



Program Review - Overall Report

Instructional: English

Data Review

2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

Data Review

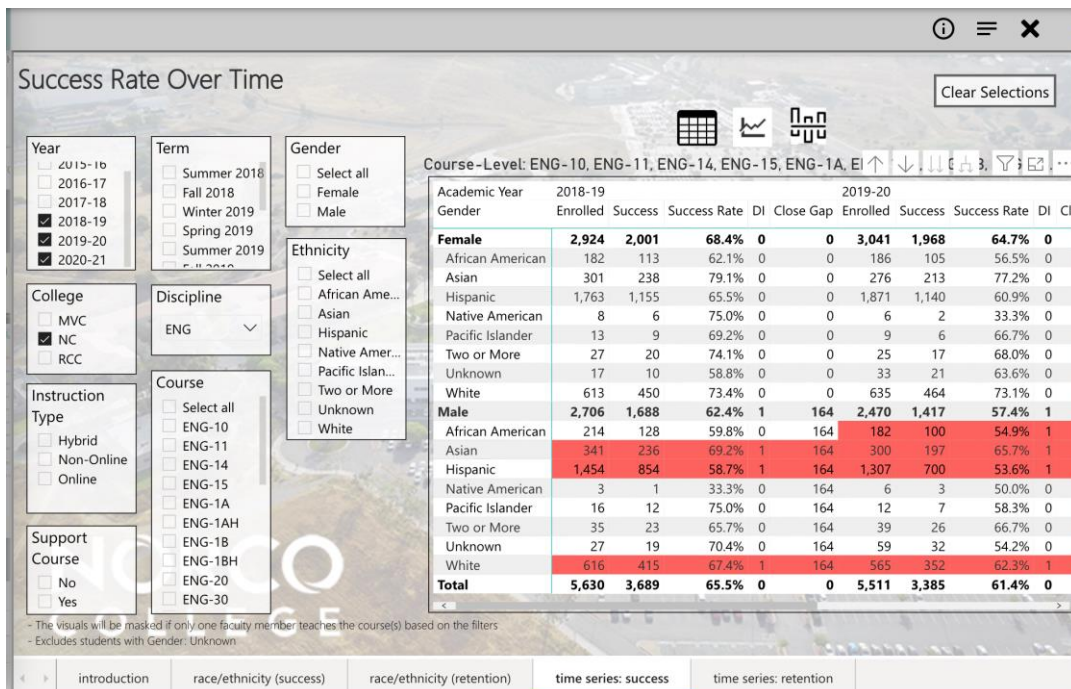
Overall, students in English courses have been decreasing from 65.5% to 56.3% in success and decreasing from 83.6% to 78.7% in retention over the past 3 years (2018-2021).

* A note, English 1A has increased in enrollement (pre-pandemic) by 1,000 students because of AB705.

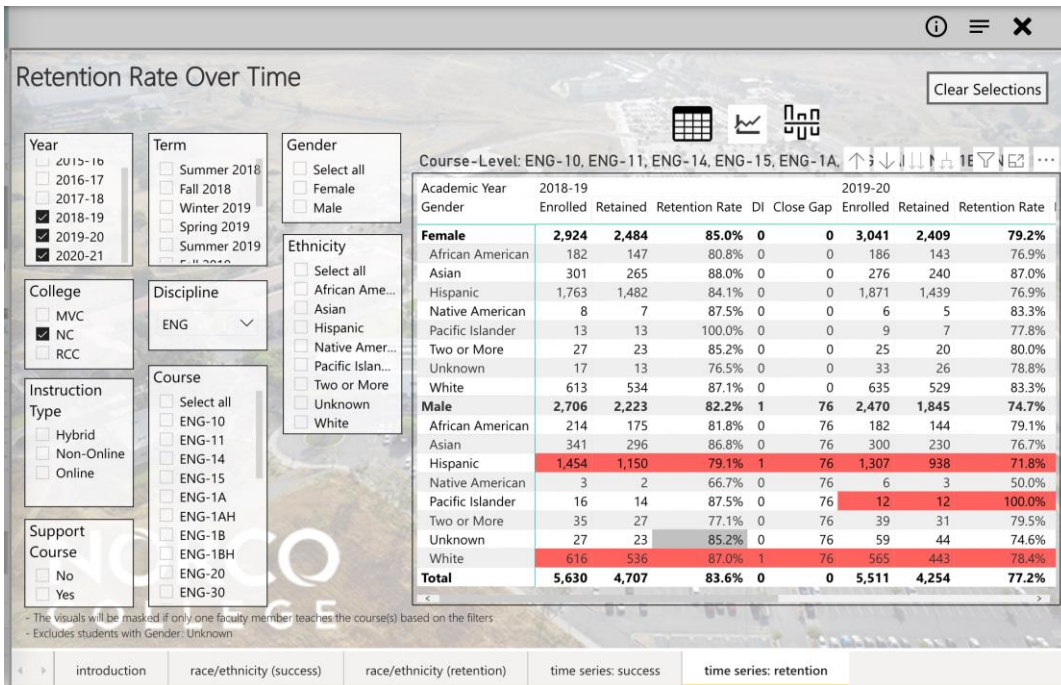
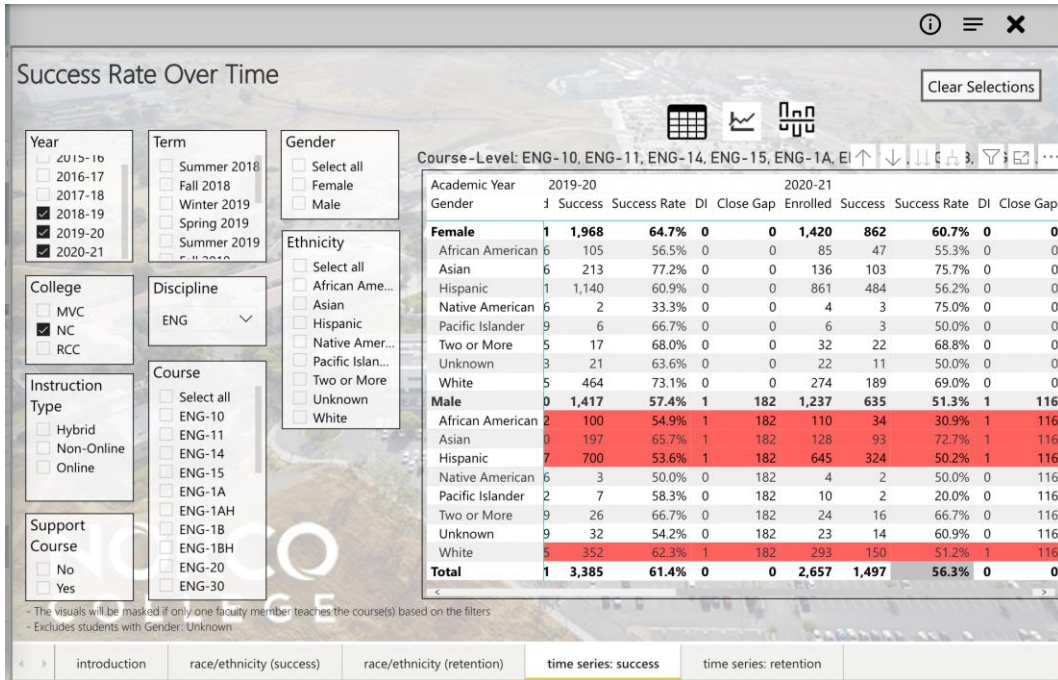
The students in English courses have stayed about the same in their rate of receiving less than passing (DF) grades during this time.

The number of students who have declared a major in English went from 147 to 299 in 5 years (from 2015-2020). This represents increased growth for this program. Of these students, 10.36% have met with a counselor and developed an educational plan. Specifically, from 2018-2020, there was an increase of 5.56% of students who have met with a counselor and developed an educational plan

From 2018-2020, the number of students who have completed a degree or certificate in the English program increased from 9 to 22. This represents increased growth for this program. In the most recent year (2020), 22 students graduated. The expected number of students who should get a degree would be approximately 60. The gap in the pipeline is approximately 38 more students to graduate with a degree or certificate.



Data Review



Retention Rate Over Time

Clear Selections

Course-Level: ENG-10, ENG-11, ENG-14, ENG-15, ENG-1A, ↑ ↓ ↕ ↗ ↘ ↙ ↚

Year

2015-16
 2016-17
 2017-18
 2018-19
 2019-20
 2020-21

College

MVC
 NC
 RCC

Support Course

No
 Yes

Term

Summer 2018
 Fall 2018
 Winter 2019
 Spring 2019
 Summer 2019

Discipline

ENG

Course

Select all
 ENG-10
 ENG-11
 ENG-14
 ENG-15
 ENG-1A
 ENG-1AH
 ENG-1B
 ENG-1BH
 ENG-20
 ENG-30

Gender

Select all
 Female
 Male

Ethnicity

Select all
 African Ame...
 Asian
 Hispanic
 Native Amer...
 Pacific Islan...
 Two or More
 Unknown
 White

Academic Year	2019-20				2020-21				
	Enrolled	Retention Rate	DI	Close Gap	Enrolled	Retention Rate	DI	Close Gap	
Female	2,409	79.2%	0	0	1,420	1,099	77.4%	1	41
African American	143	76.9%	0	0	85	57	67.1%	0	41
Asian	240	87.0%	0	0	136	114	83.8%	0	41
Hispanic	1,439	76.9%	0	0	861	662	76.9%	1	41
Native American	5	83.3%	0	0	4	3	75.0%	0	41
Pacific Islander	7	77.8%	0	0	6	5	83.3%	0	41
Two or More	20	80.0%	0	0	32	26	81.3%	0	41
Unknown	26	78.8%	0	0	22	16	72.7%	0	41
White	529	83.3%	0	0	274	216	78.8%	0	41
Male	1,845	74.7%	1	112	1,237	993	80.3%	0	0
African American	144	79.1%	0	112	110	89	80.9%	0	0
Asian	230	76.7%	0	112	128	106	82.8%	0	0
Hispanic	938	71.8%	1	112	645	506	78.4%	0	0
Native American	3	50.0%	0	112	4	4	100.0%	0	0
Pacific Islander	12	100.0%	1	112	10	7	70.0%	0	0
Two or More	31	79.5%	0	112	24	20	83.3%	0	0
Unknown	44	74.6%	0	112	23	20	87.0%	0	0
White	443	78.4%	1	112	293	241	82.3%	0	0
Total	1,254	77.2%	0	0	2,657	2,092	78.7%	0	0

- The visuals will be masked if only one faculty member teaches the course(s) based on the filters
 - Excludes students with Gender: Unknown

introduction | race/ethnicity (success) | race/ethnicity (retention) | time series: success | **time series: retention**

Program of Study and Student Educational Plan

Program of Study

- Digital Electronics
- Drafting Technology
- Early Childhood Education
- Early Childhood Intervention Assistant
- Economics
- Education Paraprofessional
- Electrical
- Electrical Systems and Power Transmiss. Electrician
- Electronic Game Design
- Electronics Technology
- Emergency Medical Services
- Emergency Medical Services Paramedic
- Engineering Technician
- Engineering Technology
- English
- Entrepreneurship

-Active program of study and student educational plan completion for each annual year enrolled
 -Filter by program or programs
 -Source: Chancellor's Office MIS files

NORCO COLLEGE

Gender by Ethnicity

	2015-16	2016-17	2017-18	2018-19	2019-20
Female	94	121	159	183	205
Amer Ind/Alaska Nat			1		1
Asian	9	12	15	17	35
Black	6	6	4	12	6
Hispanic/Latino	52	73	98	102	100
Two or More Races	2	1	1	3	5
Unknown/Unreported		1		1	6
White	25	28	40	48	52
Male	53	58	57	68	91
Asian	6	7	10	7	14
Black	3	2	1	1	7
Hispanic/Latino	24	27	28	34	40
Nat Hawaii or Other PI					1
Two or More Races	2	2		1	1
Unknown/Unreported					2
White	18	20	18	24	26
Unreported	3	3	3	3	3
Asian				1	
Black			1		
Hispanic/Latino		3		1	1
Total	147	182	219	254	299

Student Educational Plan

	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Student did not complete a credit education plan during the term	93.88%	88.46%	88.13%	92.52%	86.96%	89.65%
Student developed an abbreviated credit education plan	1.36%	3.85%	3.65%	1.57%	0.33%	2.00%
Student developed an abbreviated and a comprehensive credit education plan	1.36%	0.55%	0.46%	0.39%	0.67%	0.64%
Student developed a comprehensive credit education plan	3.40%	7.14%	7.76%	5.51%	12.04%	7.72%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Program Review

Data Review

NORCO COLLEGE Program Awards

Program awards by Gender and Ethnicity
 -Filter by program or programs
 -Source: Chancellor's Office MIS files

Program Title	Degrees					Total	Certificates	
	Gender x Ethnicity	16-17	17-18	18-19	19-20		Gender x Ethnicity	Total
<input type="checkbox"/> Drafting Technology	Female	6	11	8	15	45		
<input type="checkbox"/> Early Childhood Education	American Indian or Alaska Nati		1			1		
<input type="checkbox"/> Early Childhood Interv...	Asian				1	1		
<input type="checkbox"/> Electrician	Black		1		1	2		
<input type="checkbox"/> Electronics Technology	Hispanic/Latino	5	6	4	7	25		
<input type="checkbox"/> Engineering Technician	Two or More Races	1		1		3		
<input type="checkbox"/> Engineering Technology	White		3	3	6	13		
<input checked="" type="checkbox"/> English	Male	2	4	1	6	15		
<input type="checkbox"/> Fine & Applied Arts	Asian				1	1		
<input type="checkbox"/> Game Art: 3D Animation	Hispanic/Latino		1		3	5		
<input type="checkbox"/> Game Art: Character Mo...	White	2	3	1	2	9		
<input type="checkbox"/> Game Art: Environmen...	Unreported					1		
<input type="checkbox"/> Game Audio	Hispanic/Latino				1	1		
<input type="checkbox"/> Game Design	Total	8	15	9	22	61		
<input type="checkbox"/> Game Programming								
<input type="checkbox"/> History								
<input type="checkbox"/> Humanities, Philosophy ...								
<input type="checkbox"/> IGETC								
<input type="checkbox"/> Logistics Management								
<input type="checkbox"/> Math & Sciences								
<input type="checkbox"/> Mathematics								
<input type="checkbox"/> Philosophy								
<input type="checkbox"/> Physical Education, Heal...								
<input type="checkbox"/> Physics								
<input type="checkbox"/> Political Science								

Page 1

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

In terms of student subgroups in English courses, from 2019-2021 African American males are showing gaps in success that are concerning (from 54.9% to 30.9%); from 2018-2021 Hispanic males are showing gaps in success that are concerning (from 58.7% to 53.6% to 50.2%); and from 2018-2021 White males are showing gaps in success that are concerning (from 67.4% to 62.3% to 51.2%). Additionally, from 2018-2020 Hispanic males are showing gaps in retention that are concerning (from 79.1% to 71.8%), from 2018-2020 White males are showing gaps in retention that are concerning (from 87% to 78.4%), and from 2020-2021 Hispanic females are showing gaps in retention that are concerning (76.9%).

