

**English 802:
Teaching English: Community College Internship
Spring 2011
TU 6:10-8:55pm**



Professor Sugie Goen-Salter
Office: HUM 222
Office Hours: Tu 5-6pm and by appointment
Office Phone: (415) 338-7031
e-mail: sgoen@sfsu.edu

English 802 is a new elective course designed to provide students with a broad context for what it means to teach reading and writing in the two-year college. Over the course of the semester, students will spend 20 hours at a local community college, becoming familiar with its reading and writing program(s) and with students enrolled in reading and writing classes. These community college experiences will then be broadened in the seminar where we'll take a historical and critical look at the two-year college mission generally, and more particularly the community college role in providing educational access to historically underrepresented groups. We'll then turn our gaze to issues of "remediation" and other key topics related to teaching English on two-year college campuses.

Learning Objectives:

By the end of English 802, you will:

- 1) Articulate your understanding of the California community college mission
- 2) Demonstrate in a series of online postings your emerging understanding of how the CA community college mission intersects with historical and political trends in written English "remediation" and basic skills instruction
- 3) Formulate a written description of the reading and/or writing program at a local community college and set your description in the context of the CA community college mission

Your final grade in ENG 802 will be determined as follows:

1. Active Participation and Collegial Support	20%
2. Community College Internship and Weekly	50%
3. Mission Statement Analysis	20%
4. Topic Presentation	10%
Total	100%

Outline of Required Course Projects

1. **Active Participation and Collegial Support (20%).** The approach we will use in ENG 802 is highly self-reflective and student-centered. Much of the success of this class is thus in your hands. Through selected course readings, we will explore theory and practice related to teaching English at a California community college, covering such topics as: academic underpreparation; mainstreaming; assessment; curricular practices; supplemental instruction; the history and politics of written English remediation. You will be expected to participate actively in class discussions and in small-group conversations about these readings. Your participation will be assessed holistically through the amount and depth of your contributions to whole class and small group discussions.
2. **Internship and Weekly Journal (50%).** You will be placed at a local community college where you will participate in any one (or maybe more) of a variety of activities: working in a learning assistance center, leading supplemental instruction groups, tutoring individual students and/or serving as instructional aides in classrooms. You can expect to spend approximately 2-4 hours per week at this site, for a total of no more than 20 hours over the semester. You will keep a written journal of your time at the site, making at least one entry per week. These journals are a place to record your reactions to your community college observations and to make connections between what we are reading in the seminar and the experiences you are having at the community college. These journals will also be used to guide both whole class and small group discussions, so be sure to bring your journal to *each class session*. Your entries must be computer-generated (prepared on a word-processor) using double spacing. Date each entry when made, and I will collect these journals at two points in the semester. The first round will be due on Tuesday Feb 22. The second round will be due on March 15. I will provide you with some written feedback and your journals will be assessed on whether you engage fully with ideas related to your community college experiences and the class readings. In addition, we will have a weekly iLearn forum called "Story of the Week." Each week, beginning Feb. 8, I will select a couple of members of the class to post a story from their journal about something interesting, surprising, funny, perplexing (etc.) that happened that week at the community college. Other members of the class will write brief responses to these stories.
3. **Community College Mission Statement Analysis (20%).** Once you have become relatively familiar with the college writing program, you will write a 5-page "Mission Statement Analysis" paper in which you explore how you think the reading and/or writing program fits with the overall mission of that particular community college. What is the community college's stated mission? What are the goals of the reading/writing program? How do these goals intersect with the mission of the college? I will assess your statement for the overall clarity of writing (is your statement well organized? Have you sufficiently developed your ideas? Have you considered your audience in terms of voice and register? Is your writing carefully proofread and relatively free of errors?)

4. **Community College Topic Presentation (10%).** You will pick a topic for further exploration, ideally, one that is of particular relevance to your host college and one that impacts directly on classroom teaching. You may choose a topic having to do with placement, testing or assessment; you may choose to examine institutional research having to do with retention and persistence; or you may examine a particular instructional approach or classroom strategy. You will present your exploration orally and visually to the seminar participants.

Required Texts: (available in the SFSU Bookstore)

Tinberg, Howard B. *Border Talk: Writing and Knowing in the Two-Year College*. Urbana, IL: NCTE, 1997 (sold as a Xeroxed course reader)

Tinberg, Howard and Jean-Paul Nadeau. *The Community College Writer: Exceeding Expectations*. Carbondale, IL: Southern Illinois University Press, 2010

All other course readings are available in iLearn Folder "Additional Class Readings"

Weekly Schedule for Spring 2011

Week 1. Tuesday January 25: Course Introduction; Community College Internships

Homework Readings (for class discussion Feb 1):

1. Cohen, Arthur M., Florence B. Brawer and John R. Lombardi. "Background: Evolving Priorities and Expectations of the Community College" in *The American Community College*, 5th Edition. Arthur M. Cohen, Florence B. Brawer and John R. Lombardi. San Francisco: Jossey Bass, 2008
2. McIntosh, Molly F. and Cecilia Elena Rouse. "The Other College: Retention and Completion Rates Among Two-Year College Students," Center for American Progress, www.americanprogress.org (February 2009).
3. Tinberg, Howard B. "Introduction: Community College Teachers as Border Crossers" in *Border Talk: Writing and Knowing in the Two-Year College*

