

English Department Minutes
March 24, 2016

Attendees: J. Annick, M. Ansite, G. Armao, S. Bachmann, D. Breckheimer, E. Brenes, B. Budrovich, R. A. Cerofeci, M. Cheung, S. Corbin, D. Crotwell, K. Degnan, S. Donnell, A. Gallagher, B. Halonen, C. Henson, L. Hong, B. Isaacs, B. Jaffe, J. Jung, M.A. Leiby, R. Lewitzki, J. Madden, J. McMahon, S. Merz, C. Nagao, C. Page, B. Peppard, A. Sharp, C. Somin, D. Thompson, S. Waterworth, L. Welsh, E. Williams, R. Williams, T. Huynh, S. Sabio (counseling), Tom Lew (Dean), Elise Geraghty (Associate Dean)

1. ANNOUNCEMENTS

- 1.1 Academic Awards Ceremony April 19, 5:00 p.m. in East Dining Room—Wear academic regalia.
- 1.2 Career and Majors Fair: April 12, 10:00 a.m. to 1:00 p.m.; talk to Sabra about volunteering.
- 1.3 Cherry Blossom Festival, March 31, 1:00 p.m. at Student Activities Center
- 1.4 Kristin Dunigan has left us ☺
- 1.5 New Student Welcome Day on August 24 needs faculty participation—contact Sabra.
- 1.6 Humanities Academic Senate representatives: Cerofeci, Gallagher, Marcoux, Sharp, Nagao

2. SLO UPDATE (Kevin Degnan).

2.1. English PLO 3 (Deb Breckheimer)

Students will create a thesis-driven, coherent, unified, well-developed essay in MLA format that demonstrates reading and writing competence at the transfer level.

Deb shared with the faculty the PLO #3 report that she wrote. What stands out most in the data is the drop from an 87% success rate for students in English 1A with SLO 3 (correctly formatted essay both in language skills and MLA) drops to 70% success rate in English 1C for the same SLO (same skills). Deb started a discussion about why this might be. Elise suggested that perhaps the skills taught in English 1A need more reinforcement.

- Mary Ann asked if the numbers reflected those students who dropped, and Deb confirmed that that they do not—the SLO assessment gathers information only from those who complete the course. This means that even more students than we have documented are not succeeding in the course.
- Erica suggested regular workshops scheduled for 1C students, particularly later in the semester when assignments are more challenging.

The faculty were reminded that students should write five distinct essays for English 1A, and Deb and Elise emphasized the importance of all of these essays being of a scholarly nature (using outside sources, MLA formatting, etc.) so that student have ample practice before English 1C. Elise further commented on how much assistance in revisions 1A instructors provide for students and suggested that instructors should not be providing excessive opportunities or input for student revisions in English 1A; student grades should be based on the student's ability to independently produce college-level work.

Deb will enter the report into TracDat now that it has been shared and discussed with the English department as a whole.

3. CONSISTENCY PROJECT UPDATES (Deb Breckheimer A & Rose Ann C. / 82)
 - 3.1. English A workshop: Friday, April 29, 8:30 a.m. to 12:30 p.m. Alondra Room
 - 3.2. Rose Ann will announce upcoming Reading Consistency workshops.

4. CURRICULUM (Elise and Tom)

Tom reviewed the March 23, 2016, memo to faculty regarding English 1A requirements. The C-ID English 1A course descriptor emphasizes expository and argumentative writing as the primary writing; non-fiction texts as the primary reading; 6,000 minimum word count (excluding revisions); and student evaluation based primarily on essays, including in-class essays.

All faculty members received a copy of the memo and C-ID course descriptors for English 100 (English 1A), English 105 (English 1C), English 120 (English 1B), and English 110 (*Critical Thinking through Literature*, a course not offered by ECC).

Elise reminded the faculty that the English department is bound by the C-ID descriptors and that faculty must review them as they are relatively new. In reviewing this semester's 1A and 1C syllabi, it was noted that many faculty are using primarily fiction to teach 1A and/or 1C. Elise directed the faculty to the C-ID descriptors and noted that readings for English 1A and English 1C should be primarily non-fiction.

When the Humanities division was asked to incorporate critical thinking into the English curriculum, the decision was made to create a new course, English 1C, *Critical Thinking and Composition*. Some schools chose to combine their literature course with the new critical thinking requirements; this yielded courses in line with the C-ID descriptor 110, *Critical Thinking through Literature*. El Camino College did not choose this option, so 1B, *Literature and Composition*, and 1C, *Critical Thinking through Literature*, must be taught as different courses. English 1C should be taught primarily through the non-fiction readings.