The English department plans on addressing the equity gaps listed above.

* A note, the data is based on what was provided in Nuventive; in the future, this department would like to see even more data of subgroups (for example: the LGBTQ+, etc.)

Data Review

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

Currently, the English department is in the process of addressing these equity gaps with the following:

- Continued roll-out and implementation of our ENG 91, a co-requisite support course attached to ENG 1A
- Expanding the Writing and Reading Center through increased online offerings, more frequent staffing by faculty (as opposed to solely student tutors) and the development of a permanent campus location.
- Providing Community of Practice workshops to train faculty in a variety of subjects that address equity (for example: Culturally Responsive Teaching)
- Providing CORA training to faculty (Men of Color; and Racial Microaggressions training); this addresses the equity gap for African Americans, Hispanics, and all males in general.
- Expanding our learning communities through the development of a Men of Color Learning Community (started in Fall 2020)
- Moving English labs online for easier access and to allow students to more easily fit the labs into their schedules
- Adjustments to the English ADT and ENG CORs to provide a greater focus on equity and diversity and to increase opportunities for students to take courses featuring authors from historically minoritized groups
- Utilization of Embedded Tutors

The English department will soon be implementing the following:

- Continued expansion and development of the Writing and Reading Center
 - The discipline is requesting a full-time position for WRC Coordinator so as to more effectively serve and develop the WRC as a campus resource. At present, the WRC Coordinator receives a .3 reassign, which is insufficient to continue to develop the WRC in a manner that best serves our students.
 - The discipline is requesting more stable funding for the WRC to further build-out the WRC as a campus location and student resource.
- Establishing regular orientations to the Writing and Reading Center (WRC) as part of ENG 1A and 1B
- More faculty hours dedicated to the WRC

The English department is considering the following:

- Gathering more data related to program effectiveness, particularly in terms of ENG 91 and other changes caused by implementation of AB 705
- More faculty training, particularly in areas of equity and diversity
- Updating the English 1A handbook
- Continued regular assessment, particular of ENG 1A and ENG 91.

Data Review

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?

English

What percent of SLOs in the disciplines you identified above have been assessed?

86.5%

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

7 SLOs without Results:

ENG-04 SLO 2: Previous SLO 2 was assessed in Fall 2019. The SLOs have been revised, and the newly worded SLO 2 is currently being assessed.

ENG-09 SLO 1. We have just updated the course. It was taught in Fall 2020, but we did not assess at that time due to assessments being paused to allow assessment and program review to function on the same six-year cycle. We are offering the course in Fall 2021 and will assess this SLO then.

ENG-10 SLO 1, SLO 2, SLO 3, and SLO 4: No assessment was completed when the course was offered, which was at the CRC in Spring 2019. ENG 10 is not part of our regular rotation; the course is for Special Topics in English and so is only used when faculty wish to teach on a subject that is not part of our current offerings. The class also has limited usefulness in terms of transfer, making it a less than optimal offering for most students. For these reasons, we do not offer it regularly and cannot predict when it will be offered next; at the same time, the flexibility the course provides means we also do not plan to delete it. Of course, when it is offered in the future, we will ensure that it is assessed.

ENG-91 SLO 3: We haven't done a formal 91 assessment like 1A. We plan to address this with a formal 91 Assessment across the sections, and we'll develop a more regular assessment schedule to coincide with 1A.

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?

No

If all SLOs are not mapped to at least one PLOs, please explain why.

New SLOs will come into effect in Summer 2021. Once revised, we will map to the PLOs.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

No

If the appropriate SLOs are not mapped to GELOs, please explain why.

ENG 4: This course currently doesn't fall into a GE pattern. We've just been tasked with reviewing the courses in the GE pattern to see which ones should be added or deleted. We will review these courses to determine if they can be mapped to the GELO.

ENG 11: As of 2018, this course has two SLOs and each one is mapped to a GELO.

ENG 48: As of 2019, this course has one SLO mapped to two GELOs.

ENG 85: This course currently doesn't fall into a GE pattern. We've just been tasked with reviewing the courses in

Assessment Review

the GE pattern to see which ones should be added or deleted. We will review these courses to determine if they can be mapped to the GELO.

ENG 91: This course has three SLOs and each one is mapped to a GELO.

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?

ADT - ENG: English

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

ADT - ENG: English PLO 4 achieved the benchmark in Fall 2019.

To what do you attribute this success?

We attribute our success in PLO 4 to our discipline's sense of the importance of equity and representation. As a discipline, we have a good percentage of faculty who have taken at least one CORA training. We have the English Community of Practice, in which we focus on equity and anti-racist work; faculty are actively learning and applying these theories to their own instruction. We as a discipline regularly discuss issues of culture and representation. We're continuing to work on this recently revised the 1A and 1B CORs to refocus on diverse representations of BIPOC and LGBTQIA+ within our curriculum, which we predict will also allow us to continue to achieve this benchmark in future semesters.

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

ADT - ENG: English PLO 1, 2, and 3 did not achieve the benchmark because they were not assessed in 2017-2020.

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

We plan to assess ADT - ENG: English PLO 1, 2, and 3.

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.

Courses are regularly examined to determine if they remain appropriate for transfer. For example, several literature courses (e.g. ENG 20 - African American Literature) are being examined as they do not currently meet CSU Area F for Ethnic Studies. SLOs and PLOs are assessed as part of this process. The English discipline on a district level is actively examining and revising these courses to meet student needs related to career and transfer.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).

The discipline supports an extensive writing tutor program through ENG 4 - Writing Tutor Training and the employment of writing tutors through the Learning Resource Center and Writing and Reading Center. Tutor training directly aligns with career opportunities, as various career opportunities related to English (teaching, copy writing, editing, etc.) benefit from tutor training and experience. Tutor training also helps transfer students by preparing them for potential work study opportunities at four year schools. At present, the discipline is exploring additional avenues through which to provide our students access to experiential learning and other related activities.

Assessment Review

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).

Key factors of success for our students are as follows: 1) exposure to a wide variety of different forms and styles of literature. 2) Development of critical thinking skills through the practice of considering various forms of literary analysis and alternative interpretations. 3) Analytical skills developed through the construction of arguments related to literary analysis. 4) Increased cultural competence through an exploration of literature from authors representing varied backgrounds related to gender, culture, ethnicity, race, and sexual orientation.

Review current PLOs. Do the outcomes listed above align with the current program outcomes?

The above outcomes connect tightly to our PLOs. We offer a wide variety of courses that meet the PLOs and which prepare our students for transfer and for future career opportunities.

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

The implementation of AB 705 plays a significant role in the discipline's support of this goal. As of the 2020-21 school year, English no longer offers basic skills courses; instead, all students are placed using MMAP and self-placement procedures directly into either ENG 1A or ENG 1A with an ENG 91 co-requisite support course. This has led to an increase in students enrolling in ENG 1A, from 2,503 total students in the 2017-18 school year to 2,805 in 2018-19 and 2,888 in 2019-20. Success rates have shown a dip over the last few years: 1,727 students successfully completed 1A in 2018-19, while 1,640 students successfully completed in 2020-21. So far, 769 students have successfully completed in 2020-21, though this reduction is likely in part due to the overall reduction in student numbers in the college and across the district.

The English ADT has also seen growth. The program has in the last five years doubled in size in terms of students who have committed to English as their program of student. In 2019-20, 299 students has filed an English Program of Study.

[ENG ADT Degrees Awarded](#)

What are your plans/goals (3-year) regarding this goal?

English has worked as part of Guided Pathways and as mandated by AB 705 to streamline the process through which students can complete ENG 1A, our transfer-level course. This process has helped ensure students are only taking classes that they need (students are not stuck taking multiple basic skills courses which may or may not be useful) and are able to complete their program of student more quickly. This connects to headcount and FTEs in various ways: for example, the ability to focus on offering 1As and not basic skills courses means that limited classroom space is not used for courses that may not allow students to graduate in a timely manner.

As to the English Program of Study, English plans to continue to expand. The discipline is currently in the process of revising its ADT to include courses that will meet the CSU's General Education Area F requirements related to Ethnic Studies. This ADT revision process has included an expansion of the number of courses the discipline plans to offer students in the future, which ideally should lead to an increase in student interest as students see more course offerings that appeal to their particular goals. Additionally, before COVID, the discipline had begun offering various workshops focused on majors, such as an alumni panel featuring former English students at Norco who had since transferred to four-year institutions. The discipline plans to offer these types of opportunities again once we are able to return to campus, and the discipline may explore how to offer these opportunities in virtual formats to provide even greater access to students.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Both success and retention rates and Program of Study data support the above

Program Review: Part 1

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

The discipline has been active in supporting Guided Pathways.

Pillar 3 - Stay on the Path: Over the last several years, English, in accordance with Guided Pathways principles and AB 705, has streamlined the ENG 1A pipeline by eliminating basic skills courses and replacing those with a co-requisite support course, ENG 91. ENG 91 was implemented beginning 2018-19. On average, around 30% of ENG 1A courses each semester have the ENG 91 co-requisite.

Pillar 4 - Ensure Learning: The implementation of ENG 91 also serves Pillar 4, as the support course provides students with additional assistance to ensure they are able to complete ENG 1A. Additionally, the discipline has worked to provide support to faculty so that they can better serve our students and help improve student success. The English Community of Practice, which is funded by Guided Pathways monies, brings full-time and part-time faculty together to specifically discuss ways to better implement and improve ENG 91.

In response to COVID, the discipline has also engaged in a significant expansion of online writing resources for students via the Writing and Reading Center (WRC). In Spring 2021, the discipline began online faculty-led workshops and has had faculty develop Directed Learning Activities which are made available to all students. The discipline also established a requirement that all ENG 1A and 1B students engage in at least three WRC activities over the course of the semester so as to encourage student use of the WRC and to familiarize students with the WRC resources available to them.

What are your plans/goals (3-year) regarding this goal?

The discipline plans to continue to assess success and retention rates, particularly regarding ENG 1A, to ensure that students are successfully completing ENG 1A in a timely manner and are Staying on the Path. The discipline also plans to continue its Community of Practice (CoP) as a primary support mechanism for helping faculty improve their pedagogy. The CoP serves a particularly important role in providing professional development to our associate faculty; as associate faculty teach the majority of our courses, supporting their professional development plays a key role in successful outcomes for students.

A primary goal for the discipline is the continued expansion and development of the Writing and Reading Center (WRC). Towards this goal, the discipline is making two resource requests: funding for a full-time WRC Coordinator and funding for the WRC as a whole.

- WRC Coordinator: at present, one full-time faculty member receives a .3 reassign to serve as WRC Coordinator. This allows the faculty member 6-7 hours per week for a position that requires far more time. The current WRC Coordinator is responsible for overseeing and working directly with writing tutors, coordinating with Learning Resource Center (LRC) staff and faculty, completing outreach, and maintaining operations of the newly developed online components of the WRC (the WRC has significantly increased online tutoring, workshops, and other services in response to COVID). The job is simply too

Program Review: Part 1

large for the current reassign time. A full-time WRC coordinator would be responsible for the above activities as well as teaching ENG 4 (our tutor-training course) and other tutor-training activities.

- Funding for WRC: The WRC opened physically in March 2020 and before being shuttered due to COVID, operated with limited faculty staff and no budgetary support. Resources were also limited to a single computer and to desks (no tables) for meeting spaces. The limited staffing also meant that tutors were often required to move to the LRC because there were no staff available to supervise the WRC and keep it open. For the WRC to be sustainable and to grow, it needs dedicated funding to cover materials, staff, faculty time, and other critical resources.

