

**Request for Foundation Skills Funds
2017-18**

Title of Proposal: Guest speaker for ESOL 223A/B (High Intermediate Reading and Writing **Date:** 2/9/2018 **Academic Year:** 2017-2018

Persons Requesting Funds: Elizabeth Wadell

Division: ESOL/Language Arts

1. Planned Action (Brief description of project/activity including list of components) and data to indicate need for action	Dashka Slater, author of <i>The 57 Bus: A True Story of Two Teenagers and the Crime that Changed Their Lives</i> will address ESOL 223, section 1 and the rest of the Laney community. ESOL 223 who will be reading her book this semester will host the event.
2. Goal and Activity Addressed from Foundation Skills Planning Matrix	Section D-Instructional Practices:
3. Effective Practice and/or Strategy	<p>D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.</p> <p>D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.</p> <p>Students in ESOL 223, section 1 will be reading Slater’s nonfiction book, <i>The 57 Bus: A True Story of Two Teenagers and the Crime that Changed Their Lives</i>, which addresses issues of gender/transgender identities, class, race, and the criminal justice system in Oakland. Reading this book as a class can validate the experiences and emotions of students who are touched by these issues, as well as raise awareness and build empathy amongst those who have not previously thought about them. Discussing these issues in class will enable students to reflect on their own views on gender, race, and justice, and to analyze a range of viewpoints on these issues. Furthermore, by becoming more cognizant of current social issues Oakland, immigrant students will be more equipped to engage with our community and US culture.</p> <p>Meeting Dashka Slater, the author of the book, will allow students to critically engage with her about the themes of the text. This will empower them as readers, help them to understand the writing and editing process more deeply, and give them tools that they can apply to their own writing processes. This experience will also enhance students’ understanding of the book for their final essay.</p>

	<p>Lastly, ESOL students are often marginalized within the college culture, and hosting this event is an opportunity for them to take a leadership role within the college. In doing so, we will be engaging in project-based learning, an effective strategy for developing language skills through application.</p> <p>D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.</p> <p>Some readers may view academic reading and writing as something that occurs only “on the page.” Dialoguing directly with an author will allow students to develop reading skills in a way that is likely to be highly effective for some readers. Furthermore, hosting an event for the college will enable students to develop skills in English reading, writing, listening, speaking, pronunciation, and grammar in a real-world, project setting. For example, all semester we are working on formulating thoughtful and accurate Wh-questions about a text; during the event students will apply that knowledge.</p> <p>D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.</p> <p>This event will allow students to engage with the text in ways that emphasize critical thinking, a crucial skill in college-level courses.</p> <p>D.8 Developmental faculty routinely share instructional strategies.</p> <p>All ESOL faculty, particularly those teaching High Intermediate Reading and Writing, will be invited to participate in the activity along with their students. It will give these other faculty the chance to consider whether and how they could use the book in their own future classes. In addition, English Basic Skills faculty and students will be invited to participate, allowing faculty to share ideas of how to address extended nonfiction texts and social justice themes within their classes.</p>
4. New, Change or Expansion*	New
5. Expected Outcomes	<p>Outcomes align with Student Performance Objectives from ESOL 223AB course outline</p> <ul style="list-style-type: none"> ● Compare and analyze multiple perspectives on a complex issue: In post-presentation class discussions, students will be able to compare the author’s perspective with those expressed in the book, the audience, and supplemental readings. ● Formulate questions about text that require analysis and evaluation:

	<p>Their questions will be based on what they have read in the book and supplemental readings</p> <ul style="list-style-type: none"> • Distinguish fact from opinion, content from own response: The author will clarify her research process and other facts from the book; students will then respond to these in post-presentation writing and discussion activities. • Identify an author's purpose and intent: Students will be able to compare their hypotheses about Slater's purpose and intent with Slater's own explanation. <p>They also align with one of the SLO's for this course: Participate in campus and classroom culture at a level approaching that required for success at an advanced ESL level: Because this event will be open to the Laney community, students may be exposed to points of view from students and faculty from other disciplines as well as from staff. It will require active participation of the students and help them to understand and take advantage of the services available to Laney students.</p>
6. Plan for Assessing, Documenting, Disseminating and Dialogue about Results*	<ul style="list-style-type: none"> • Students will prepare and submit questions beforehand, and then will have a chance to ask questions during and after the presentation. • Students will do a reflective writing assignment after the presentation about what they learned, how it relates to the book they've been reading, and how it relates to their own lives in the diverse community of Oakland. • They will incorporate what they've learned into their final exam essay.
7. Target Date for Completion	May, 2018
8. Responsible Persons/Dept.	Elizabeth Wadell (ESOL)
9. Specific Budget Amounts-Include Breakdown*	\$350 honorarium for Dashka Slater

Other required Institutional Resources (e.g. Facilities):

Other Funding Sources:

Check here if additional narrative is attached: MACROBUTTON HTMLDirect

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