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
  - 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
|华盛学院 ENS 136 (选修课程 - 无需选择) | ENS 136 Objectives | Reading/Preparation
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<td><strong>Communicate with others</strong></td>
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<td>- Observe and write about the conversation of others or a variety of texts.</td>
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<td>- Select meaningful quotation(s) and use them to support an argument or idea.</td>
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<td>- Demonstrate effective oral communication.</td>
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<td>- Interpret and evaluate a variety of sources.</td>
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<td>- Determine the relevance and significance of one’s own facts and experience in order to apply them to a specified rhetorical task.</td>
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| Make connections in conversation — not classroom, school, and beyond |
|-------------------------------|----------------------|
| - Demonstrate critical and creative thinking — reading, writing, discussion, & analysis. |
| - Demonstrate an understanding of and respect for diverse perspectives. |
| - Identify and distinguish central ideas in texts (one’s own, peers, and professional authors). |
| - Incorporate other texts into one’s own writing to support and extend others’ points. |
| - Analyze and synthesize data from a variety of sources in order to support one’s own perspectives. |

| Work collaboratively in communities |
|-------------------------------|----------------------|
| - Work collaboratively in communities. |
| - Share one’s ideas within specific cultural, societal, and historical contexts. |
| - Identify and analyze the effectiveness of a writer’s (reader’s) use of specific rhetorical strategies in a given text. |
| - Understand how to distinguish what a text says from how a text means. |

| Two-group projects involving analysis of images, projects exploring the relationship between place and culture. |
|-------------------------------|----------------------|
| - Present a visual analysis of an image. |
| - Write a reflective essay about the relationship between visual and written texts. |
| - Identify similarities and differences between texts by focusing on themes, symbols, and motifs. |
| - Synthesize data from a variety of sources in order to support one’s own perspectives. |

| Engage in critical and creative thinking — reading, writing, discussion, & analysis. |
|-------------------------------|----------------------|
| - Develop a personal perspective through reading, writing, and discussing. |
| - Read critically and creatively. |
| - Identify and analyze the effectiveness of a writer’s (reader’s) use of specific rhetorical strategies in a given text. |
| - Understand how to distinguish what a text says from how a text means. |
Write fluently in a variety of forms for different audiences utilizing MLA format:
- Formal simple manuscript (single margins, appropriate font style and size, paragraph indentation, direct and indirect quotation format).
- MLA workshop taught by instructor. MLA guidelines shared, students learn formatting of heading, page setup, and integration of sources: students learn how to create an effective Works Cited page.

Online plagiarism and understand its consequences within the academic community and the greater community.

Understand and use effectively the distinction between summarizing, paraphrasing, and quoting others’ texts.

Students practice summary, paraphrase, and quoting in weekly journals, class assignments, and a project entitled “How to prepare papers on your chosen text.”

Understand the thesis statement, transitions, and organizational methods to construct coherent single- or multi-paragraph arguments.

Develop flexible strategies for creating, revising, and editing complex essays, particularly those written over extended periods of time and requiring multiple revisions.

Students engage in weekly workshops, 60 minutes during class and during the Friday Lab on grammar, where they learn parts of speech and their usage. Grammar and usage groups—students use their own whiteboards plugged into projectors and interactive grammar games to refresh sentence structure.

Essay writing taught to freshmen in Freshman English.

- Develop a multi-paragraph written argument complete with supporting evidence and ideas or points.
- General thesis statement, written as a sentence, suggesting the focus of the paper. Create an introduction and conclusion that frame the topic.
- Support, transition, quote, and paraphrase written texts. Identify a personal reaction to an idea in a text, and use one’s own experiences to support or contradict the claim(s) of the text.

Understand and analyze concrete phenomena and theories that are significant.

Develop your own work effectively by revisiting and re-envisioning it in light of reflection, peer and teacher feedback, self-assessment, further reading.

Students most value evidence of brainwashing, modeling, creating a rough draft, peer editing, using a rubric/guide, and taking all major assignments to the learning lab for feedback. Major assignments must be submitted electronically and any final drafts turned in with their final drafts.

All “final drafts” turned in throughout the semester must be revised for final portfolio.

Discuss group/pair and reflections on topics including context, elaboration, synthesis.

Critique and evaluate the author’s voice and other’s voice with respect to the author’s specific purpose and theme.

Integrate quotations from a variety of sources by writing the context for the quote, using signal phrases, and commenting on the quotation in the controlling ideas of the paragraph and essay.

Students were taught how to identify the writing style (author’s voice) and understand the clear and distinctive voice used in the paragraph.

Evaluate, choosing an effective voice for presenting the analysis and creating relationships between the sources.

Use appropriate transitions for introducing, signifying, buffering, and paraphrasing voices and one’s own voice.

Critique and evaluate the author’s voice with respect to the author’s specific purpose and theme.

Contrast the mechanics of student writing, including punctuation, sentence structure, vocabulary, paragraph organization, and paragraph use of evidence. Understand and employ conventions for presenting dialogue in standard written English.

Effectively review texts by reframing focus, context, overall structure, transitions, diction, and use of source material.

Use, fascinating techniques to generate ideas and central points that emerge from one’s brainstorming, freewriting, and memories.

- Note-taking: Synthesize appropriate to your interests and identified audiences. Utilize effective and correct organization and structure to write a clear and explicit outline.

- Effectively edit as one’s own writing. Develop a multiparagraph written argument complete with supporting evidence and ideas or points.

- General thesis statement, written as a sentence, suggesting the focus of the paper. Create an introduction and conclusion that frame the topic.

- Support, transition, quote, and paraphrase written texts. Identify a personal reaction to an idea in a text, and use one’s own experiences to support or contradict the claim(s) of the text.

- Personal awareness of self and other. Writing as an expressive tool, a means of self-reflection and discovery.
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 then students coming form 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
  o Sandy:
    ▪ Jennifer’s uplifting attitude helps – they believe if I work hard I can do this
• Course change request
  o 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 then 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
    o Motion to pass - Stephen, Second – Val, Passed unanimously

Old Business:
Announcements:

Adjourn – 1:44pm
Motion Craig, Second Evelina