[Writing and Reading Center Proposal](#)

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

The number of students enrolled in ENG 1A has increased significantly in recent years. While these data were captured in the last comprehensive Program Review, it is worth repeating: from the 2016-17 academic year to the 2018-19 academic year, the number of student enrolled in ENG 1A increased significantly, from 2084 in 2016-17 to 2805 in 2018-19. Retention rates over the three years that are the focus of this Program Review have dipped slightly, from 82.6% in 2018-19 to 77.7% in 2020-21. However, success rates have dropped significantly, from 61.6% in 2018-19 to 52.1% in 2020-21. In short, the discipline has proved successful in keeping students on the path (Pillar 3) as demonstrated by the retention numbers, particularly considering the significant increase in the number of students. However, the discipline must evaluate and address the declining success rates, as these rates directly impact Pillar 4.

As to the WRC, various studies have demonstrated the value of an active WRC in student success; please see the Writing and Reading Center Proposal for examples. Based upon this research, the discipline implemented its expansion of WRC services and instituted its ENG 1A and 1B WRC attendance requirement. As this changes only been implemented in recently, there is no data as of yet, but evaluating the effectiveness of WRC usage and expansion are part of planned future assessment efforts.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

English has several initiatives in place. Long-standing efforts include English-focused learning communities: Umoja and Puente continue and starting in Fall 2020, a new Men of Color learning community was initiated. Per the Equity Plan, English encourages full-time and part-time faculty to take advantage of equity-focused training such as CORA. As of Spring 2021, approximately 40% of English faculty have completed one or more CORA trainings. The English Community of Practice group has also focused on Equity: recent topics include "Prioritizing Equity" (3/19/2021) and "Anti-Racist Readings" (4/9/2021).

Program Review: Part 1

Additionally, the discipline in the district as a whole has been revising CORs to better address this EMP. For example, the new COR for ENG 1A sets as a specific Course Objective that ENG 1A students should be able to "analyze rhetorical strategies, content, and contexts in a variety of non-fiction texts written by **authors representing and reflective of students in the classroom, including those written by Black, Indigenous, Latinx, and People of Color and the LGBTQ+ community**" (emphasis added). The discipline recognizes the importance of representation and directly addressing issues of historically minoritized communities and is incorporating these concerns directly into our curriculum.

Finally, the discipline has expanded the Writing and Reading Center (WRC). Research on Writing Centers demonstrate that WCs can play an important role in supporting the success of historically minoritized student populations (please see the discipline's response to EMP 2 for specifics). In Spring 2021, the discipline supported the expansion of faculty involvement in the WRC, significantly increased online offerings, and required all ENG 1A and 1B students to attend WRC sessions.

[English Community of Practice Spring 2021 Schedule](#)

[ENG 1A COR Fall 2021](#)

What are your plans/goals (3-year) regarding this goal?

The English discipline has been a strong adopter of equity-minded frameworks and will continue to explore and adapt these frameworks over the next three years. The discipline plans to apply for continued Guided Pathways funding of the Community of Practice; the CoP has been particularly valuable in reaching our part-time faculty, who are key parts of effectively closing equity gaps but who too often are not effectively incorporated into these efforts. The discipline will also encourage all faculty, both full-time and part-time, to continue pursuing CORA training; per the Equity plan, English sets itself the goal of having 80% of all faculty complete some sort of equity training. The discipline also plans to continue its assessment efforts of ENG 1A and 1B, particularly in light of the new more equity-focused CORs that come into effect beginning Fall 2021.

The discipline has also set a goal of continuing to expand the WRC and services offered through the WRC. Towards that goal, the discipline is requesting a full-time WRC Coordinator (a new faculty position) and dedicated funding for the WRC. Information on these requests can be found in the discipline's response to EMP 2.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Over the last three years, English does have gaps that continue to need to be addressed. In particular, since 2018-2019, English has retention gaps for Hispanic and White males. The current 2020-21 academic year has also seen a gap in Hispanic females, though it is difficult to determine to what extent this may be COVID-related. English also has significant success gaps in the above years, with African-American males, Asian males, Hispanic males, and White males all showing as impacted per current data. These gaps indicate the continued importance of programs such as the Community of Practice (which began in Fall 2020) and indicate the importance of continued assessment of our classes.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Program Review: Part 1

EMP GOAL 4. Implement professional development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

The discipline has received and used Guided Pathways funding to support an English Community of Practice. The English CoP began in Spring 2018 and has focused primarily on changes related to Guided Pathways and AB 705. The 2020-21 CoP's specific focus has been on ENG 91, our co-requisite support course tied with ENG 1A. ENG 91 was implemented in response to Guided Pathways and AB 705; the course works to assist students who might have needed the extra assistance provided by our no-longer-offered basic skills courses to still take and complete ENG 1A in a single semester (as opposed to the previous ladder of basic skills courses that could cause some students to take years to even reach ENG 1A). During 2020-21, at least 16 full-time and part-time English faculty members attended at least one session of the CoP, representing around 40% of all faculty. Part-time faculty participation is particularly important, as part-time faculty teach the majority of our 1A classes.

[ENG Community of Practice Attendance Records 2020-21](#)

What are your plans/goals (3-year) regarding this goal?

We are planning to continue our Community of Practice. We are seeking continued financial support from Guided Pathways funds to be able to continue to provide compensation for faculty (in particular, associate faculty) who participate in the CoP. Additionally, our CoP coordinators, Ammanda Moore and Natalie Morford, are coordinating closely with the Moreno Valley CoP; Moreno Valley's CoP has proven highly successful, and we are working with them to apply their lessons-learned to our own program.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

The removal of basic skills courses has led to a significant increase in students attempting ENG 1A, which was one of the goals of AB 705. Current assessment data shows a dip in student success rates in ENG 1A, which is a point of concern. Additional exploration is necessary to determine the barriers that are hindering student success and how the discipline can best respond to those barriers.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?

No

What percentage of your courses are out of date?

25% - 11%

If you have courses that are not current, are they in the curriculum process?

Yes

For out of date courses that are not already in progress of updating, what is your plan?

N/A. All courses that are out of date are in the curriculum process.

Do you have proposals in progress for all the DE courses you intend to file?

Yes

Do you require help to get your courses up to date?

No

Program Review Reflections

What would make program review meaningful and relevant for your unit?

One thing that would be useful would be a more focused inquiry on attempting to explain what the data reveals. The data story at present offers some opportunity to analyze what might be causing the particular statistics we're seeing, but the questions in the data review seem primarily to focus on identifying patterns and not necessarily working to think through the reasons behind the patterns. Of course, individual units can take on that task of explaining "why" but more specific questions targetting "why" might enhance both the usefulness of Program Review for individual units and might provide more context and information to those who are scoring these Program Reviews.

What questions do we need to ask to understand your program plans, goals, needs?

The main questions that need to be asked are the impacts of COVID (as is likely true for everyone) and AB 705 (which is more specific for English and Math). AB 705 marked a massive change in how English structures its most frequently offered course (ENG 1A), and it also marked a significant change of the students we find in our classrooms. Before AB 705, students who entered 1A either A) had done exceptionally well in placement exams or B) had moved through Norco College's basic skills courses. The current decline in success rates likely signifies that more students are entering ENG 1A who are not fully prepared for it. To be clear, AB 705 addressed other significant inequalities and the discipline as a whole supports the streamline that AB 705 has required. That said, we are still learning who our students are and how we can best serve them. Those are the questions we as a discipline are asking--who are our students; how can we best serve them--and so those are the questions that scorers should keep in mind when reviewing our plans, goals, and needs.

Program Review Part 2

What types of data do you need to support your program plans, goals, needs?

It would help tremendously to have far more qualitative data. The success and retention numbers reveal an area of concern, but those numbers do nothing to help explain potential causes of the concern. Is the recent drop in success rates caused primarily by AB 705? By COVID? By some other change or failure to change in our current pedagogy? As a discipline, we can make educated guesses based on what we see in our classrooms, but such guesses are by necessity based upon anecdote and intuition. A robust effort to gather qualitative data would help tremendously in terms of understanding the reasons by the data we're seeing.

If there are any supporting documents you would like to attach, please attach them here.

[CoP Home Page and Schedule.png](#)

[ENG 1A COR Fall 2021.pdf](#)

[ENG CoP Attendees 2020-21.docx](#)

[ENG Program of Study 2015-16 to 2019-20.png](#)

[English-ADT-Transfer-Pathways-2020-21-NC.pdf](#)

[FINAL Writing and Reading Center Proposal.pdf](#)

Resource Requests

2021 - 2024

What resources do we already have?

A Faculty WRC Coordinator with .3 Reassign

What resources do you need?

A dedicated faculty WRC Coordinator

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3

\$ Amount Requested

104,015

Resource Type

FACULTY: New Full time Faculty (Associate faculty requested through Dept. Chair and Dean)

Potential Funding Source(s)

General Fund,Guided Pathways

The evidence to support this request can be found in:

Program Review: Part 1,Data Review

This request for my area is Priority #:

2

2021 - 2024

What resources do we already have?

One computer and desks

What resources do you need?

Four computers, tables, chairs, whiteboards, dry-erase markers, other office supplies.

Request related to EMP goal or Assessment?

EMP Goal 2,EMP Goal 3

\$ Amount Requested

12,400

Resource Type

ITEM: Equipment, Technology, Services, Software, Furniture

Potential Funding Source(s)

Lottery Instructional Supplies,Instructional Equipment Allocation,Guided Pathways,Other/None

The evidence to support this request can be found in:

Program Review: Part 1,Data Review

This request for my area is Priority #:

1

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review

Yes

To: Dr. Bryan Reece, President

From: Jessica Dobson, Assistant Professor, English
Nicole Capps, Associate Professor & Writing Lab Coordinator, English
Natalie Morford, Assistant Professor, English

Date: June 15, 2018

Subject: Proposal for a Writing and Reading Center

Attached please find “A Writing and Reading Center for Norco College: a Proposal.” This document describes the English Department’s vision for an integrated literacy center for Norco College.

This proposal is the result of a collaborative effort among the English and Reading Discipline faculty at Norco College. It should also be seen as the first step and recommendation in revising and reviewing the current Writing Lab and tutoring structure at Norco College. The proposal focuses on identifying the current issues we experience with the Writing Lab and tutoring as it is, and what we have discovered over the semester in preliminary research, visits, and discussions.

We are embarking on a bold undertaking at Norco College (and across the state) with guided pathways and new placement strategies to help students. These initiatives have been primarily focused on how to get the students on the path. We are now ready to start talking about how to help students *stay on the path*. This feels like the most complex and possibly costly aspect of the completion initiative: how do we support students to persist and reach their goal of transfer, degree, or certificate? Reading and writing is a foundational skill for academia, and every writer knows that writing is a dialogue—conversation between writer and reader—and, therefore, the writing process must be seen as a collaborative effort. Our focus in the classroom emphasizes this process. The next step in our guided pathways development must be showing students that the institution is ready to support them outside of the classroom through comprehensive and equitable services.

A call to action: We see now as the time to act in changing our current support structure for writing and reading. This proposal is only the beginning, and it asks for some drastic changes that will require space, money, and people. We understand that these are all things Norco feels quite stretched in; however, as we continue to have conversations about equity and completion, then support for those students must be our first, second, and third cause of action. We must be acting equitably for our most vulnerable students by creating a space that offers intrusive and innovative support: not only for students, but faculty as well. We need to focus on how our college is excelling in academic support that is led by faculty, and we need to be making these changes right away.

I would like to give special acknowledgement to those that helped us this semester: Mitzi Sloniger, Melissa Bader, Kris Anderson, Gustavo Ocegüera, and Albert Jimenez. We are also quite thankful for the support administratively to allow us to research existing centers.

Let us know if you have any questions regarding this document.

Contents

Purpose.....	3
The Writing and Reading Center.....	3
Historical Precedence A Pedagogical Definition	
Vision: What’s in It for Students.....	4
Advantages for Faculty.....	5
Present Status.....	5
Problems with the Current Configuration.....	5
Overburdened Log-in System Lack of Interaction with Faculty and Lab Aides Lead Faculty Limited Responsibility Space Separation from Writing Tutors	
Writing and Reading Center Research.....	7
Riverside City College Fullerton College Mt. San Antonio College	
Proposed Changes.....	9
Proposed Physical Layout.....	9
Areas of Budgetary Impact.....	10
Relation to the College’s Mission, Vision, and Completion Initiative.....	11
Conclusion.....	12
Works Referenced.....	13
Appendix A: Research Notes of Writing Centers.....	14
Appendix B: Norco Tutoring Survey.....	18

Purpose

This document presents a proposal for a Writing and Reading Center at Norco College. We want to quickly convey the English Discipline’s vision and rationale of an all-encompassing Writing and Reading Center; in addition, we will share with you the current problems and limitations of our Writing Lab and writing tutoring services. By the end of this proposal, we will have established clearly the concerns with the current configuration of writing and reading support on campus, and our suggestions for the next step.

The Writing and Reading Center

The Historical Precedence

In the early years of Muriel Harris’ *Writing Lab Newsletter* (now called *WLN: A Journal of Writing Center Scholarship*), Judith Fishman of Queens College described how she sees the Writing Center and how at that time, in 1980, there was an increasing shift to adjust how we help students succeed. In “The Writing Center—What is its Center?,” she described the administrative and instructor enthusiasm to overhaul the system (how we assess and support students through completion), and what she describes seems quite familiar: “the writing center is in the air, and increasingly in secondary schools; ‘basic skills’ is in the air; literacy; grants; research; decreasing entrance exams scores; competency exams; articulation; changing student populations—all this crashing up against our universities and colleges. The pressure to create programs, the speed with which decisions are made, often catches us short” (1). Fishman goes on to describe how we react out of survival and with discretionary funds. We pull at anyone who can and will help and are also asked to provide accountability. We are given limited resources for a service that must serve an entire student body. She described this in 1980, and yet it feels like it could be written today. We are embarking on new placement strategies and new basic skills support, and all of us are ready to re-imagine how to support students through completion, so how can we set our students and our college up for success?

