**ESOL DEPARTMENT**

**FULL-TIME INSTRUCTORS MEETING**

**AGENDA FOR APRIL 27, 2016**

**1. ESOL Pathways Cohort & Plans for Non-Credit Courses**

Steve, Suzan and their team are revising the existing cohort and Workplace Communication classes to transform them into non-credit courses to be offered beginning in Fall 2017.

The non-credit classes will not be open enrollment, they will have a set start and end date.  The courses will have a sequence, possibly four eight-week courses.   The students will have 15 contact hours per week,  but no homework.  These classes are designed for students who aren’t ready for independent work--they need more guidance from the instructor.  The curriculum will  have a backwards design from our current High Beginning level.  Students will have more contact with instructors, and the courses can be repeated as many times as necessary.

There should be no financial impact on our existing credit program because funds for non-credit courses come from a different revenue stream.   We will still offer the same number of credit courses, but adding non-credit sequences should increase the size of our department.

* Non-credit courses will prepare students for High Beginning classes.
* Students can take their time, repeat the classes as many times as they want until they feel ready for the High Beginning credit classes.

How do we serve the students who want a little bit of English while they work? Build a pathway from the workplace English/job skills classes to the credit classes.

Right now, Suzan and Steve are focused on writing the course outlines, we’ll figure out the scheduling later.

No financial aid for noncredit classes, but the classes are free.  International students are not eligible to take non-credit classes.   These classes will also benefit undocumented students.  We also need to fill the gap for adults who can’t get into Oakland adult schools, which are limited in the number of students they can accept.

**2. OUSD/OIHS Courses**

Our relationships with the Oakland high schools is changing. In the fall, we’ll be offering a closed section of ESOL 222A at Oakland International High School.   Anna Cortesio will be teaching that section.  New legislation allows us to offer these closed sections and basic skills classes at the high schools.

Our calendars don’t match the OUSD calendar exactly. We will follow the Peralta calendar.

Community of practice for faculty teaching dual enrollment courses.  (Dual enrollment refers to students taking classes at both a high school and a community college at the same time.)   There is a proposed professional development course that we may require for faculty who teach these classes at the high schools.

**3. Grammar (in Both Grammar and Reading & Writing Courses)**

We discussed different models for addressing grammar issues in the Reading & Writing Courses. Many students in the R&W sequence don’t take the Grammar classes.

How does grammar instruction integrate into Reading & Writing?

One suggestion: Develop online grammar modules for frequent grammar issues for Advanced Reading/Writing students to work on.

We have limited time to add much grammar to the ESL 52 curriculum.

Should we make grammar a prerequisite for the Reading/Writing classes?

Writing should be part of the grammar class.  How do students get to ESL 52 if they don’t have the skills?   Many students in ESL 52 did not come through our program—Generation 1.5, international students—they are placed through multiple measures.

We need to teach editing and proofreading.   We could also add responsive, contextualized grammar instruction at each level of the Reading/Writing courses.

R&W is a core course that goes through to ENG 1A. Grammar seems like an elective.  Also, grammar instructors aren’t able to cover all of the grammar points in the course outlines in a 4-unit class.  Students have gaps in their grammar because there isn’t enough time to do it all.  We could integrate grammar into  R&W and L&S courses.

Improve grammar instruction: Start with the structures you’re going to teach and then give a context for the structure.. When you learn grammar, you should have a need to apply it (rather than just practice it).  Students need to be put into situations where they have to make choices about which grammar to use (actively apply it).

In the Reading & Writing classes they have to apply the grammar when they write.   We could also teach more grammar in L&S courses.

We need to continue this conversation:

* We should hold brown bag lunches once a month to strategize ways we could help students improve their written grammar.
* We could also discuss pedagogy and research based practices on how students’ grammar improves.

**4. Writing Workshops**

We are currently out of compliance with the Writing Workshop course outline because there is no direct instruction happening. The course outline says that their should be instruction, not just tutoring. It should be ½ instruction and ½ lab.

We should have handouts for Writing Workshops on summarizing, responding, essay organization, annotating, citing sources, grammar points.

We could have a teaching theme each week where there is a mini-lesson on a common theme in each Writing Workshop.

Can someone from ESOL join the ENG team developing materials for Writing Workshops? We could apply for a similar project.

There is also the DLA Model—Directed Learning Activities—direct students to a DLA to do with a tutor. It comes from the instructor and is given to the student to do with the tutor. Directs the tutor what to do and what to look for.

We should take our R&W classes to Writing Workshop to show them what it is. The students who go to Writing Workshop benefit greatly. On the other hand, students are only allowed to take it four times (although they can take ENG 208 after they finish the ESL WW sequence), so we might want to encourage them to wait and take WW at the higher levels?

Why don’t we offer non-credit Writing Workshop? We should offer both credit and noncredit Writing Workshops.

Writing Workshop Solution Group—David, Suzan, Jill

**5. Updating Our Course Outlines**

At PEAC, we decided to update the course outlines--changing our department name from ESL → ESOL.  Over the summer, we’ll also be changing the course numbers to a more logical grouping of courses--grammar courses will all have similar numbers, etc.  We are also changing the titles back to Grammar 1, 2, 3, 4; Reading & Writing 1, 2, 3, 4, etc.  We also need to update the books that are being used.

In the fall, we’ll be looking more at the content within the course outlines--combining exit skills and other editing that was never done when we overhauled our curriculum a few years ago.

**6. Getting Instructors to Teach Higher Level Reading/Writing Courses**

We have had to hire new teachers to teach the higher level R&W courses because not enough of our current full-time and part-time instructors are willing to teach ESL 52, and ESL 223.

We need to think outside of the box about ways to make the higher level R&W classes easier/less time consuming for the instructors:

* Class share
* A workshop on how to teach advanced Reading and Writing
* Offer support to faculty members who teach this class—if you agree to teach ESL 52, you will get support…
* Portray the class in a positive light to instructors
* Create a course manual for the course, perhaps an online resource

**To be discussed…**

* Common Assessment Initiative beginning at Laney in October, 2016.

**SMART Classrooms**

* Funding