

Minutes—English Department Meeting
Wednesday, March 21, 2018
2:30-3:45pm
18-203

René Anderson, Robbie Baden, Chris Dowling, Teeka James, Daniel Keller, Jon Kitamura, Sara Lawrence, Sarah Mangin, Madeleine Murphy, Roberta Reynolds, Mick Sherer, Keira Travis, Jeramy Wallace, Kat Webster

Correction and approval of 2/28 minutes:

Need to remove René (who was at a Guided Pathways meeting) from attendance—otherwise approved

1. Announcements:

- Scholarships: please let Roberta or Yaping know if you want the committee to review the application of a particular student
- Hispanic Serving Institution Faculty Summer Institutes (Sara): probably scheduled for last week of July; information to come in an email
- SIs/Embedded Tutors: now is the time to recruit and recommend students to Ron Andrade, for your own classes or others (828, 838, 105 prioritized). Jon noted the every-class attendance policy is tough; Kristi will check with Ron about flexibility on that.
- Daniel Keller will be our substitute Department Lead for the rest of the semester.
- The UCSC Dickens Project is offering community college scholarships for the summer program. The event is mix of undergrads, faculty, grad students, and enthusiasts. Let interested students know.

2. Information -- Retreat Debrief:

We have a “CSM: English Department” Canvas page, with a module for our retreat to help us build on the conversations started there. **Please upload materials if you were a presenter.** Another Canvas invitation should be sent out to everyone.

For our next retreat, Mick calls for a separate whole day, apart from Flex day, as we used to do; can we set a date for next semester (3rd or 4th Friday of September?) now so it’s not a surprise for planning our schedules? Daniel notes that would also give us more time to prepare for the retreat activities. Teeka: if we take the non-required flex day at the beginning of the semester we can more easily pay adjuncts, but the tradeoff is we miss out on all flex activities. Sara suggests we try to get BSI funding for adjunct participation, and Mick says we might be able to get Diversity Project grant funding, if we want to bring in an outside speaker.

3. Discussion -- Writing Center Conferencing Changes (Sara and Teeka) :

828 matched tutoring: We’ve been running a small pilot program that arranges matched tutoring for 828 students, who meet with the instructor at the same time every other week throughout the semester. It’s aimed at students who could use the intervention the most—not necessarily the lowest students. (Daniel selected students who needed the most help, and there were many no-shows, so getting the selection right is important.) Teeka, Daniel, Sarah, Robbie, and Sara shared benefits of the program: lower student anxiety, consistent reading support,

relationships with the WC and staff that students carry with them to 838. Mick notes that the sessions could be more productive if they're timed with major writing assignments. So far the sessions have been student-directed, like other WC conferences, but maybe we need more faculty direction for that time. Chris notes that in general it would be great to meet with students earlier in the writing/reading process. Sara and the WC team will discuss earlier instructor access to the schedules with IAs.

Expanding matched tutoring program to 838: 838 students are ranked 6th of 7 for courses using the WC, and only 43% of 838 students had 1 conference in Fall 17. ESL 400 students, by contrast, took 22% of all Fall 17 conferences though they comprise only 12% of total student population. To make the 838 program possible, we need to make scheduling room and secure unit staffing/funding. Currently, the WC appointments fill early Monday morning.

Jeramy: given how many ESL students we are serving, let's explore using international education fund for more staffing units.

Sara: changing the max number of conferences per essay from 3 to 2 will not hurt most ESL 400 students.

Ideas for motivating 838 students/enforcing the requirement: ensure night availability for night students (Kat); more direct intervention—signing up for appointments as a class (Jon); give students an actual assignment form to include with essay packet, asking “Why did I go to the WC? What did I get from it?” (Robbie).

Teeka points out the changing population of 828 (up to 60% DRC), and likewise 838 students are weaker, too, so we do want to reserve the matched appointments for students who really need the push.

4. **Lit Committee Update (Keller):**

Course Announcements: Fall 2018: American Lit I (Kat), Women in Lit (Teeka), Myth (Robbie, night). Spring 2019: American Lit II (René), African American Literature (Jeramy), Comics (Chris), Bible (Roberta)

Please advertise these offerings to your students so they can fill. Lit instructors will be emailing to visit classes. We really want to make sure that Women in Lit gets enough students so it can run for the first time.

Sara: we might consider adopting a policy of encouraging 100/105 courses to include one fiction unit to get students interested in college-level literary study. It would also help them decide between 110/165.

The committee continues to discuss the possibility of offering lit classes online.

5. **Learning Objectives Mapping (Madeleine)**

- 1) Do we still like our Program Learning Outcomes (PLOs)?
 - Jeramy and others: Should we include something that sounds like it leads somewhere in the working world? The current language is very literature-centric.
 - Chris: What about talking to an audience, rhetoric?
 - Teeka: when we wrote this, we were emphasizing measurable skills; can we shift to knowledge/content focus? How to communicate gracefully and powerfully?
- 2) Do we like the way our course outcomes lead to program outcomes? (Is our program coherent and complete?)

- We might rearrange alignment depending on new PLOs.
- 3) Do we still like our course-level SLOs?
[we didn't get to this]
- 4) Do we like our ILO alignment (Institutional Learning Outcomes)?
 - We could probably fit in with all of them; currently, we are aligned with effective communication and social awareness and diversity (Teeka mentions teaching empathy in 110; Chris asks if we can justify low enrollment for our lit classes if they clearly align with the ILOs)
 - Sara reminds us that if an outcome is not on the course outline as a requirement for all of us, we can't claim it as aligning with the ILOs.

Madeleine will put all this information in a Google Doc and we'll revisit.

6. Half Moon Bay High School Update

Kit, René, Jeramy, and Kristi met with three HMB English teachers and the principal and vice principal. Our group learned that much of their curriculum aligns with ours pretty nicely, including sentence-level material. They seem to have adopted CSU curriculum with more emphasis on expository writing. Jon has HMB materials for us to look at (essay assignments, reading lists, annotated bibliographies, etc.). René and Jeramy also expressed high confidence in the HMB teachers. We have invited HMB teachers to visit our classes, and Kristi is eager to schedule visits.

Jon: our administration still has to do research on programs like this already underway so we're not inventing the program from scratch. If we can make that bridge for kids, it's amazing, but we don't appreciate how it's being pushed down on us. It's also already taken a lot of time.

Teeka: we are not at all concerned about their teachers' ability to teach, but we're concerned about adjuncts losing classes, our inability to staff Puente, and crucial logistics.

Madeleine: what keeps students out of college is the not-feeling-at-home rather than needing to take English 100. Hiring buses still seems like the best option.

Sarah: if the standing HMB English curriculum is rigorous, it should be seen as valuable preparation for English 100/105, not something to "skip." This gets back to the difference between a pure content course versus our skills courses.