A Pedagogical Definition

Defining the purpose of this place and space is even more important, and this definition continues to evolve and change. Most at Norco understand the value of feedback for a writer because we have been engaging in writing throughout our career. We should also consider why we are creating not just a Writing Center, but a Writing and Reading Center. Students entering college are still struggling with reading and understanding difficult concepts. This makes writing even harder. In “Reading: Securing Its place in the Writing Center,” Alice S. Horning discusses the importance of making Reading part of the center: “[T]here is plenty of quantitative and qualitative evidence that many of the students currently on our campuses don’t have the skills to read in the ways they need for success during college and beyond graduation. Writing center consultants can play a key role in helping students develop their reading abilities” (7). We cannot ask a student to think and write critically if they are incapable of reading critically.

The Writing and Reading Center must be a place that is central to the institution, helping students in cognitive and non-cognitive skills. In the article by Judith Fishman, she describes what she sees the purpose and definition of the writing center must be:

I believe that the center of the writing center must be writers and their writing... [W]e cannot look at the function of the writing center, narrowly, we cannot accept it as an isolate, apart from the institution and the system in which it lives. We are part of a larger whole and a larger effort—to effect change in the way in which our students are educated. (2, 4)

While Fishman was reacting to very specific changes that are somewhat unique to 1980, it still feels quite applicable. We (as teachers and as an institution) see the need to change the way we help students achieve their academic goals, and we want to do better and be better for our students. The way we see her comments and article relating to us in 2018 is how we must not just “fill a hole” needed as the need arises, but how we can be more strategic in our development and implementation of the Reading and Writing Center at Norco College. We see a center that CAN and WILL evolve with a forward-thinking and student-centered institution.

Vision: A Student-Centered Writing Center

The resources available to students in this proposed Writing and Reading Center include the following:

- One-on-one interaction between students and faculty, paraprofessionals, and peer tutors;
- Self-paced, computer-assisted learning modules;
- Small group workshops and/or half or one-unit mini courses on writing, reading, and ESL topics;
- Access to word process, printing, and copying;
- Attached writing Lab: process-based writing instruction in a computerized writing classroom. This will be a part of the main center, but it will be open only to those enrolled in that Writing Lab section.

The goal of this center is to provide help to students across many disciplines. This provides another avenue for students to receive the necessary feedback on their writing, which is especially important for assisting our associate faculty in guiding and teaching students. We will create a center that embodies the Norco College principles, creating a space for students to feel a sense of belonging where they can feel comfortable and confident to work collaboratively with faculty and other students.

Advantages for Faculty

Writing and Reading Centers function as a necessary component of writing and reading instruction. As stated before, it gives students the opportunity to engage collaboratively with a skilled reader about their ideas and writing. Also, a strong center should help to support and enhance the instruction happening within the classroom. Having a Writing and Reading Center staffed by faculty (associate and full-time) will allow students to receive feedback for all levels of writing and reading across many curriculums. This will give faculty a chance to refine their own teaching and to consider how their own methods of instruction are bringing value to other courses at Norco College. Faculty working in the center will be able to engage with assignments from other classes, allowing for their own pedagogical growth and learning. Faculty must be considering how the English and Reading curriculum is benefiting the student in many courses, and this perspective can be fostered through the Writing and Reading Center.

Present Status

Currently, a Writing and Reading Center does not exist at Norco College, which is anomalous when compared with the services usually offered to college students. A quick Google search of “California Community College Writing Centers” will provide a list of every community college in California one can think of, and on that list of Writing Centers is “Writing Lab Norco College,” with a description of the Writing Lab. Our Writing Lab and our Learning Resource Center, which houses Writing Tutors, are currently on opposite sides of campus. This configuration is not ideal for many reasons.

Problems with the Current Writing Lab Configuration

Overburdened Log-in System

In its current configuration, students are required to attend a scheduled writing lab for fifty minutes once a week in IT 121, where they log in to a computer via CI-Track, which frequently becomes overburdened due to multiple simultaneous log-ins. Because of the system sometimes freezing, it can take up to five minutes for students to be able to begin their lab assignments, which then are sometimes not completed in lab and as per state requirements, should not be completed at home, ultimately impacting student grades negatively.

Lack of Interaction with Faculty and Lab Aides

There is currently little-to-no interaction between English faculty and students in the writing lab. The lab instructor’s primary goal is to take manual attendance (as a back-up in case CI-Track does not accurately record students’ times) and to make sure students are using the computers for English-based, academic work. Since the writing lab is a very closed-in environment, we ask that students do not chat with one another while doing their lab assignments, and for that reason, lab instructors are also told to not have discussions with students that could possibly be distracting for others and are limited to answering quick questions. Because the only readers with whom students

are encouraged to interact are their course instructors, a key opportunity for alternative, non-evaluative dialogue about writing is lost. While lab assignments may be independent, there should be opportunities for feedback and guidance from the on-staff English faculty in a more equitable environment.

Student lab aides serve during most hours, but their training and position descriptions limit them only to providing advice on computer and word processing questions. They direct any inquiry about writing to the faculty member on duty, which, as stated above, is also limited. The lab aides are sometimes trained writing tutors but are not allowed to give meaningful feedback while in the Writing Lab. Telling students that even though there are English Professors and Writing Tutors in the Writing Lab, they have to walk across campus to the LRC to get feedback on their assignment creates a confusing divide.

Lead Faculty Limited Responsibility

As the Writing Lab is now, Nicole Capps is given a .3 reassign time and a stipend as Writing Lab Coordinator and is responsible only for administrative duties such as scheduling lab instructors, updating the acceptable use agreement, hiring lab aides, conducting orientations the first week of each semester, and faculty census accountability. While these are important duties, they are much more focused on administrative tasks and being compliant with the Writing Lab apportionment requirements. Also, most of these duties and hours are used up within the first few weeks of the semester. We are missing a major opportunity to use her expertise as a writing and tutoring instructor to facilitate student success by creating more tutor- and faculty-training opportunities throughout the semester.

In addition, many other schools create workshops led by faculty who are either working in a Writing Center or the coordinator for the Writing Center. There is no opportunity for the present coordinator to engage with or guide the writing tutors in a meaningful way once they complete English 4, and therefore the oversight of the writing tutors is then limited to administrative duties by the LRC director. Again, her duties force her to focus solely on Writing Lab compliance and gives her very little time to innovate or coordinate a Writing and Reading Center. These administrative duties are necessary components of the *Writing Lab Coordinator* position, but ideally, the position would eventually become *Writing and Reading Center Coordinator* and would include the space and time for the coordinator to build and foster a center that supports learning and equity for our students.

Space

The Writing Lab is in a standard-sized classroom (IT 121), in which there are 49 student computers and one instructor podium with a computer. This is not ideal for students with disabilities. Right now, if we had four (out of 49) students who needed disability access, we would not be able to accommodate them because we only have three computers at which wheelchairs could fit. This is also a potential safety hazard, as there is only one exit that a student with a wheelchair could get to in case of emergency. Also, while being ADA compliant is a requirement, we should also consider how comfortable it is for the disability student. If he or she feels “in the way” (perhaps because of a larger wheelchair), it draws negative attention to the student and does not create for a comfortable environment.

Separation from Writing Tutors

As stated above, the writing tutors are in the Learning Resource Center, not the Writing Lab. Students attending Norco College do not quite understand that tutoring is different than the Writing Lab. Instructors are able to explain this to them in the class; however, quite a few students will not take the simple steps of walking over to the tutoring area. This separation is an obvious physical barrier, but it is also a mental barrier. Even if the student leaves the lab or class willing to make a tutoring appointment, the walk across campus offers many exit points where the student could simply give-up or rationalize why he or she does not need to make the appointment. This is especially true of men of color who may see help-seeking behavior as a weakness.

Besides this being nonsensical for students, it is also not ideal for oversight by the Writing Lab Coordinator, who is limited to administrative duties of writing lab even though she teaches the Writing Tutor Training course, English 4. While she is able to “check in” with the Writing tutors she trains, they effectively cease to be under her purview once they are hired by the Learning Resource Center Director. Writing tutors are a specialized group of tutors who provide feedback on writing assignments for students in many different disciplines rather than just a single discipline and should be under the continual guidance of a writing faculty expert once they are hired.

Writing and Reading Center Research

In researching this proposal for our own Writing and Reading Center, we visited three centers: Riverside City College, Fullerton College, and Mt. San Antonio College. We chose these three colleges because they have well-established writing centers, and since we will need to grow to meet the growing demand of this area, we envision Norco College doubling in size. We found Fullerton and Riverside City College to be models we are more interested in modeling our own after. Below are some key details that we garnered from each facility. In the appendix, you can find more detailed notes about the visits.

Riverside City College

Since Riverside City College is our sister college, we visited it first. We met with Denise Kruiuzenga-Muro, who graciously donated her time to showing us around the RCC Writing and Reading Center. There are several aspects of this center that we would love to model ours after. Here are just a few:

- The Writing and Reading Center Lead is a permanent faculty position held by Denise, an Associate Professor of English. Denise’s position is written so that she is in the WRC full-time. She receives a .6 reassign time, a stipend, and teaches ENG 4, workshops, and a Writing Clinic (in which she works one-on-one with a handful of students). Her office is inside the Writing and Reading Center, where she can have regular interaction with faculty, tutors, student workers, and lab students.
- The center has a dedicated budget of \$48,000, which pays for Writing Tutors and Lab Aides. Denise expressed concerns that this will not be enough for the living wage increase to \$15 an hour.

- The log-in system is quick and efficient, with each group of students registered for the section lining up and being logged in at two computers by student lab aides. Once the student is logged in, the lab aide highlights his or her name on the attendance roster. Because of this, there are no delays for students who need to begin their work right away, and there is no need for a lab instructor to re-take attendance manually.
- Students have choices in the center. A student who is there for their lab time can utilize a table, ask questions of English faculty, or work on a computer. Students are not limited to just word-processing with no faculty interaction.
- There are up to three English faculty members working in the center at all times. This allows for students to get feedback on their Directed Learning Activities and their writing in general as part of their lab credit.
- There is a reading paraprofessional, and a separate section of the center is dedicated to reading workshops and classes. This aspect of the center is going to become more necessary when Norco College becomes AB705-compliant.
- Students who want to use the center and tutoring services from non-English classes are tracked by signing them up for ILA 800. Denise also offers individual instruction to students who sign up for an independent study class. This class is generally taken by those who were unsuccessful in passing the writing portion of the Nursing exam and are required to take a course. Currently, Norco College nursing students can only go to RCC to complete this

Fullerton College

Fullerton College's Writing Center is "housed" within their Academic Support Center and is run by a faculty member, Arthur Hui. His job includes training and hiring tutors, scheduling, budgeting, and creating new practices for a more effective center. Unlike RCC, Fullerton rotates every three years the Writing Center Coordinator position between ESL and English faculty. Arthur, the current coordinator, is a full-time ESL instructor, and while he is the coordinator, his schedule/workload looks as follows: 6 units for Writing Center, 3 units for tutoring 4 hours a week, and 2 units co-teaching ENG 280 (our ENG 4 class). He teaches one ESL class during the semester; however, he expressed that this can be a difficult shift since he is responsible for the center running smoothly. If something comes up in the center before he teaches, then he will have to choose his class or the center to prioritize. It is important to note that even though he is only given 6 units for the Writing Center that another 5 units keeps him in the center.

Another key detail we like from this center was that a faculty expert was always on duty. Faculty can work in the center: sometimes they tutor, and sometimes they mentor and observe the tutors-in-training. Also, tutors do not have to be attending Fullerton College: once the tutor completed the English 280 course, they were able to continue working at the center even after they transferred.

Mt. San Antonio College

This college has a dedicated Writing Center Coordinator, David Charbonneau. Mt. SAC also has an Assistant Director, Nicole Blean. Like the other centers, David is responsible for staffing and is relatively separate from other support services. The center is large with various sections and rooms for specific writing and reading support. He runs the workshops throughout the semester. He

expressed that the most frustrating aspect of their set-up is that he must pay tutors from 14 different budgets. This takes up a majority of his time and distracts him from actually building and developing new and better practices for the center.

Proposed Changes

In developing a full Writing and Reading Center that addresses the problems discussed above, our team proposes the following changes:

- Joining the Writing/ESL Lab and tutoring components of the composition program into one integrated center, housed in a space that is a much more open concept, but with the potential for workshops and small classes in a smaller closed space.
- Hiring a full-time coordinator as a faculty position to oversee Writing Lab and tutoring. In addition, we would like to hire an assistant to help with budgeting and staffing.
- Continuing with the Lab sign-in but facilitated by student workers. Then, students are able to choose computers or tables to complete activities.
- Multiple instructors on duty during Writing Lab so that students can receive feedback on the assigned activities.
- Integrating and building on our peer writing, reading, and ESL tutoring
- Creating a student-centered and equitable literacy center that is relevant to the college and innovative in writing across the curriculum

These changes reflect both short-term and long-term goals and include both pedagogical and physical alterations to the current Writing Lab and Tutoring set-up. We would like to use our sister college as the primary model to develop a stronger program. RCC also has a Writing and Reading Center Advisory Committee, which we see as a very important element to open communication and collaboration.

Proposed Physical Layout

As stated earlier, the current separation of the Writing Lab and writing tutoring services is problematic. We will describe what we envision needing in terms of space and where we see this working best for right now. Just note that we do have a limited scope of the college current needs and future plans, so understand that this proposal for the new space would require more discussion.

