



Developmental Reading/Writing Cluster Meeting
Wednesday, March 26, 2014
1:00 – 4:00 p.m.
Lake Worth Campus

ITEM I. Developmental Reading/Writing Cluster

Discussion: Cluster members voted unanimously to combine the Developmental Reading Cluster and the Developmental Writing Cluster with Elizabeth Wilber as cluster chair.

Data/data source: (where appropriate)

Action: See discussion above.

ITEM II. Reading Modules – Elizabeth Wilber

Discussion: Elizabeth explained students will test into REA0056 module based on a score of 90-105 on the PERT. It's a 2-credit, 8-week course. Students meet 2 hours per week for lecture and use Aplaia software to practice skills. The course is graded P or N. Modules are open to all PBSC students.

Data/data source: (where appropriate)

Action: See discussion above.

ITEM III. Writing Modules – Valerie Lazzara

Discussion: Valerie created three 2-credit Writing Modules. Contact hours are 32 and the modules are graded P or N. One module covers grammar skills, one focuses on sentence structure, and the other focuses on writing skills. The writing module will provide students with a foundation in paragraph and essay structure and prepare them for all credit courses. It is designed for students with PERT scores between 90 – 103. The grammar and sentence essentials modules have no prereq. Modules are open to all PBSC students.

Data/data source: (where appropriate)

Action: See discussion.

ITEM IV. ENC0017 Discussion

Discussion: The cluster discussed the challenges of teaching this integrated course. We have encountered a wide range of ability levels, and classes are full, with as many as 28 students.

Some questions addressed:

- Is class size too big?
- Should we request PERT scores from IE at beginning of each term to get a better sense of student abilities/levels?
- Should the course be two levels?
- Will enrollment in modules impact the number of students in classes fall term?

Textbook:

- Some chapters/components are helpful and others are not.
- Readings are engaging and discussion questions help connect reading and writing.
- Textbook covers writing effectively.
- Text is lacking in area of reading skills. Reading portion has to be supplemented.
- Will continue to use *Reflections* in fall and reevaluate later.

Assessment:

- Discussed final exam. Students will be asked to write about a topic discussed in class. Students will be given the topic, permitted to use notes or articles from class, expected to use support from at least one class reading, and allowed to bring in an outline.

Lab Component:

- Professors and Learning Specialists shared their perspectives on how the current lab component is working. At the Lake Worth campus, lab assignments will incorporate more editing in Fall 2014. Professors and Learning Specialists at each campus will meet to discuss specific requests/changes.

Data/data source: (where appropriate)

Action: Recommend that ENC0017 be capped at 22 students.

Contact *Reflections* publisher rep and discuss the chapters we feel are not effective.

Contact IE about reports of PERT scores and success in ENC0017.

OTHER.

Attendance:

Rita Alonso-Sheldon	Sherry Hall
Florence Bennett	Valerie Lazzara
Carleton Chernekoff	Gladys Montalvo
Lyam Christopher	Kerry Thompson
Maria Garcia-Landry	Elizabeth Wilber
	Helena Zacharis

Submitted by:

Rita Alonso-Sheldon

[name], Scribe

c. Minutes Distribution List