

**AGENDA/MEETING MINUTES**

**October 27, 2010**

**1:30 – 3:00 p.m.**

**Lake Worth Campus**

**Reading, English, and EAP meeting at 1:30pm in BA218**

**Reading Cluster meeting to follow in BA132**

**ITEM 1.      What specific measures has your faculty instituted to reduce the incidence of plagiarism? Has the faculty noticed that plagiarism is increasing among students?**

Discussion:      Reading faculty agreed that emphasis is placed on plagiarism when reviewing with students the academic dishonesty policy stated on the syllabi. In addition, the students are also referred to the student handbook. During the semester and prior to writing assignments, plagiarism and its consequences are discussed. Some faculty provide examples of plagiarized work. Consequences may range from faculty issuing a zero for the assignment or an N in the course. Lyam Christopher shared that the SLC Labs will launch an awareness campaign, putting the spotlight on plagiarism.

Data/data source: (where appropriate)

Action:              See discussion above

**ITEM 2.      Reading textbooks: are the current textbooks working well? Do we need training workshops/assistance from publisher? New editions are due out: The Effective Reader, 3/e will be out November, 2010 and Reading for Thinking, 7/e will be out February, 2011.**

Discussion:      The cluster discussed going to the new edition of The Effective Reader via email. Most members felt it best to stay with the current edition for spring. Department Chairs also noted switching to the new edition for spring would not give adjuncts sufficient time to make necessary changes. Michelle Biferie suggested we poll adjunct faculty to determine if they would attend training workshops. If there's enough interest, then we can invite both authors to offer workshops.

Data/data source: (where appropriate)

Action:              We will use the 2<sup>nd</sup> edition of The Effective Reader Spring Term 2011, and go to the third edition Fall Term 2011. Department chairs are asked to contact adjuncts to see how many would attend a workshop Spring Term 2011. Please notify Rita by November 22<sup>nd</sup>. If there's enough interest, Rita will contact the publishers to schedule the workshops.

**ITEM 3. Final Exit Exam Form H was selected for this term. Select form for Spring Term 2011.**

Discussion: Cluster members discussed the differences between the various forms of the exit exam, and felt that Form C/D is a “fair” test.

Data/data source: (where appropriate)

Action: Form H of the exit exam will be administered Fall 2010. Form C/D was selected for use Spring Term 2011.

**ITEM 4. Update on PERT.**

Discussion: Rita attended FDEA this month and shared some updates on the PERT. Faculty should be able to take the PERT by Spring Term 2011. She spoke with Marc Webb at the Testing Center, and he anticipates the college will begin administering the PERT Summer Term 2011. The reading portion of the test is computer adaptive and the writing and math sections are linear. A diagnostic test will also be available with the PERT, but it is not clear when that will be ready. At present, the final cut scores are based on pilot data and CPT/Accuplacer scores. The cut scores should result in course placement comparable to the current enrollment numbers. However, we may find that some students will not be placed correctly. We will have to be patient and flexible. Once the PERT is in place, the next phase will involve aligning the Florida Postsecondary Readiness Competencies (tested on the PERT) with the existing developmental education curriculum. Part of this process may involve statewide standardization of the developmental ed course numbering system and establishing standardized modules based on the competencies. Finally, the state will establish an exit policy to determine whether students have met the course competencies.

Data/data source: (where appropriate)

Action: See discussion above.

**ITEM 5. Web components for Prep Reading I & II.**

Discussion: Gladys Montalvo and Sophia Munro asked about the benefits of offering a web component or hybrid course for prep reading classes. Rita shared that in her experience developmental students lack the self discipline, time management, and reading skills required for online classes. Blackboard does, however, provide another mechanism for staying in touch with students and helping them stay on task. Students enjoy using technology so the online delivery of content can also motivate some students.

Data/data source: (where appropriate)

Action: See discussion above.

Attendance: Michelle Biferie, Lyam Christopher, Kathy Darling, Gladys Montalvo, Wesley Wells, Carmen Wood, Rita Alonso-Sheldon

Submitted by: Rita Alonso-Sheldon

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Rita Alonso-Sheldon, Scribe

c. Minutes Distribution List