What is needed:

- Open floor plan

- A medium room (approx. 20-25 capacity) for workshops and to hold English 4 or other tutoring classes during the semester. This would be attached to the center.
- Writing Lab will be a part of the open floor plan: 35-40 computer stations, large tables, 2-3 desks for faculty working in the lab.
- A central check-in desk (with at least two computers) where students sign-in for lab and check-in for tutoring.
- A small room for tutoring (ideally with a large window so that the coordinator is able to see in or out).

It is quite important that we consider location for the Writing and Reading Center. It should be a reflection of how we see support services as central to our mission and values. Also, because this space is one that all students will use (at least for Writing Lab), it must consider how it is ADA. Asking students to go away from the college, to the fringes for support, may cause us to lose students or make it difficult for them to access the space. At one point, the Writing Lab was held in the LRC. We see this as a perfect location for the Writing and Reading Center. We do not believe the check-in desk should be the same for the LRC and the Writing and Reading Center. These should be separate entities within a similar location. We have modeled this layout after what RCC has done. By moving the Writing Lab to the LRC, we would be opening up the room that currently has the Writing Lab. This would be available for instructional use again.

Areas of Budgetary Impact

Although this document does not present full cost estimates of the changes proposed here, below are the main cost categories, in roughly descending order:

- 1) Furniture, room dividers, etc.
- 2) Non-faculty staffing

This proposal integrates peer tutoring into the day-to-day operations of the Center, significantly increases the number of students using its services. It will also require student staffing for the lab check-in. As a result, there will be a need to increase the number of students positions to assist in these area, including peer tutors, professional tutors, student lab aides, and student reception assistants. Also, it would be important to consider how we can hire an assistant for the WRC Coordinator. This person could help with some of the administrative duties so that the coordinator could focus on pedagogy, workshops, and building an equity-minded space. Additionally, we need to be supporting the reading discipline by hiring a reading paraprofessional or having a reading faculty member available for Reading clinics and independent study.

- 3) Faculty staffing

We will need to have 2-3 faculty (associate and/or full-time) available for the Writing Lab section in order to design labs for individual feedback from an expert. If we do not have a faculty WC Coordinator on duty, then we would like to have a faculty (full- or part-time) on duty for tutoring.

4) Faculty WRC Coordinator

We would like this position to be faculty. It is recommended that we model it after RCC so that the person can be fully devoted to the Writing Lab, tutoring, curriculum, and outreach.

Relation to College’s Mission, Vision, and Completion Initiative

The Writing and Reading Center proposed here addresses the heart of the mission of the College both in terms of remediation and general education. Its instructional goals are consistent with—and central to—a number of areas in the Mission, Vision, and Completion Initiative of Norco College.

Mission & Vision Statement

Norco College is committed to serving students and the community. In fact, our Vision Statement describes Norco as “creating opportunities to transform our students and community for the dynamic challenges of tomorrow” (“Mission & Core Commitments”). The creation of the Writing and Reading Center is not only an opportunity to transform students but also one that will transform Norco. As we grow, we need to make sure we are supporting and hiring faculty and staff who see participating in learning and support services as a necessary part of the job. Let’s create a space that says to the entire community that supporting students in literacy is not just a thought but an action. It is what we stand for.

Completion Initiative, AB705, and Equity

This semester in particular we have heard that low completion rate number repeated. We need to consider all ways to help students persist through college and reach their dream. That low completion number is spurring colleges and the state to make drastic changes. Luckily, Norco College has been at the front of pack, preparing for these changes. In the English discipline, we are ready institutionally to eliminate our basic skills classes in favor of co-requisites; however, we need to now help our students be prepared to succeed in these rigorous classes. If everyone coming to Norco College entered with the same cognitive and non-cognitive skills, this shift would be easy. But, we know based off of much research that students are not entering our school with the same skills; in fact, low-income and students of color have been notoriously underperforming, and with this new change, they are at even greater risk of being left behind.

We have seen that Norco College is committed to equity-minded awareness by offering various opportunities to talk and learn about how students can be affected by cultural identities: race, gender, sexuality, etc. The next step needs to go beyond awareness. We must be looking at how we are implementing and fostering equity-minded practices at a classroom and institutional level. J. Luke Wood and Robert T. Palmer, in “The Context, Actions, and Outcomes (CAO) Model of Institutional Responsibility,” examine closely how we need to shift the student-deficit frame to an equity frame, especially when it comes to the success of men of color. This shift asks us to examine our “commitment to institutional programs, policies, and practices that foster disparate outcomes for historically underrepresented and underserved student communities” (Wood and Palmer 4). The Writing and Reading Center (and other support services) needs to be at the forefront of our minds

as we grow, build, and restructure Norco College because it will be a representation of our commitment to student success.

Equity-minded practices and trainings have all discussed how marginalized students need to feel a sense of belonging. Nancy M. Grimm, in “Rethorizing Writing Center Work,” discusses how Writing Centers can position themselves to recognize institutional and systemic racism. A student that lacks a sense of belonging can lead to a lack of participation. She explains that “writing centers can be understood as places where these identities of participation or nonparticipation are being negotiated, and the policies and practices of a particular writing center can either encourage or discourage the process of developing an identity of belonging to an academic community” (Grimm 96). The act of making your knowledge—or what feels like a lack of knowledge—public to a tutor is an act of vulnerability. Because there will be a revolving door of hires, it is necessary that we engage in continual training for tutoring that involves not only cognitive skills (writing academically) but also non-cognitive skills (grit, belonging, growth mindset, etc.).

Support services are uniquely positioned to make a large impact on supporting our marginalized students. Wood and Palmer discuss the need for intrusive counseling and support because “student services are needed [to] mitigate external environmental pressures and support learning” (10). Building a Center that is equity-minded will require a faculty leader who is innovative and collaborative. They must be given full support to dedicate their energy and time to continually re-designing and re-thinking best practices in tutoring.

Conclusion

Our next step is action. It is important that we move towards an implementation of these suggestions and aim for a specific date. We should move quickly as the English discipline will be encountering some unique challenges with the implementation of AB705; however, we also realize that some of what we are asking for requires thoughtful consideration and following an institutional process. This semester only allowed us to dip our toe in understanding what others are doing and how their models inform what we want. We were somewhat ambitious with our goals of enacting change this semester, and quickly realized that what we want will require institutional commitment and additional resources, and, with that in mind, we would like to discuss this proposal with the administration to discuss a proper course of action. Our ambitious goal is to establish the foundation of a Norco College Writing and Reading Center by Fall 2019. This needs to be a part of our conversation when discussing completion, student success, and equity during the 2018-2019 academic year. The Norco College Writing and Reading Center needs to have a strong advocate and leader whose primary role is to shape the Center.

We would like to end this proposal with a reminder of the true value of a writing center. By some, the writing center is a place for help, but it should be much more. Jason Esters describes, in “On the Edges: Black Maleness, Degrees of Racism, and Community on the Boundaries of the Writing Center,” what a writing center must be at a college: a place that brings people together to talk about social injustices and about experiences, a place that is safe to discuss the most difficult of topics, not just a grammar workshop. He says:

Writing centers work when their practitioners have built community. And there is no community if race or gender is an elephant in the room. They should be safe spaces, liberating spaces, not silent ones that never address the issues of race that imbue the center, its tutors, its clients, and its administrators. Community needs to be built, and it needs to be just as much a part of the strategic plan as computers and salaries and legal pads. . . . The student-clients we serve will come and go, along with their issues and hang-ups. But for the ones who remain in the center, we should strive to make sure it is a place they want to return to, where they aren't marginalized. To be placed on those edges is like being invited to live in the home, but not have a place at the table. Those edges cut the deepest. And they get reopened again and again. (Esters 299)

We already strive to make Norco College a home for our students, but let's make sure they know they have a seat at the table.

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Appendix A

Norco College Writing Center Proposal: Riverside City College

<p>Date & Time of Visit: Friday April 6th from 11am-1pm</p>	<p>School: Riverside City College</p>	<p>Person & Contact Info / Job Title: Denise Kruiuzenga-Muro</p>
<p>Funding sources: Center is considered a “classroom space” associated with English Department, not tutorial services. (Things are paid with Basic Account department funding, work study, and \$2500 for basic supplies) <i>Lead Instructor for Writing and Reading Center</i>-paid by English Department line <i>Instructional Support Specialist-Reading Paraprofessionals</i>-faculty paid with institutional staff line <i>Lab Faculty</i> – paid lab rate from department budget; can work in lab to add to load to fulfill FTE \$49,000 for lab staff per year <i>Lab Aids</i>*- student workers paid 11.50 per hour <i>Peer tutors</i>*- student workers- paid \$12 per hour *cannot hire students who do not attend RCCD</p>	<p>Staffing structure/ Job descriptions: <i>Lead Instructor for Writing and Reading Center</i> (faculty position-Denise): maintains rosters, teaches tutor training, faculty training for center, oversees writing clinic: ILA 800 for supervised tutoring <i>Instructional Support Specialist (James)</i>: handles hiring of tutors, payroll and timesheets of staff, orders resource material, does not teach classes, assists with lab aid questions and tracking systems <i>Reading Paraprofessionals (Yolanda/Eva)</i>: administers reading clinic, trains reading tutors and hires reading tutors, space for embedded tutoring <i>Faculty lab instructors</i>: 2-3 per hour in Writing and Reading center; meets with students to review activities <i>Lab aids</i>: 2 on at a time- check students into system, input info for data collection, organize materials in lab space <i>Peer writing tutors</i>: completed English 4 training; assist with drop-in and appointment writing tutoring</p>	<p>Description of space:</p> <ul style="list-style-type: none"> • Rows of Writing Center Computers • Round tables for Writing Workspace • Login Desk with Aids • Offices for Denise/James with windows • Office for reading paraprofessional • Room for Peer tutoring • Workshop room • Reading center Computers • Reading center tables • File cabinet with tutor slips and student records • File cabinet with paper resources and materials • Book cabinet with textbooks on reserve • Line of sight with windows all around
<p>Hours of operation/Services Provided: Monday-Thursday: 8am-7pm Fridays: 8am-3pm *It was recommended that center say closed on Saturdays/Sundays, if possible Services:</p> <ul style="list-style-type: none"> • Peer Tutoring • Computers for direct learning activities • Instructor conferences 	<p>Overall Noted Successes:</p> <ul style="list-style-type: none"> • Writing and Reading center serves 105 students per hour • Faculty lab instructors meet with approx. 8 students per hour • Students have option to self-select into 0 unit Reading Clinic or 0 unit ILA 800 supervised tutoring course • Peer tutors= 8 tutors are trained; 7 are currently in English 4 	<p>Overall Noted Challenges:</p> <ul style="list-style-type: none"> • Center will need to reevaluate what tutors/aids are paid to fulfill \$15per hour rate of “living wage rate” by 2020

<p>Summary of Center’s mission statement:</p>	<p>Summary of W.C website:</p>	<p>Partnerships with other disciplines (such as reading, ESL, subject-specific):</p> <ul style="list-style-type: none"> • Writing and Reading Center • Pairs with Reading classes/professionals • DRC students are allotted extra 30 minutes of services (30 min 3x week)
<p>Overall notes:</p> <ul style="list-style-type: none"> • ILA 800: This 0 unit course allows students to use Lab resources without the limitations set by the traditional lab enrollment of 50 minutes in lab 1x week. This allows the lab to track/provide apportionment to students not enrolled in an English class, but perhaps needing lab resources to help with a class for a different discipline. It is the “English class” that allows students to use lab without an official English course, or allows for “supervised tutoring” for students already enrolled in English class that require extra time. ** It should be noted that at times, ILA 800 can be “abused” as a resource by allowing students to log in with ILA800 permissions, but who really should just be more efficient with the time they are already given: the 50 minute of lab time per week. This ILA 800 option, however, is particularly helpful to students who seek writing tutoring/directed learning/ faculty support for writing, but are not necessarily enrolled in English classes. • Reading Clinic: clinic class is a 0 unit class that allows for apportionment \$\$ while helping students with individualized plans for reading skills. Students self select to be in this course for reading improvement, and can come from any content. It is an open entry/open exit course. 27 hours are allotted; student can come 2x a week for reading assistance or homework help from the reading paraprofessionals. It is recommended that this class is advertised in the lab orientation, as well as in classes with difficult reading assignments. ** Noted: because Norco does not offer these services (yet), students seek out RCC because they cannot get the remediation assistance at Norco or MoVal. This is especially true for Nursing students who are required to pass the TEAS test. • Instructor Resource Packet: Details the Responsibilities of the Classroom Instructor <ul style="list-style-type: none"> ○ Faculty Supervision of center; conducting lab orientation in 1st week of class; handling absences with swaps ahead of time; understanding tutoring best practices; sign off on DLAs- conditional sign-offs ok, note saying something like “still needs to write the summary • Instructor Resource Packet: Details the expectations of Faculty who have students that use the lab <ul style="list-style-type: none"> ○ Clear, specific assignments in the WRC each week (provide examples); <u>Collect</u> 1 DLA every other week; instructors have approximately 10 minutes per student, so make sure WRC assignments don’t require long instructor consultations. Encourage peer-tutoring sessions, which are 30 minutes twice per week. Monitor hours each week as weekly attendance, the same as you do in class. All services/activities in the lab count toward the student’s 50 min per week requirement. • ** Currently “instructor resource packet” is disturbed electronically; however, a new faculty orientation was strongly recommended to ensure best practice in both what is assigned for lab time and consistency in expectations as well as best practices for what faculty do while in lab • <i>Lead Instructor for Writing and Reading Center-</i> hired as full time faculty within English Department; serves on the Writing Center Advisory Committee and attends committee meetings each month as well as Department meetings 		

