



**Palm Beach Community College  
ENGLISH PREP MEETING MINUTES**

**March 25, 2010  
1:30-3:00 p.m.  
Lake Worth Campus**

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The General Education Assessment Committee has selected two learning outcomes for the College to target for improvement. They are:

**Communications:** Develop effective reading, writing, speaking, listening, and nonverbal communication skills for a variety of audiences.

**Quantitative Reasoning:** Use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

**ITEM 1. Please indicate what has been done this semester, or this past fall, in your cluster (or individual classes) to support these two general education learning outcomes. Be specific.**

Discussion: Communication is the core of what we do. Our English courses integrate reading, writing, speaking, and listening in almost every lesson. Individual class participation and group discussions are part of the daily schedule. Effective communication is the main focus of the courses, and being able to analyze text material and various patterns of organization is essential to writing applications. Our lessons have a strong connection to the support materials in the Student Learning Center, and use of this resource is not only encouraged, but required. We supplement with a variety of external resources such as the library and the internet. Outside readings from journals, newspapers and other credible sources are used to enhance their critical thinking. Students must be able to understand what the problems are and devise ways to solve them.

Quantitative reasoning is infused into the program in several ways. We require our students be responsible for keeping track of their own grades and averages as part of their portfolios. Logical organization using transitions and bridges between ideas is essential to their writings. Again, as part of critical thinking, students must identify fallacious reasoning and resolve the issue. Students must be able to provide proof for cause and effect, comparison and contrast, and argument and persuasion styles of writing.

Data source consulted (where appropriate)

Action:

**ITEM 2. What will be done in your cluster, or individual classes, next fall semester that is new to support these two learning outcomes? Be specific.**

Discussion: Beginning in Fall 2010, we will be using a new textbook, which will require restructuring of the course lesson plans. New supplemental materials to support the text will be added, along with new Student Learning Center requirements. More online support will be included, some of this coming from the publisher. Hybrid courses are being introduced at certain campuses in light of future needs. New Florida Exit Exam study guides and support materials are being developed. Seminars are being initiated for full-time and adjunct faculty to insure continued continuity.

Data source consulted (where appropriate)

Action: The English Prep Cluster voted unanimously in favor of the Cengage books, *Grassroots* and *Evergreen*. The switch to the new textbook will take effect Fall 2011-1 (Fall of 2010).

**Attendance:**

Valerie Lazzara  
Rachel McDermott  
Carleton Chernekoff

Submitted by:

Carleton Chernekoff  
Scribe

c. Academic Minutes Distribution List