

SABBATICAL LEAVE AWARDS
for
2007 - 2008

Professor Susan Aguila

I intend to embark on a variety of related activities/projects dealing with Creative Writing (CRW 2001) and Introduction to Short Fiction Writing (CRW 2100). I wish to complete a book project that I began over the summer, and I am also at work on a short story collection. There will be some travel to writing conferences and workshops where I may earn CEU's. I would also like to explore the possibility of adding another course to PBCC's catalogue: Short Fiction Writing II, a course where students who have already grasped the necessary elements of fiction (character, plot, setting, point of view, conflict, resolution) from CRW 2100 may immerse themselves in consistent workshoping and publication submittals with a like-minded community of writers. In addition, I plan to continue to co-chair PBCC's new writing club Scribblers Society with Professor Diane Baird.

Dr. Michael Copper

Technology literacy is a survivor skill. No academic discipline can claim to provide lasting knowledge that will ensure success in the constantly changing workplace of the information age. There will be even less incentives for students to consider higher education learning experiences in traditional two year or four year chunks because learning will be required on a continuous basis in every work setting. Students in the information age must be able to plug into learning, whenever, wherever, and however it is required for the job.

Palm Beach Community College's gateway course to the information age has been CGS 1570, Microcomputer Applications. I propose to study the content and direction of this course at our institution and make sure it remains aligned with the needs of business and industry in Palm Beach County. I will provide a written report on my findings as directed by the Sabbatical committee. I will also look for new course presentation tools that meet our requirements and reduce book costs to our students.

Professor David Duncan

I will be doing the final writing of my dissertation for my doctorate in Educational Leadership from the University of Phoenix.

Professor Shelly Hedstrom

During my sabbatical year, I would like to begin my research and dissertation for my PhD in Educational Studies and Administration which I have been pursuing online at the University of Nebraska since 2002. My proposed area of research is a comprehensive review of the ESL program models in Florida's 28 community colleges and a qualitative study of successful models.

I have been a specialist in English as a Second Language for 20 years. Over the past two decades, I have seen many changes in my profession. In recent years, the need for strong leadership has become evident as the demand for English has grown exponentially in every educational sector in the United States.

Having the sabbatical year will allow me the travel flexibility to work more closely with my advisor in Nebraska, who specializes in community college programs with ESL needs, and with my colleagues throughout the state of Florida, who teach in and/or maintain ESL programs at their individual community colleges

Professor Lilian Jordan

I plan to develop a pure internet course in general physics. This will expand the credit course offerings available through PBCC's Distance Learning Program, particularly in the area of physical science. As part of this endeavor, I will investigate the latest physics education research on developing a pedagogically sound online course in introductory physics. I will research methods of online video/audio course delivery in order to create a more realistic 'classroom setting' for students. I also plan to incorporate student-centered, inquiry-based physics coursework that includes interactive problem-solving guides, and practice online quizzes. My goal is to have this course in place for the academic year 2008-09.

Professor Patricia Osterman

I love teaching language, reading, literature, and critical thinking. I have done this throughout my almost twenty years of teaching, working with various levels and populations. During my tenure at PBCC, I have taught Prep English, Prep Reading, ESL courses, and ENC1101, employing technology and utilizing a variety of methods in order to make lessons more appealing and accessible to my students with various learning styles, especially lower-performing and at-risk students.

My undergraduate degree is in English, and my graduate degree is in Applied Linguistics. This allows me to have the flexibility of teaching the various courses listed above. Because of my current credentials, I have been able to work with students in English from the lowest level of remediation all the way through their credit-level freshman composition course. My Associate Dean, Dean, and Department Chairs appreciate my ability to teach the full sequence of courses as the continuity of information and greater articulation between levels provides benefit to the students, campus, departments, and district clusters. Furthermore, while there are certainly benefits of students working with different teachers, some studies have shown that some students, particularly at-risk students, feel more confident and are more likely to continue onward and to be more successful with the same instructor or group of instructors. It is a similar factor that shows greater success in learning communities.

I have completed one graduate literature class at FAU and would like to spend the 2007-2008 academic year completing an additional five graduate literature classes. This would give me the full eighteen graduate credit hours which would allow me to teach not only the credit writing courses—ENC1101 and ENC1102—but also the full range of literature courses in the English department. This will be especially beneficial to my campus because the credit English and Literature courses are regularly a critical need area regarding staffing. In addition, just as I am now able to welcome former remedial students into the credit area of writing, this would allow me to continue working with my former preparatory reading students as they move forward in their credit literature and critical thinking courses.

I have already been in contact with FAU's graduate English courses and have obtained a list of literature courses that will be offered in the fall. As soon as the spring schedule is available, the Assistant Dept Chair, Dr. Xu, will send me the list. This will allow me to have the coursework pre-approved by Dean Willey, Dr. Sass, and the Dean's Council.

Not only will this additional graduate work allow me to teach additional courses and to increase my ability to serve our students, it will also provide me with additional professional and personal growth. After years of teaching, it will be very beneficial to put myself back into the seat of the student, to empathize and remember what it is like to carry a full-time course load, to be challenged and stimulated to think in new ways, and to produce papers that will be critiqued and evaluated by others.

Dr. George Rogers

Achieve significant progress on several on-going projects, for which there is never adequate time:

1. On-going creation of distance learning materials in horticulture---development of a third on-line class in horticulture (to be selected)
2. On-going development of new class "Plant Selections for Landscape Situations"
3. On-going creation of curriculum materials, especially PBCC Handbook to Landscape Plants for PB County
4. Continued development of distance-learning skills
5. Continued study of FL native plants for class on that subject