<p>Follow up questions:</p> <ul style="list-style-type: none"> • Do you offer help to students for scholarship writing or transfers--personal statements? Or do you have anything that students cannot use the tutors for in the WRC? If so, then why? • Do you by any chance have a budget that you could share with us? I know that you mentioned some numbers, but I was wondering if there was a document that broke it down. 	<p>Follow up Duties:</p>	<p>For further consideration:</p>
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Norco College Writing Center Proposal: Fullerton College

<p>Date & Time of Visit: May 3, 2018 @3pm</p>	<p>School: Fullerton College</p>	<p>Person & Contact Info / Job Title: Arthur Hui: Writing Center Coordinator & ESL full-time faculty (40%/60%)</p> <ul style="list-style-type: none"> • Jobs include: training and hiring tutors, scheduling, budget • Sample 15-unit load: 6 units for WC, 3 units for tutoring 4 hours a week, and 2 units co-teaching ENG 280 (ESL & ENG share the co-teach) • Job rotates every 3 years, with alternate rotations for ESL then ENG- faculty must interview for position.
<p>Funding sources: The writing center is part of the Academic Support Center. The director of the ASC allocates money. The Writing center completes its own program review. The English/ESL departments supply the instructors as part of their course load.</p> <p>English 280 requires that students complete 3 hours of lab, which is how the "Faculty Supervision" component is justified.</p> <p>30-35K is the annual budget for tutors; work study pays 98%; 2% is writing center</p>	<p>Staffing structure/ Job descriptions: There are three types of tutors: a) Faculty b) Paid tutors c) Tutors in training</p> <p>a) Faculty work in center as part of their load; their main priority is to facilitate the training of English 280 students (currently 8 faculty)</p> <p>b) Paid tutors completed English 280 and were hired (currently 30 tutors working 5-6 hours/week) – starting rate is \$13 per hour- CLRA level 2 or 3 certifications can boost rate</p> <p>c) Tutors in training are enrolled in English 280 (currently 8 students enrolled)</p>	<p>Description of space:</p> <p>Writing center takes a sectioned area of the Academic Support Center building. The building houses the library, the arranged lab for ESL (computer room), the general tutoring, and the writing center. Upon entrance to the WC space, there is a table where students are signed in. There are round tables for tutoring and a few computers. The coordinator has an open, cubical-type office space within the center. The space also leads to a separate workshop room .</p>

CLRA certification cost \$350/yr to renew; completion of ENG 280=CLRA certified		
<p>Services Provided/ Hours of operation:</p> <ul style="list-style-type: none"> • M-Th 9am-7pm; Friday 10-2pm • Walk in & appointments are 30 min sessions; DSS students may have 1 hour; below transfer-level students may also have 1 hour (equity \$\$) • Center serves over 22,000 students per semester • If a student is a no-show for appointments 3 times, they are reduced to walk in only option • Walk ins may face a waitlist and provided a priority number • Students may make same day appointments 	<p>Overall Noted Successes:</p> <p>Those who use the writing center report a 15-20% higher success rate</p>	<p>Overall Noted Challenges:</p> <p>For a full-time faculty to pick up the 40% as the coordinator, there are some challenges to balancing the different roles/work responsibilities.</p>
<p>Summary of Center's mission statement:</p>	<p>Summary of W.C website:</p>	<p>Partnerships with other disciplines (such as reading, ESL, subject-specific):</p> <p>Center works well with all programs; shares tutors who get paid by other programs</p> <p>SI is able to recommend tutors</p>
<p>Overall Notes:</p> <ul style="list-style-type: none"> • English 280: first 5 weeks of course are lessons/activities, then team tutoring, then one-on-one tutoring with Faculty supervision. • There is one faculty member present at all times. Their main priority is to facilitate the training of English 280 students. Their time in the writing center counts toward 3 units of load=4 hour per week + 1 workshop (per month or semester??). Faculty design their own workshops. The developmental topics are the workshops with highest attendance rate. Through trial and error, 90 minutes seems to be the "sweet spot" 		

Appendix B

Reading, Writing, and Tutoring Survey

We created a survey in order to obtain cross-disciplinary feedback from faculty who assign reading and writing in their courses regarding their needs, student skill levels, and their use or perceived value of writing tutors here at Norco College. We received 31 responses from faculty in the following disciplines:

English	Political Science
Art	Library
Anthropology	Business, Management, and Marketing
History	Early Childhood Education
Communications	Biology
Computer Information Systems	Psychology
Administration of Justice	Kinesiology
Humanities	

RESULTS – Writing Questions

1. Faculty answered the question “What types of writing assignments do you assign?” with the following:

Short paragraphs of various types - 72.73% 24
 Summaries - 45.45% 15
 Short essays (2-5 pages) - 81.82% 27
 Long essays (6 or more pages) - 48.48% 16
 Research Papers - 72.73% 24

Take-away: The need for cross-disciplinary writing support is evident among at least sixteen disciplines.

2. Faculty indicated that the writing skills their students typically struggle with are as follows:

None; they are mostly at the proper skill level upon entry - 0.00% 0
 Structure and organization of thought - 87.88% 29
 Sentence-level skills (grammar and punctuation) - 75.76% 25
 Use of support, sources, and/or evidence - 81.82% 27
 Critical Thinking - 84.85% 28

Take-away: Out of 33 faculty members, not one indicated that their students are at necessary writing skill levels when entering their courses, indicating a great need for cross-disciplinary writing support that is currently not offered.

RESULTS – READING QUESTIONS

3. Faculty indicated that they assign the following types of reading assignments in their classes:

- Chapters from a textbook - 93.94% 31
- Articles written by experts in the field - 81.82% 27
- Student Writing - 27.27% 9
- Literature (fiction of any genre) - 30.30% 10
- Studies that include graphs, tables, and other data - 42.42% 14
- Blogs or other non-academic website material - 24.24% 8
- Social media posts - 9.09% 3
- Scholarly journals - 57.58% 19
- Internet articles which may or may not be scholarly - 63.64% 21

As a follow-up question, we asked what the typical reading skill level students entered their courses with, and the professors indicated the following:

- Adept (they are usually strong readers) - 9.38% 3
- Average (they do ok; not great, not horrible) - 71.88% 23
- Inept (they usually greatly lack the necessary reading skills) - 31.25% 10

Take-away: Only ten percent of students in these courses are deemed as prepared for the reading demands, indicating a need for reading support at Norco College, such as a reading paraprofessional.

RESULTS – TUTORING QUESTIONS

4. When asked how often they suggest or require students to seek help from a Norco College writing tutor, faculty indicated the following:

- Often - 37.50% 12
- Sometimes - 40.63% 13
- Rarely - 12.50% 4
- Never - 9.38% 3

The written comments regarding this question are especially revealing. Here are the highlights:

“Honestly, I was not even aware that I could refer students in my class to writing tutors! I'd like more information. Also as a reference desk librarian — I would love to refer students to the writing center! Are you drop in, or do they need to schedule? We ought to have some information that would refer students to the writing center.”

“I was not aware that I could send students to the writing tutors. I thought they were only available for students enrolled in composition courses.”

“I asked if we had a writing center or tutors available and was told no.”

“I am not always sure that people outside of an English class have access to them. I am told sometimes they do and sometimes they do not so I become reluctant to send them for fear it will be pointless.”

Take-away: These answers indicate a need for writing tutors and writing support in general to have a much larger presence and to be better promoted.

5. When asked what some specific things faculty wishes the Norco College writing tutors could help their students with, and/or what are some Writing/Reading workshop topics they would like to see offered in the LRC, the responses were as follows:

“Come to classes and conduct outreach both early in the semester and later when research papers are due.”

*“It would be nice to coordinate writing/reading workshops with the library skills workshops, i.e. have them listed all together, in different locations (like the library!) maybe we could coordinate some special workshops pairing reading/writing and library. In addition, I'd like to see the writing center refer students to us for researching help. There is always someone at the reference desk, ready and eager to help! FYI, I *do* ask students every semester if they've already taken/or are currently enrolled english 1a, as a way to measure competency. I find (antedotally) that the 1a students perform better.”*

“Assisting with informal language and inappropriate use of first and second person.”

“Citations and references, sentence structure, grammar, research, use of data, APA/MLA formatting, plagiarism”

“How to read effectively.”

“Workshops- APA format”

“I'd like to see the following workshops: -Responding to the Prompt -Developing Paragraphs -Explication (1A/1B especially need this) -Counterargument -Brainstorming/Prewriting/Planning I wish that tutors could be trained to help students with recurring grammatical issues, organization/thesis, signposting/signal words/flow, explication, rhetorical analysis, and critical thinking. Thank you!”

“I would like to have a basic how-to-write-an-essay flyer that I could attach to the assignment prompt.”

“Finding primary source material, how to cite sources in-text without quoting (we generally do not quote in the sciences).”

“I would like tutors to help more on mechanics: grammar and sentence structure (emphasis on sentence structure, syntax). I can deal with critical thinking, but to teach English writing should be at least readable by the time they are in Eng 1B.”

“Sentence structure Grammar Critical and analytical thinking Proper citations within the paper and properly written reference page. FYI - I give the resources to my students and make myself available for them. To date only a handful of my 400+ students this year have seen me about writing.”

“APA formatting letting students know that they can get help for any class, not just an ENG class Answering the questions that are being asked”

“Critical thinking should continually be reinforced. Additionally, how to properly support an argument from a reading, and how to properly cite sources.”

“I don't know if this is within the scope of your tutoring...vocabulary!”

“grammar; proofreading; paragraph structure; citing sources (fyi, we use APA, so it's not about style as much as it is about what to quote and how to integrate it”

“Defining and Defending a Thesis, Understanding Historical Source Materials, Finding Valuable Research Materials, Framing an Argument.”

“They need help with the basics (sentence structure) just to make sure that their ideas are being properly evaluated. They also need help with developing those ideas. Sometimes, they just need ideas :)”

“This sounds crazy, but students need to hear someone read their essay aloud so they can hear the flow, the flaws, and then discuss the claim and the sub-points and the conclusion (solution or call to action) with some one who can give them some perception into the message.”

“Citations and references, doing research, sentence structure and grammar, formatting.”

Take-away: Professors across the curriculum feel their students need more extensive writing and reading support; we currently do not conduct reading or writing workshops of any kind in the Learning Resource Center due to lack of space and lack of faculty oversight.

2020-21

ENGLISH

AA-T ENGLISH

Pathways for Transfer

(CSUGE) NAA648 / (IGETC) NAA649

REQUIRED COURSES (19 semester units) UNITS

ENG-1B/1BH	Critical Thinking and Writing/Honors	4
LIST A	Select TWO courses from LIST A	6
LIST B	Select TWO courses from LIST B	6
LIST C	Select ONE course from the LIST C	3

LIST A: Select TWO courses below (6 units) UNITS

ENG-6	British Lit I: Anglo-Saxon through 18th Century	3
ENG-7	British Lit II: Romanticism through Modernism/ Post Modernism	3
ENG-14	American Lit I: Pre-Contact through Civil War	3
ENG-15	American Lit II: 1860 to the Present	3
ENG-40	World Lit I: Ancient Literatures to 17th Century	3
ENG-41	World Lit II: 17th Century Through the Present	3

LIST B: Select TWO courses below (6 units) UNITS

Any course from List A not already used		
ENG/HUM-8	Introduction to Mythology	3
ENG-11	Creative Writing	3
ENG-44	Poetry from the 20th Century to the Present	3

LIST C: Select ONE course below (3 units) UNITS

Any course from List A or List B not already used		
ENG-9	Introduction to Shakespeare	3
ENG-10	Special Studies in Literature	3
ENG-20	Survey of African American Literature	3
ENG/HUM-23	The Bible as Literature	3
ENG-30	Children's Literature	3
ENG-35	Images of Women in Literature	3
ENG-45	Modern Drama	3
ENG-48	Short Story & Novel from 20th Century to Present	3
COM-7	Oral Interpretation of Literature	3
THE-3	Introduction to Theater	3

This academic plan includes major coursework and recommended general education requirements for transfer. **Transfer requirements vary based on institution.** Please see a counselor to develop your personal educational plan and determine appropriate work/life/school balance.

