

Developmental Reading/Writing Cluster Minutes
October 15, 2014
1:15pm – 4:00pm
Lake Worth Campus

ITEM 1. Textbook Package/Problems with Books in Fall 2014

Discussion:

On Sept 10th 2014, Elizabeth Wilber met with Todd Hammond, MPS Publisher Representative; Janis Vint, Manager, PBSC Gardens Bookstore; Jennifer Whipple, District Course Materials Manager; and Arthur Brockway, PBSC English Department about the problems with the ENC0017 package on LW and PBG campuses. They discussed stock availability at the PBSC campuses for ENC 1101 and ENC 0017. All campuses experienced a significant shortage of product for these two classes.

What happened: MPS printed the agreed upon volume but distributed over half to an off-campus store. They realized that they underestimated too late to recover for the start of the term. The bookstore expressed concern that there was a lack of communication from MPS. Todd confirmed that a lack of transparency to the order process played a significant role in the lack of communication.

Actions going forward: 1. MPS will dedicate stock to PBSC Bookstores. It was agreed by all that the campus bookstores must have exclusive access to stock as students with Financial Aid cannot shop elsewhere for their books. 2. Todd Hammond committed to having a dedicated customer service rep available for the bookstores. This person will monitor all orders and ensure that agreed stock levels and delivery dates are met. 3. Bookstores will minimize packaging where it makes sense financially for the student.

The *Reflections* textbook is working well. Full time faculty are using the text and *The Bedford Handbook*, but most are not using *Learning Curve*. We have learned that ENC Comp labs are using the *Developmental Exercises* for the Bedford; therefore, we feel it best not to require the workbook for the integrated classes.

Data/data source: (where appropriate)

Action: We agreed to order a package with Reflections and the Bedford Handbook for adjuncts. Full-time faculty may choose to order a package which includes Learning Curve and/or other materials.

ITEM 2. Update on Reading and English modules.

Discussion:

Carleton and Rita are teaching 12-week modules. Carleton is teaching ENC0012/0052. She is finding that although the focus of the course is sentence structure, students need and expect help with grammar as well. Therefore, she is spending more time on grammar than anticipated. Rita is teaching REA0011/0056. Students tested out of many of the skills based on the Aplia diagnostic. It's possible this diagnostic is too easy. For instance, many students who tested out of main ideas on Aplia did not pass the in-class test on the skill. It is possible to bypass the diagnostic and assign work, but the point of using Aplia was to provide more individualized coursework. More data is needed. Rita recommends the reading modules be offered in 8-week terms.

Data/data source: (where appropriate)

Action: Before determining whether Aplia is a good fit, we will have to analyze results from this term and gather additional data next term.

ITEM 3. FDEA 2014

Discussion:

Elizabeth Wilber attended FDEA. She learned over 250 developmental ed options are being offered throughout the state. There was a lot of concern among faculty at FDEA that the large number of options could present problems to students who transfer.

St. Pete has developed a reading/writing dev ed MOOC and has encouraged us to use it. Info below.

<http://www.spcollege.edu/ready/>

- MATH: <http://www.spcollege.edu/ready/#tab=1>
- WRITING: <http://www.spcollege.edu/ready/#tab=2>
- READING: <http://www.spcollege.edu/ready/#tab=3>

Data/data source: (where appropriate)

Action: See above

ITEM 4. Best Practices

Discussion:

Valerie is using a modified flipped classroom approach which seems to be working well. Students complete assignments outside of class in preparation for the next day's lesson. They watch videos, take notes, read articles, and so on prior to the class meeting. This allows more time for in-class activities and practice. Carleton is using television and movies to engage students. Students watch Twilight Zone episodes, YouTube videos, or movies, and then write a paper on a related topic.

Data/data source: (where appropriate)

Action: See above.

OTHER. SLC Update

Discussion: Carrie provided a brief update on the Bedford workshops offered at the Lake Worth SLC Writing Lab. Professors are bringing classes in for a session on how to use *The Bedford Handbook*. Students must bring papers with revision symbols and bring their handbooks. Sessions are going well. Students who are absent can make up the assignment by attending the workshop with another class.

Attendance:

Rita Alonso-Sheldon

Florence Bennett

Carleton Chernekoff

Liam Christopher

Marc Fedderman

Maria Garcia-Landry

Valerie Lazzara

Rachel McDermott

Gladys Montalvo

Carrie Thompson

Submitted by:

Rita Alonso-Sheldon, Scribe

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