

Talking about Teaching: English 102

Chabot College

Fall 2005

Overview:

The purpose of this Talking about Teaching series was to provide an opportunity for Chabot faculty to talk about what we are doing in specific English classes and why. In Fall 05, we worked together to articulate some key student learning outcomes for English 102 – in other words, the most important things we wanted our students to be able to do or know when they leave the class. We discussed actual student papers and assignments used in the course, and each participant looked at the “alignment” in their courses around one key learning goal – in other words, how they link up this goal with in-class activities and with ways of evaluating student mastery (e.g. tests, papers, projects).

The project was funded through a joint grant from the Carnegie Foundation for the Advancement of Teaching and the William and Flora Hewlett Foundation. Chabot College is one of 11 community colleges in California participating in this grant to improve developmental education in the community college system. The structure of the series was inspired by a successful program at Los Medanos College, which is also participating in the grant.

When and Where:

Friday, 9/23, 9am-12:30pm, at Cindy Hicks' house in San Leandro
Friday, 10/28, 9am-12:30pm, Marianna Matthews' house in San Leandro
Friday, 11/18, 9am-12:30pm, Katie Hern's house in Oakland
Friday, 1/27, 9am-12:30pm, Dennis Chowenhill's house in San Leandro

Compensation:

Participants received 12 paid hours at \$36 per hour for attending the entire series. In addition to the scheduled meeting times, participants were expected to do selected readings, prepare materials for sessions, and help to document our efforts at the end of the series.

Participants:

Richard Cartwright	Michael Langdon
Dennis Chowenhill (Coordinator, Talking about Teaching)	Angie Magallón
Tom deWit (Co-Leader of Carnegie grant)	Marianna Matthews
Amanda Field	Danielle Maze
Christina French	Chanté McCormick
Seth Harwood	TJ Puckett
Katie Hern (Co-Leader of Carnegie grant)	Shoshanna Tenn
Cindy Hicks	Barbara Worthington
Ingrid Hufgard	Stephanie Zappa

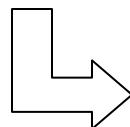
Talking about Teaching: English 102

A series of $\frac{1}{2}$ day retreats for English faculty
to clarify our purposes in developmental English
and help us more effectively achieve them.

Started Fall 2005, 18 English instructors participating.

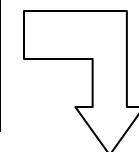
Session 1: 9/23 Articulate Outcomes

- Read sample student essays together.
- Use essays to inductively articulate key learning outcomes for English 102.



Session 2: 10/28 Examine Assignments

- Review sample activities & assignments for course.
- Discuss how each elicits outcomes named in Session 1 and on course outline.

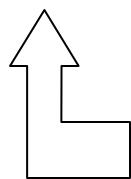


After...

- Follow-up series on “norming” – grading student papers together with a shared rubric (Spring 06).

Session 3: 11/18 Examine Alignment between Outcomes, Classroom Activities, and Assessments

- Detailed discussion of how each participant handles one key learning outcome in class.



Session 4: 1/27 Defining “1A Readiness”

- Participants articulate what it means when they say a student is ready for college-level English. How do they know? What does it look like in a student’s work?