TERM 1			
CSUSB/CPP		UCR	
COURSE	UNITS	COURSE	UNITS
ENG 1A	4	ENG 1A	4
GUI 47	3	GUI 47	3
MAT-12 or 25	3-4	MAT 12 or 25	3-4
COM 7 or THE 3	3	THE 3 or ART 2	3
HIS 1, 2, 6 or PSY 1	3	HIS 1, 2, 6 or PSY 1	3
Total Units	16-17	Total Units	16-17

TERM 2			
COURSE	UNITS	COURSE	UNITS
ENG 1B	4	ENG 1B	4
ENG 14	3	ENG 44	3
COM 6	3	ENG 6 or 7	3
ANT 1	3	COM 6	3
HUM 8, 5 or PHI 10	3	ANT 1	3
Total Units	16	Total Units	16

TERM 3			
COURSE	UNITS	COURSE	UNITS
ENG 6	3	ENG 14	3
ENG 40	3	ENG 6, 7 or 15	3
POL 1	3	POL 1	3
SOC 1, 10 or REA 4	3	GEG 1 & 1L	4
ART 2, 7 or PHI 12	3	HUM 8, 5 or PHI 10	3
Total Units	15	Total Units	15

TERM 4			
COURSE	UNITS	COURSE	UNITS
ENG 7	3	ENG 40 or 41	3
ENG 11	3	ENG 45 or 48	3
GEG 1 & 1L	4	HIS 6, 7, 14, 31, or 34	3
HIS 6, 7, 14, 31 or 34	3	IGETC LOTE	5
Total Units	13	Total Units	13

✓ First Term To-Do List	
	Submit official high school transcripts and AP/IB/CLEP exam scores
	Visit Engagement Center (ST 107)
	Meet with a counselor to personalize your EduNav plan and to determine if you have already met the IGETC foreign language requirement through high school coursework
	Register for ILA-800 each term to receive FREE tutoring

✓ Second Term To-Do List	
	Visit the Career Center (2nd floor of CSS)
	Meet with a Mustang Mentor
	Get involved in ASNC or other student organizations
	Look for internship, research or volunteer opportunities in your field (s) of interest

✓ Third Term To-Do List	
	Meet with a counselor to verify your transfer status
	Attend Transfer Fair , transfer workshops and meet with university reps
	Submit transfer applications (ask about UC TAG)
	Complete FAFSA before march 2nd (include all transfer institutions that you applied to)

✓ Fourth Term To-Do List	
	Submit Degree Applications via WebAdvisor
	Complete transfer application updates
	Finish strong and order final transcripts for your transfer institution along with CSUGE or IGETC certification

An **ENGLISH** degree provides students with critical thinking and effective writing and communication skills along with an overview of various literary works. English is necessary for success in most careers, particularly those in education, writing, business, journalism, and law. Research career fields to learn what level of degree (i.e. associate, bachelor, or higher) and subject areas are most appropriate for your interests and long-term career goals.

WHERE CAN I WORK?

- ◆ Advertising & Marketing Firms
- ◆ Broadcast Media Companies
- ◆ Editor Companies
- ◆ Education
- ◆ Freelance
- ◆ Gaming Industry
- ◆ Law Firm or Local Government
- ◆ Magazines & Journals
- ◆ Print Media
- ◆ Publishing Companies
- ◆ TV, Radio, & Podcasts
- ◆ Social Media & Blogging

HOW DO I GET STARTED?

- ⇒ Visit the **CAREER CENTER** to learn about opportunities in the field and help determining if it is a good fit for your preferred values, strengths, skills, and interests. CSS 2nd floor.
- ⇒ Take **INTRODUCTORY COURSES** in related topics (e.g. business, communication, marketing, or political science).
- ⇒ Attend annual **TRANSFER FAIR** and **TRANSFER CENTER WORKSHOPS** to determine which university is the best fit for you as well as application requirements and transfer process.
- ⇒ **JOB SHADOW** and **NETWORK WITH PROFESSIONALS** in positions you wish to obtain.
- ⇒ **GAIN EXPERIENCE** by tutoring in the writing center or volunteering to write for campus publications such as campus newspapers, magazines, or departmental newsletters.
- ⇒ Develop strong **GRAMMAR** and **LANGUAGE SKILLS**; consider a second-language.
- ⇒ Develop **PROOFREADING, EDITING, and COPY-EDITING** skills; maintain current knowledge of digital production technology.
- ⇒ Pursue a technical writing, editing, or publishing **INTERNSHIP**.
- ⇒ Become familiar with the **PROPOSAL** writing and **SUBMISSION** process involved in freelance writing.
- ⇒ **VOLUNTEER** to write or edit publications with local nonprofit organizations for experience.

WHAT SKILLS DO I NEED?

- ⇒ **Reading Comprehension** — understanding written sentences and paragraphs in work related documents.
- ⇒ **Writing** — communicating effectively in writing as appropriate for the needs of the audience.
- ⇒ **Speaking** — talking to others to convey information effectively.
- ⇒ **Active Listening** — giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- ⇒ **Critical Thinking** — using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

PREFERRED WORK STYLES INCLUDE:

- ⇒ **Integrity** — being honest and ethical.
- ⇒ **Cooperation** — being pleasant with others and displaying a good-natured, cooperative attitude.
- ⇒ **Dependability** — being reliable, responsible, and dependable, and fulfilling obligations.
- ⇒ **Adaptability/Flexibility** — being open to change (positive or negative) and to considerable variety in the workplace.
- ⇒ **Attention to Detail** — being careful about detail and thorough in completing work tasks.

WHAT CAN I DO WITH THIS ASSOCIATE DEGREE?

Position Title	CA Annual Openings	CA Median Salary	In Riverside County Wages will Support
Administrative Assistant	23,450	\$42,250	1 adult
Creative Writer or Lyricist	2,270	\$75,400	1 adult, 2 children
Human Resources Assistant	1,840	\$42,110	1 adult
Library Technician	1,520	\$45,060	1 adult
Radio & TV Announcer	390	\$47,860	1 adult
Teachers Assistant	17,710	\$34,580	1 adult
Tutor	No data	\$38,700	1 adult

WHAT CAN I DO WITH MORE EDUCATION AND TRAINING?

Position Title	CA Annual Openings	CA Median Salary	In Riverside County Wages will Support
Attorney	5,330	\$156,430	2 adults, 6 children
Copy Writer	2,270	\$75,400	1 adult, 2 children
Document Specialist	2,940	\$98,010	2 adults, 3 children
Editor	1,490	\$68,530	1 adult, 2 children
High School Teacher	8,260	\$82,670	1 adult, 2 children
Librarian	1,040	\$78,620	1 adult, 2 children
Producer (News, Radio, TV)	3,330	\$99,030	2 adults, 3 children
Public Relations Specialist	2,980	\$65,830	1 adult, 1 child
University/College Professor	660	\$100,790	2 adults, 3 children
Video Game Writer	2,940	\$97,640	2 adults, 3 children

ESTIMATED COST TO OBTAIN ASSOCIATE DEGREE

60 Units x \$46 per unit (CA residents) = \$2,760 Health, ASNC, Parking Fees (x 4 terms) = \$360
 Books & Supplies = \$3,944 **Total Cost = \$7,064**

For more information about careers, education and training requirements, salary data, and job outlooks visit www.onetonline.org, www.bls.gov or www.labormarketinfo.edd.ca.gov/OccGuides.

Mail - Reade, Dan - Outlook | Teaching and Learning Commi... | Community of Practice- English | Program Review Committee

https://rccd.instructure.com/courses/31660

Apps | Bookmarks | Poetry | Kotaku, the Gamer... | xkcd: Up Goer Five | Ars Technica | The Verge | Droid Life - An inte... | Android Police - An... | Submission Sites | Tech | Other bookmarks

Syllabus
Discussions
Pages
Assignments
People
ConferZoom

Community of Practice- English 91

View Course Notifications

To Do
Nothing for now

Recent Feedback
Nothing for now

Supporting One Another in our Community of Practice

Spring 2021 Meeting dates & Modules

The Eng. 91 Data: Inform and Inspire
Friday Feb. 26th @ 1-2:00 pm
** Register for CAP's Spring 2021 Webinar Series e : (2-3:30pm): Owning Our Data: From Reaction to Action

Prioritizing Equity: Community of Care Part 2
~~Friday Mar. 12th @ 1-2:30 pm~~ Rescheduled to March 19 1-2:30pm

Student Support (Re)defined: Reaching our first-timers
Friday Mar. 26th @ 1-2:00 pm
** Register for CAP's Spring 2021 Webinar Series e : (2-4pm): Grading for Equity

Anti-Racist Reading: Choosing Inclusive & Empowering Texts
Friday April 9th @ 1-2:30 pm

Simplify, Demystify, Standardize: The Role of Rubrics

9:11 AM 4/28/2021

Mail - Reade, Dan | Mail - Dan Reade | Program Review | Nuventive Soluti... | Service Request | Launch Meeting | viewDocument | guided pathway... | +

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Apps | Bookmarks | Poetry | Kotaku, the Gamer... | xkcd: Up Goer Five | Ars Technica | The Verge | Droid Life - An inte... | Android Police - An... | Submission Sites | Tech | Other bookmarks

Nuventive Solutions
Nuventive Improvement Platform Premier Edition
Welcome, Dan.Reade@norcocollege.edu | Sign out

Program Review - Instructional: English

Program Review

What are you doing
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English has wor... | Program Review

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Program of Study and Student Educational Plan

-Active program of study and student educational plan completion for each annual year enrolled
-Filter by program or programs
-Source: Chancellor's Office MIS files

Program of Study

- Desktop Publishing
- Digital Electronics
- Drafting Technology
- Early Childhood Education
- Early Childhood Intervention Assistant
- Economics
- Education Paraprofessional
- Electrical
- Electrical Systems and Power Transmiss...
- Electrician
- Electronic Game Design
- Electronics Technology
- Emergency Medical Services Paramedic
- Engineering Technician
- Engineering Technology
- English
- Extracurricular

Gender by Ethnicity

	2015-16	2016-17	2017-18	2018-19	2019-20
Female	94	121	159	183	205
Amer Ind/Alaska Nat			1	1	1
Asian	9	12	15	17	35
Black	6	6	4	12	6
Hispanic/Latino	52	73	98	102	100
Two or More Races	2	1	1	3	5
Unknown/Unreported		1		1	6
White	25	28	40	48	52
Male	53	58	57	68	91
Asian	6	7	10	7	14
Black	3	2	1	1	7
Hispanic/Latino	24	27	28	34	40
Nat Hawaii or Other Pi					1
Two or More Races	2	2		1	1
Unknown/Unreported				1	2
White	18	20	18	24	26
Unreported	3	3	3	3	3
Asian					1
Black			1		
Hispanic/Latino		3		1	1
Total	147	182	219	254	299

Student Educational Plan

	2015-16	2016-17	2017-18	2018-19	2019-20
Student did not complete a credit education plan during the term	93.80%	88.46%	86.13%	92.52%	86.96%
Student developed an abbreviated credit education plan	1.36%	3.85%	3.65%	1.57%	0.33%
Student developed an abbreviated and a comprehensive credit education plan	1.36%	0.55%	0.46%	0.39%	0.67%
Student developed a comprehensive credit education plan	3.40%	7.14%	7.76%	5.51%	12.04%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

2:43 PM 4/28/2021

Attendees of Fall 2020 CoP

Natalie Morford

Ammanda Moore

Kiandra Johnson-Jimenez

Jessica Dobson

Marcia Muldoon

Jeanine Reed

Lisa Hernandez

Dakota Mattson

Dan Reade

Steven Camacho

Toren Wallace

Rick Mansikka

Attendees from SPRING 2021 CoP

Natalie Morford

Ammanda Moore

Kiandra Johnson-Jimenez

Jessica Dobson

Jeanine Reed

Lisa Hernandez

Dakota Mattson

Cameron Young

Bashar Alhoch

Rick Mansikka

Daniel Turrubiarres

Ryan Hitch

Matt Pelle

Mitzi Sloniger

Tami Comstock

Joan Hill

Discipline: English

Originator: Melanie James

RIVERSIDE COMMUNITY COLLEGE DISTRICT INTEGRATED COURSE OUTLINE OF RECORD

ENGLISH 1A

ENG-1A : English Composition

College: NOR

Lecture Hours: 72.000

Lab Hours: 18.000

Outside-of-Class Hours: 144.000

Total Student Learning Hours: 234.000

Units: 4.00

Grading Methods: Letter Grade

Course Description

Prerequisite: ESL-50 or ENG-50 or ENG-80 or qualifying placement**Course Credit Recommendation:** Degree Credit

Emphasizes skills in critical reading, and writing, including research. Integrated reading and writing assignments respond to various rhetorical situations. Students will produce a minimum of 7500 words of assessed writing. Classroom instruction integrates writing lab activities. Students may not receive credit for both ENG-1A and ENG-1AH. 72 hours lecture and 18 hours laboratory. (TBA option)

Short Description for Class Schedule

Teaches integrated reading, writing, and research in various rhetorical situations.

Entrance Skills:

Before entering the course, students should be able to demonstrate the following skills:

1. **Distinguish main idea from evidence in texts and arguments.**
 - **ENG-50** - Distinguish among rhetorical strategies, main idea, and evidence in non-fiction texts.
 - **ENG-80** - Employ effective reading strategies for active, critical reading (including pre-reading and post-reading).
2. **Construct unified, organized essays, largely free of disruptive errors, which employ various rhetorical strategies, perspectives, and concrete evidence in support of arguable thesis statements.**
 - **ESL-50** - Write text-based essays (700-1,250 words or more) that respond to college-level readings (Lexile Measure 1185-1385), employ a flexible variety of rhetorical strategies, integrate newly-acquired, advanced academic vocabulary, include an effective thesis with appropriate support, and show proficiency in the conventions of standard American English that is largely free of disruptive errors in written language.
 - **ENG-50** - Construct unified, organized, primarily text-based essays, largely free of disruptive errors, which employ various rhetorical strategies, perspectives, and concrete evidence in MLA format in support of arguable thesis statements.
 - **ENG-80** - Compose intelligible, multi-paragraph essays that employ rhetorical strategies for situating, developing, and communicating a controlling idea.
3. **Demonstrate writing as a process which includes pre-writing, drafting, and revising essays.**
 - **ESL-50** - Write text-based essays (700-1,250 words or more) that respond to college-level readings (Lexile Measure 1185-1385), employ a flexible variety of rhetorical strategies, integrate newly-acquired, advanced academic vocabulary, include an effective thesis with appropriate support, and show proficiency in the conventions of standard American English that is largely free of disruptive errors in written language.
 - **ENG-50** - Demonstrate writing as a process which includes pre-writing, drafting, and revising essays.

- **ENG-80** - Assess their own writing processes.

