

COLLEGE SKILLS Steering Committee

Meeting Agenda

March 19, 2010

12-1:30pm

- 12-12:45pm: Discuss and vote on submitted proposals
- 12:45-1:00pm Report out from Tutorial Group
- 1:00-1:30pm: Work Groups break-out

Homework

Below is a summary of the submitted proposals. Prior to the meeting, please do the following:

1. Review the budget update of expiring funds sent out with this agenda.
2. Review the new proposals that have been submitted (Etudes – Discussions – Steering Committee Operations – Proposals for March 2010)
3. Review additional information relating to Herlisa Hamp's proposal from February (Etudes – Discussions – Steering Committee Operations – Proposals for February 2010).
4. Print hard copies if necessary for your reference during the meeting (copies will not be provided)
5. By Thursday night, post questions and/or comments to the discussion forum on Etudes. Lori and I will bring a summary of these comments to the meeting as a starting point for the discussion.

*If you are unable to attend the meeting, it is especially important that you post your questions/comments to the discussion forum to voice any support and/or concerns for consideration at the meeting.

Summary of submitted proposals

Proposal 1 (Hansen): \$5000 for a series of two two-hour workshops presented by Sugie Goen-Salter of San Francisco State University on the Integrated Reading and Writing (IRW) Program at SFSU. The purpose of the workshops will be to give members of the Foothill College English Department a theoretical understanding of the IRW Program at SFSU, how it was developed, and how it has benefitted college skills students. The workshops will also provide English teachers with strategies for developing assignments and courses that have an IRW approach.

Proposal 2 (Hansen): \$3900 to bring together full- and part-time English and ESL faculty to discuss increased alignment between English and ESL courses. The project consists of a one-day, two-hour facilitated workshop designed to engage faculty in discussion about the consistency of standards between English and ESL courses. The workshop will be guided by a paid facilitator outside the English and ESL departments and will be coordinated by Rita Wong and Tess Hansen, ESL and English department coordinators, respectively. The goal of the workshop will be to align standards between the ESL writing classes (specifically, ESL 25 and 26) and English 1A. To accomplish this task, participants will examine course outlines, sample papers, and sample assignments and discuss standards and expectations for language skills in ESL 25, 26, and English 1A.

Proposal 3 (Henderson): \$4100 to purchase materials, including English reference books, arithmetic and algebra student solution manuals and study guides, to be available in the EOPS tutorial area. In addition, the funds will be used to obtain software for math, English and ESL students for use in the computer lab. The goal is to create, in an environment of looming budget cuts, an area of supportive resources within the confines of EOPS, including a library of supportive materials.

Proposal 4 (Stefonik): \$1750 to hold three professional development workshops, each targeting a grouping of disciplines in the BSS Division. Approximately 15-20 full and part-time faculty will be targeted to participate in *each* workshop. Each workshop will share two goals: 1) To engage faculty in a dialog about the importance of addressing developmental (basic skills) students in their courses. 2) To explain the theoretical framework of scaffolding and provide activities and examples that demonstrate successful scaffolding for developmental students. Workshops will be tailored to the participating disciplines, with faculty surveyed ahead of time to select topics of interest, such as writing prompts, active learning strategies, etc. Discipline-specific examples that demonstrate successful scaffolding will then be provided, with faculty also bringing their own successful ideas, materials, and techniques.