Homework Assignment: Come to class on February 1 with final decision about community college internship

Week 2. Tuesday February 1: The "Other College"

Homework Readings (for class discussion Feb 8):

1. Tinberg, Howard B. *Border Talk: Writing and Knowing in the Two-Year College*. pgs. 1-73.

Homework Assignment: Fill out paperwork and make initial visit to community college before class on Feb 8

Week 3. Tuesday February 8: Reading and Writing in the Two-Year Colleges

Homework Readings (for class discussion Feb 15):

1. Tinberg, Howard and Nadeau, Jean-Paul. *The Community College Writer: Exceeding Expectations*. Pgs. 1-56.

Week 4. Tuesday February 15: Reading and Writing in the Two-Year Colleges (con't)

Homework Readings (for class discussion Feb 22):

1. Tinberg, Howard and Nadeau, Jean-Paul. *The Community College Writer: Exceeding Expectations*. Pgs. 57-132.

Homework Assignment: Journal Round 1 due next week (Feb 22)

Week 5. Tuesday February 22: Reading and Writing in the Two-Year Colleges (con't)

DUE: Journal Round 1

Homework Readings (for class discussion March 1):

1. Center for Student Success, *Basic Skills as a Foundation for Success in California Community Colleges*. Sacramento, CA: California Community Colleges Chancellor's Office (February 2007).

Due: Journal Round 1

Week 6. Tuesday March 1: The California Community College Basic Skills Initiative

Homework Readings (for class discussion March 8):

1. Otte, George, Rebecca Williams Mlynarczyk, "Historical Overview," in *Basic Writing*, West Lafayette, IN: Parlor Press. 2010
2. Attewell, Paul, David Lavin, Thurston Domina and Tania Levey. "New Evidence on College Remediation", *The Journal of Higher Education*, 77.5 (2006): 886-924
3. Bettinger, Eric P, and Bridget Terry Long. "Addressing the Needs of Under-Prepared Students in Higher Education: Does College Remediation Work?"

Week 7. Tuesday March 8: BW and “Remediation”

Homework Readings (for class discussion March 15):

1. EdSource Report: “Something’s Got to Give”
2. Baker, Tracy, and Peggy Jolly. "The 'Hard Evidence': Documenting the Effectiveness of a Basic Writing Program." *Journal of Basic Writing* 18.1 (1999): 27–39.
3. Fitzgerald, Sallyanne H. "Serving Basic Writers: One Community College's Mission Statements." *Journal of Basic Writing* 22.1 (2003): 5–12.
4. Levin, Henry C. and Juan C. Calgano. “Remediation in the Community Colleges: An Evaluator’s Perspective” Community College Research Center.

Homework Assignment: Journal Round 2 due next week (Mar 15)

Week 8. Tuesday March 15: The Empirical Record

DUE: Journal Round 2

Homework Readings (for class discussion March 22):

1. Patrick Sullivan. An Analysis of the National TYCA Research Initiative Survey, Section II: Assessment Practices in Two-Year College English Programs *Teaching English in the Two-Year College*, 36.1, (2008).
2. Tomkins, Patrick. “Directed Self-placement in a Community College Context.” In *Directed Self-Placement: Principles and Practices*. Eds. Daniel Royer and Roger Gilles. Creskill, NJ: Hampton Press, 2003.
3. G. Genevieve Patthey-Chavez, Paul H. Dillon, and Joan Thomas-Spiege. “How Far Do They Get? Tracking Students with Different Academic Literacies through Community College Remediation.” *Teaching English in the Two-Year College*, 32.3 (2005).

Homework Assignment: Come to class with your best ideas for topics for your presentations

Week 9. Tuesday March 22: Assessment, Placement and Testing

Homework Assignment: Decide on topic and begin preparing presentations; bring draft to class on April 5 for workshopping

Week 10. Tuesday March 29: Spring Break

Homework Assignment: Continue to work on topic presentations. Bring draft to class on April 5 for workshopping.

**Week 11: April 5: CCCCs in Atlanta GA
Community College Topic Workshop
We'll spend time in class workshopping your topic presentations**

Homework Assignment: Next week, a panel of local community college instructors will come to class. Be prepared to ask good questions!

Week 12. April 12: Community College Panel

Homework Assignment: Continue working on your topic presentations

Week 13. April 19: Topic Presentations

3-4 Presentations

Homework Assignment: Continue working on your topic presentations

Week 14. April 26: Topic Presentations

3-4 Presentations

Homework Assignment: Continue working on your topic presentations and Mission Statement Analysis

Week 15. May 3: Topic Presentations

3-4 Presentations

Homework Assignment: Continue working on topic presentations and Mission Statement Analysis

Week 16. May 10: Last day Wrap Up

Due: Mission Statement Analysis