Course Objectives:

Upon successful completion of the course, students should be able to demonstrate the following activities:

1. Analyze rhetorical strategies, content, and contexts in a variety of non-fiction texts written by authors representing and reflective of students in the classroom, including those written Black, Indigenous, Latinx, and People of Color and the LGBTQ+ community.
2. Consider uses of tone in relation to audience and purpose.
3. Find and engage sources in writings, including thesis writing, summarizing, paraphrasing, and integrating quoted materials.
4. Write a researched essay.
5. Practice citation conventions systematically.
6. Develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing.
7. Learn to give and to act on productive feedback to works in progress.
8. Practice reading and composing in more than one genre to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes.
9. Gain experience writing timed essays, including ungraded or low-stakes writing.
10. Practice writing moves like problem-solving, posing questions, analyzing, interpreting, generalizing without stereotyping, and generating examples.
11. Gain experience at proofreading and editing for presentation of writings.

Student Learning Outcomes:

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. **Write texts using diverse rhetorical or multimodal strategies.**
 - **Critical Thinking:** Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
2. **Write an inquiry-driven, analytical, or argument-based research essay on a culturally relevant issue that demonstrates critical reading and analysis of text-based sources.**
 - **Communication Skills:** Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

Course Content:

Lecture Content:

1. Critical reading and thinking skills
 - a. Engagement and analysis of non-fiction texts that address culturally responsive issues
 - b. Inclusion of Black, Indigenous, Latinx and Writers of Color and LGBTQ+ writers and other marginalized writers to ensure broad representation of thinkers
 - c. Reading strategies
 - i. Prereading strategies such as previewing, reflecting on relevant background knowledge, and establishing a purposeful approach
 - ii. Active and post-reading reading strategies, which may include note-taking, working through difficult texts, identifying rhetorical strategies of a text, writing back to a text about the content and reading process (i.e., conceding, acknowledging, doubting, challenging, puzzling over, registering discomfort, affirming, inferring, exploring implications, weighing evidence), synthesizing ideas across texts, and increasing confidence and stamina in reading
 - d. Awareness and understanding of elements of argumentation in texts
 - i. The assertion and defense of claims

- ii. The use of sufficient and varied evidence in support of those claims
 - iii. The use of logic/reasoning to construct arguments
 - iv. The use of personal narrative to build effective arguments
 - v. The use of tone as it impacts audience and purpose
 - vi. The identification of patterns, trends, generalizations
2. Essay writing
- a. Instruction/practice in effective composition strategies
 - i. Practicing strategies and developing individual processes for writing
 - ii. Anticipating audience and purpose and adapting tone accordingly
 - iii. Constructing arguable thesis statements
 - iv. Using cause and effect, problem/solution, generalization from example, exemplifying
 - v. Crafting introductory and conclusion paragraphs
 - vi. Constructing topic sentences (or: making the point of paragraphs clear)
 - vii. Employing word, sentence, and paragraph transitions as necessary
 - b. Development of supporting ideas
 - i. Consistent line of reasoning as suggested by the thesis
 - ii. Use of textual evidence to support ideas
 - 1. Integrating textual evidence
 - 2. Quoting texts
 - 3. Paraphrasing texts
 - 4. Summarizing texts
 - iii. Use of transitional and organizational patterns
 - iv. Strategies for enhancing style
3. Research writing
- a. Instruction/practice in topic generation
 - b. Locating and evaluating sources, including electronic resources
 - c. Fair use of sources (avoiding plagiarism)
 - d. Synthesis and integration of sources
 - e. Documentation, including parenthetical citations and works cited

Lab Content:

Students working in the writing lab will:

1. Practice writing concepts which complement class content and activities, such as citation and documentation, integrating sources, organizational strategies, textual analysis, comparative analysis
2. Practice reading strategies, such as Reading Apprenticeship (talk-to-the text, reading autobiographies, metacognitive reading logs, modeling reading of different texts)
3. Practice research skills, such as finding and analyzing sources, using the library databases, interviewing for oral histories

Methods of Instruction:

Methods of instruction used to achieve student learning outcomes may include, but are not limited to, the following activities:

Note: The following methods of instructions are driven by culturally responsive and sustaining and antiracist pedagogies.

- No-stakes, collaborative reading and writing activities and projects (e.g., speed dating, poster sessions and gallery walks, jigsaw, Save the Last Word, writing groups, literature circles, collaborative writing)
- Student-centered instruction: mini-lessons (5-10 minutes), followed by students practicing skills (40-45 minutes) and receiving one-on-one assistance as they work
- Modeling reading and writing skills and strategies via instructor or student samples
- Class discussion of texts (e.g., sharing out golden lines, student-generated discussion questions, think-pair-share)
- Guided reading activities, following CAP's instructional cycle (e.g., pre-reading and post-reading assignments focused first on comprehension and then analysis)
- Scaffolded writing activities (e.g., a sentence summary template that provides a model for introducing sources, collaboratively writing sections of the essay in class)
- Gamifying or storifying
- Making concepts and learning contextual
- Leveraging students' prior knowledge and experience
- Fostering community and relationships in the classroom
- Individual conferences with students to provide feedback and support

- Integration of multimodal and collaborative technologies and multimedia to engage students (e.g., use of the document camera to co-write as a class or for students to present their teamwork; use of media such as Padlet, Poll Anywhere, Google Docs, Flipgrid; short YouTube videos or clips in class)
- Use of embedded supports, such as SIs or embedded tutors who can participate in collaborative activities with students, answer questions, facilitate discussion, and help model reading and writing skills

Methods of Evaluation:

Students will be evaluated for progress in and/or mastery of student learning outcomes using methods of evaluation which may include, but are not limited to, the following activities:

Methods of evaluation must include a research paper, out-of-class writing, and in-class (timed) writing.

Students' performances will be evaluated for demonstration of student learning outcomes using methods of evaluation, graded and/or ungraded, which may include, but are not limited to, the following:

- Multimodal texts that reflect a variety of experiences, interests, and histories, e.g., codex, zine, podcast, poster, oral history, interview, testimonio, photo essay
- Expository and argumentative essays
- Ungraded, scaffolded writing opportunities
- Account for scaffolded ungraded assignments (evidence of their writing process) that lead to larger writing assignment
- Participation in discussions and small group activities
- Laboratory work that helps students' development of their reading and writing skills
- Summaries of and responses to readings
- Reports and presentations

Sample Assignments:

Outside-of-Class Reading Assignments

Note: the following sample assignments are driven by culturally responsive and sustaining and antiracist pedagogies:

- Read texts and works that are relevant to the lives, issues, and experiences of our students to draw on students' funds of knowledge and the expertise they bring to class
- Read texts and works designed to build linguistic awareness of varied language uses, including a range of Englishes and use heritage languages and a range of Englishes in essays or other written assignments
- Read texts and works related to course or unit themes in order to discuss topics, ask questions, build vocabulary in different discursive contexts, generate lines of inquiry and guiding research questions, examine evidence, develop and contribute perspectives, and problem-solve
- Low-stakes, outside-of-class reading assignments: generating discussion questions and lines of inquiry; evidence charts or double-sided notes; guided annotations; summary; answering focus questions; finding and discussing golden lines; making text-to-self, text-to-text and/or text-to-world connections
- Low-stakes, in-class reading assignments: writing summaries, selecting and interpreting golden lines, freewriting, asking or answering questions, making personal connections; or using Reading Apprenticeship strategies
- Low-stakes, in-class collaborative assignments: collaborate with peers in pairs and/or teams or familias to discuss works, hear new and divergent perspectives, deepen rhetorical awareness, listen and respond to diverse views on and approaches to a range of topics, engage in consensus-building, draft responses, and share works generated

Outside-of-Class Writing Assignments

- Research works, via library research and/or an internet search, to develop depth and/or breadth in a topic or to corroborate findings
- Write scaffolded assignments aimed at offering practice in developing skills, such as an introduction or a conclusion following a template designed to address misconceptions or problem-solve
- Write works, such as personal narratives, literacy narratives, or educational narratives designed to promote critical introspection, connect to topics, reflect on relevant experiences, and pose real-world questions drawn from and relevant to the student-writer's experiences
- Write essays and other works that offer perspectives supported by evidence

- Write a research essay where students research and explore a topic relevant to their lives and their communities
- Collaborate on and co-author writing and research projects, such as research essays or annotated bibliographies
- Multimodal writing in response to different rhetorical situations, such as a codex, podcast, pamphlet, or op-ed
- Create a multimodal research or writing projects (e.g., a podcast, a YouTube video, a Padlet, piece of art, performative piece, creative writing)
- Create a writing portfolio with revisions and showcasing student growth and work throughout a unit or term
- Conduct interviews and create an oral history
- Present, share, and respond to student-generated works
- Reflect on or self-assess student-generated works via metacognitive journals, labor logues, or reflective letters designed to develop understanding of and address affective domain

Other Outside-of-Class Assignments

- A sample of a culturally responsive unit is focusing on the theme of food memoirs and Transnational Foodways. In the unit, students read articles that analyze food through the lens of identity, sustainability, equity, power, immigration, socioeconomic status, among others. They read and view visual texts such as: Amy Tan's "Fish Cheeks," Leah Chase, The Sioux Chef, Morales's "Growing Food and Justice: Dismantling Racism through Sustainable Food Systems," and McClintock's "From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California." Students write and then revise their food memoir and find areas that they would like to reflect or expand on to start doing preliminary research and submit a mini-proposal. Finally, they end the unit with a Transnational Foodways research project where they can incorporate parts of their food memoir into their research project along with completing an annotated bibliography.

Course Materials:

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include the following:

Faculty should bring to the center authorial voices that have been historically marginalized on the basis of race, gender, sexuality, and ability -- including racialized groups that best reflect our student population: i.e. Latinx, Black. Purposefully incorporating BIPOC and LGBTQ+ writers intentionally addresses the needs of students who have been disproportionately impacted by racism and other forms of systemic discrimination. Readings should demonstrate a commitment to the valuing of student minds who may never have felt seen in education and should encourage learning that disrupts and challenges the historical norms that cultivated that traditional marginalization. To the extent possible, faculty should select Open Educational Resources (OER) materials, low-cost, and no-cost materials consistent with teaching Course Content to meet Course Objectives and Student Learning Outcomes. All materials used in this course will be periodically reviewed to ensure that they align with the COR. Possible texts include the following:

OER HANDBOOK: Guptill, Amy. *Writing In College: From Competence to Excellence*

<https://open.umn.edu/opentextbooks/textbooks/writing-in-college-from-competence-to-excellence>, 2016.

OER HANDBOOK: Gagich, Melanie, and Emilie Zickel. *A Guide to Rhetoric, Genre, and Success in First-Year Writing*. <https://pressbooks.ulib.csuohio.edu/csu-fyw-rhetoric/>, 2017.

BOOK/READER: Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New Press, 2010.

BOOK/READER: Gonzales, Roberto. *Lives in Limbo : Undocumented and Coming of Age in America*. University of California Press, 2015.

BOOK/READER: Luiselli, Valeria. *Tell Me How It Ends: An Essay in Forty Questions*. Coffee House Press. 2017.

BOOK/READER: Rios, Victor. *Human Targets: Schools, Police, and the Criminalization of Latino Youth*. University of Chicago Press, 2017.

BOOK/READER: Steele, Claude. *Whistling Vivaldi*. W. W. Norton & Company, 2011.

ARTICLE/EXCERPT: Anzaldúa, Gloria. "How to Tame a Wild Tongue." 1987/2012.

ARTICLE/EXCERPT: Baldwin, James. "If Black English Isn't a Language, Then Tell Me, What Is?" *The New York Times*. 1979.

ARTICLE/EXCERPT: Baldwin, James. "Letter to My Nephew." 1962.

ARTICLE/EXCERPT: Coates, Ta-Nehisi. "Letter to My Son." *The Atlantic*. 2015.

ARTICLE/EXCERPT: Coates, Ta-Nehisi. "The Case for Reparations." *The Atlantic*. 2014.

ARTICLE/EXCERPT: Ho, Limay and Amanda Northrop. "Confessions of a Wealthy Immigrant: "Model Minority" is a Myth." Vox. 2017. (Also Multimodal)

ARTICLE/EXCERPT: Hunt, Jerome and Aisha C. Moodie-Mills. "The Unfair Criminalization of Gay and Transgender Youth" Center for American Progress. 2012.

ARTICLE/EXCERPT: Muñoz, Manuel. "Leave Your Name at the Border." The New York Times. 2007.

ARTICLE/EXCERPT: Peak, Bethany. "Militarization of School Police: One Route on the School-to-Prison Pipeline." 2017.

ARTICLE/EXCERPT: Price, Devon. "Laziness Does Not Exist: But Unseen Barriers Do." Human Parts Online. 2018.

ARTICLE/EXCERPT: Sandberg, Sheryl, and Adam Grant. "Speaking While Female." The New York Times. 2015.

ARTICLE/EXCERPT: Staples, Brent. "Black Men and Public Space." 1986.

TEDTALK: Adichie, Chimamanda Ngozi. "The Danger of a Single Story," 2009.

TEDTALK: Mogahed, Dahlia. "What It's Like to Be Muslim in America." 2016.

ONLINE HANDBOOK: OWL at Purdue <https://owl.purdue.edu/>
Library research guides available at MVC, RCC, Norco

Codes/Dates:

CB03 TOP Code: 1501.00 - English

CB05 MOV Transfer Status: Transfers to Both UC/CSU (A)

CB05 NOR Transfer Status: Transfers to Both UC/CSU (A)

CB05 RIV Transfer Status: Transfers to Both UC/CSU (A)

C-ID#: ENGL 100

Board of Trustees Approval Date: 12/08/2020

COR Rev Date: 12/08/2020

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