure" -Peer editing (with rubrics) for Papers I-IV -Explicitly teach paper structure and organization with outline and visual graphic organizer -Students receive detailed, direct feedback via "review comments" to guide their revision and help students see where gaps in their writing are regarding structure, transitions, etc.
<ul style="list-style-type: none"> -Develop a multi-paragraph written argument that is organized around one central idea or point -Create a thesis statement, written as a sentence, suggesting the focus of the paper -Create an introduction and conclusion that frame a topic 	<ul style="list-style-type: none"> -Use thesis statements, transitions, and organizational methods to construct coherent multi-page arguments. 	
<ul style="list-style-type: none"> -Summarize, quote, and paraphrase written texts -Identify a personal reaction to an idea in a text and use one's own experience(s) to support or contradict the claim(s) of the text 	<ul style="list-style-type: none"> -Understand and use effectively the distinction between summarizing, paraphrasing, and quoting others' texts. 	<ul style="list-style-type: none"> -Students practice summary, paraphrase, and quoting in weekly journals, precis assignments, and are explicitly taught how to properly apply any of these citations in an MLA workshop and with <i>They Say/I Say</i>
	<ul style="list-style-type: none"> -Define plagiarism and understand its consequences within the academic community and the greater community too. 	<ul style="list-style-type: none"> -Students are shown examples of plagiarism and receive explicit lessons and feedback on using and referring to sources within academic papers
<ul style="list-style-type: none"> -Write fluently in a variety of forms for different audiences utilizing MLA format -Format simple manuscripts (page margins, appropriate font style and size, paragraph indentation, direct and indirect quotation format) 	<ul style="list-style-type: none"> -Cite sources accurately in MLA or APA style and create accurate works cited pages. 	<ul style="list-style-type: none"> -MLA workshop taught by instructor (MLA exemplar is shown; students learn formatting of heading, page setup, and integration of quotes; students learn how to create an accurate Works Cited page



- Evelina:
 - What is the pass rate looking like for this semester?
- Jennifer:
 - FA17 – 6 or 7 of the 8 students are set to pass
 - Those reaching completion of the course are prepared for ENGL102
 - Integration of native and non-native readings

- Evelina:
 - Do you think this is due to the low number?
- Jennifer:
 - I think we could go to 15 without much difference in the pass rate
 - But we know that the smaller the class the more effective so we could cap at 10 but then we might have to add another session
- Evelina:
 - Jennifer is a uniquely gifted teacher; do you think another instructor could do this?
- Jennifer
 - I think another instructor could do this if they follow through on the process including referring to learning lab and focusing on improvement of grammar
 - Other instructors may want to change readings to those they know best
 - Another instructor would have to be prepared to apply themselves and go above and beyond including regular meetings with the learning lab...
- Eveline:
 - Is the pre-req an issue to getting the student into this class?
- Char
 - We're doing a lot of pilots and so it is going to take some work
 - Dev Ed math is one instance of a specialized course we have been looking at
 - We are going to be looking at data and refining description in the catalogue
 - Look at pass rates
 - Look at existing linked courses 098, 099/101 in ENGL MATH...
 - It is about student success and getting them moving forward so they don't get demoralized and extend their time here
 - Jennifer very transparent – tell the students “you tested into 099 but if you work hard you can accomplish 101”
- Jennifer:
 - That's true we were very transparent with student in the first week
 - Helps students who feel they should be in 101 but may have tested into 99
 - Does not work for student in 98
- Evelina:
 - So we will run next semester?
- Char:
 - Yes and we will look at pass rate in the next level to be sure they are going into 102 prepared
- Evelina:
 - I recommend that we continue to run the class with fewer students, under 10

- Jennifer:
 - Agree that looking at 99/101 pass rate won't tell us as much as whether they pass 102 the following semester
- Stephen:
 - We would like to do the same and link ENGL101 with IDST101 course to be sure they're writing about things they care about in the ENGL course
- Char:
 - We did see greater success when we did this with FUND101
- Jennifer:
 - Yes this is great when an instructor is dedicated, and I can provide them the materials
 - If you have questions you can contact me
- Char:
 - We are fortunate to have such a talented instructor and it may be that it takes that level of dedication
 - I think if we team teach with an adjunct that shadows her that might work well
 - I think this is a great way to help student catch up from the failings of their schools before coming here
- Val:
 - I see this as a great opportunity that I wish was available to some student we have already lost because of the absence of this
- Char:
 - We are raising the standard of the dev-ed course and helping the courses to rise and meet the challenges our students face
- Stephen:
 - I heard a radio program some time ago about this issue of student ill-prepared to start into college level
 - University of Tennessee did away with their dev-ed and called it wildly successful
 - Our student may come in with greater challenges than students coming from other institution
 - Would like to link an English class to a couple entry level IDST classes
- Char:
 - Did summer bridge contain dev-ed courses?
- Sandy:
 - Yes, the 097 math and English prep
- Char:
 - We didn't want any bridge student to fail the bridge classes so all "passed" but we need to look at data and see if those in the course tested higher into ENGL/MATH
 - This is about social justice and serving students by getting them at the credit bearing classes as soon as possible so they can succeed.
 - We know that it is less of a financial strain

- Less demoralizing
 - Transparency helped to make the students work harder
- Sandy:
 - Jennifer's uplifting attitude helps – they believe if I work hard I can do this
- Course change request
 - SCIE103/L
 - Stephen:
 - Thomas had troubles with his SP17 Desert Ecology Course
 - Problem is it took place during midterm break and thought of it as more of a vacation
 - Wants to change the class to require permission of the instructor as a pre-req to allow him to sort through the students
 - Change timing from one long trip to several short trips
 - Evelina:
 - How will he decide who to accept?
 - Stephen:
 - Don't know if he knows yet wants to see if it is approved yet.
 - But some bar of maturity to insure they can handle the trips in a professional and academic way
 - Also wants to have some age continuity
 - Sandy:
 - Senior student in many cases attended to complete their degree and had a certain attitude that wasn't commensurate with the class
 - Craig:
 - Should we put the criteria in the course description?
 - Sure they going to write an essay, interview...?
 - Stephen:
 - I have a feeling that he will want an exchange with them before accepting them but other than that not too sure
 - Sheila:
 - Has this been an ongoing problem
 - Stephen:
 - This is the first time so there is isn't a precedent in this course
 - Char:
 - I think having the permission is fine but not sure he will solve anything completely
 - Sheila:
 - Maybe some kind of contractual obligation that student agree to behave in a specific way

- Char:
 - So maybe that is they have to visit him before being accepted and to go over and sign the contract
- Felipe:
 - If they are acting in such an egregious way they are also in violation of the student handbook with is already a contract
- Stephen:
 - Maybe the course contract should take its wording from the student handbook
- Motion to pass - Stephen, Second – Val, Passed unanimously

Old Business:

Announcements:

Adjourn – 1:44pm

Motion Craig, Second Evelina