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

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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)


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):


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):

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):


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

Homework Readings (for class discussion Feb 22):


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):


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


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

Homework Readings (for class discussion March 15):


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):


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