

**Questions raised at the Discipline reading on 1/30/97 (Along with a few raised at the Highland Lakes Curriculum Committee reading on 2/4/97)**

1. Should our proposal include developmental math courses? (Does our mentioning "problem solve" in the principles imply that it does?)
2. Will we be able to limit the courses that literacy students take so they are not in classes requiring research papers while they are taking 105 and 106?
3. Should we be concerned about the looming budget shortfall?
4. Does our proposal feed the fear that the open door to community colleges may be closing?
5. The main concern in the Senate will be the threat to enrollment in other courses. Will we be ready to answer those concerns?
6. What are the retention rates of students who took developmental courses versus those who didn't?
7. How will the new two-tiered placement testing affect late registrants?
8. What are course packets? Who will develop them? Does this mean we will no longer be able to choose our own textbooks?
9. What will happen if the curriculum doesn't pass? Will we be able to salvage any of this?
10. How did the committee decide on these two levels. Aren't there really four?
11. We will need extensive marketing efforts to brief counseling and these efforts must be ongoing.
12. Will it be clear to the college that the English department is not curing everything and students will still need help after they leave this program?
13. Perhaps we should profile a typical fall sociology class and show the make up of students. This could be problematic because we want to show that the students need us first, but yet we want people to feel that their enrollments will not be affected.
14. The 106 description should be modified to be a stand alone that incorporates much of the 105 description.

15. We need to discuss the 30-week option. (At the Highland Lakes Curriculum reading on February 4, faculty indicated the desirability of having students take three (or 4) hours in fall and then three more (or four) in winter, freeing their schedules to take other courses. With this option, they indicated approval of the proposal, but they seem to think it is more the scheduling rule than the scheduling exception. They also indicated our need to support deferred payment and working with ITS to ensure students will sign up for only half of the course's credit hours each term (as opposed to signing up for all six in fall). Are we comfortable with that perception?
16. One other Highland Lakes Curriculum Committee note: They suggested we be more specific with the budget numbers, indicating the true increase in required spending over the amount we are currently spending (thus putting this large figures into perspective).
17. Are there any working models of program we are proposing?
18. One criticism may be that teachers who do straight developmental schedules with a 12-12-6 load might teach only 100 students all year, whereas some faculty teach that twice that many in one term.

**ENG 105**  
**Academic Literacy I**

Credits: 8

Prerequisite: Appropriate reading and writing placement.

Students in this course begin to acquire academic literacy by engaging in reading and writing as a **holistic process**. Further, students apply reading and writing as an **interactive process**; reading including prereading, reading and rereading; writing including prewriting, drafting, revision, and editing. Students will also demonstrate knowledge of the conventions of the English language and employ a set of strategies for locating and correcting their own pattern of error, demonstrate literacy skills appropriate for different audiences and purposes, develop and employ academic learning strategies, and use computer technology as a literacy tool.

**ENG 106**  
**Academic Literacy II**

Credits: 6

Prerequisite: Appropriate reading and writing placement.

Students in this course acquire academic literacy skills **(or continue their studies after having completed Academic Literacy 105)** by engaging in reading and writing as a holistic process. Further, students will apply reading and writing as an interactive process, **working with higher level reading material and producing academic essays**. Students will also demonstrate knowledge of the conventions of the English language, develop strategies for locating and correcting their own pattern of error, demonstrate literacy skills appropriate for different audiences and purposes, and use computer technology as a literacy tool.

writing

## Literacy Committee Data Sheet

### 1996 Fall Term 1/10th day

- 6,761 First Time students
- 1,144 Permanently exempt from ASSET
- 2,350 Temporarily exempt from ASSET
- 3 students with information missing

3,264 students tested by ASSET

No level	0	
Level 1	800	24%
Level 2	1,159	36%
Level 3	1,305	40%

NB. % indicates % of test takers

29% FTS scored below college level

60% test takers below college level

Enrollment in Developmental English classes:

1350 students

550 of Level 1 students - 69%

754 of Level 2 students - 65%

46 students with no score

### 1995 Fall Term 1/10th day

- 6,130 First Time students
- 2,470 no ASSET score

3,660 students tested by ASSET

3	.1%
820	22%
1,238	34%
1,597	44%

34% FTS scored below college level

56% test takers below college level

1404 students

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**From: MTKHIRAL--OCC**

**Date and time 10/14/96 20:29:12**

**To: BJREILLY--OCC**

**Bernard Reilly**

**BVCATHER--OCC**

**Beatrice Catherino**

**CABROWN --OCC**

**Carol Brown**

**DASAM --OCC**

**David Sam**

**DKZALAPI--OCC**

**Diane Zalapi**

**JIBERNE --OCC**

**Jennifer Berne**

**KEPALMER--OCC**

**Kay Palmer**

**LESLIE --CMSNAMES leslie roberts**

**LINDA --CMSNAMES linda boynton**

**MXADAM --OCC**

**Marianne Adam**

**NJRUDARY--OCC**

**Nancy Rudary**

**Subject: curriculum**

Today, Marianne & I met with the RO/SF counselors, IIC faculty, and PASS coordinators. While the meeting went well (Marianne can give you details at our meeting), I was thinking that we need a clear PHILOSOPHY statement to accompany the actual learning objectives. We clearly have it for the PROGRAM in the Principles, Objectives, Strategies handout. However, when people outside the discipline talk about modular learning for dev. ed. and taking students from sentences to paragraphs and how our curriculum will accommodate that, I think it's important the curriculum identify upfront -- right before the course descriptions and learning objectives -- what the group believes about the teaching of academic literacy. Perhaps it needs its own ten commandments that are the underpinning of the learning objectives. It might save some confusion early on about how this curriculum differs from what we're doing now and why it's going to be taught the way it's taught. This might be an additional agenda item.

Another item should be the actual curriculum packet. Two members from our campus curriculum committee suggest that we test run the curriculum in Nov. through one campus (they suggested RO/SF). The users manual has an INITIAL curriculum submission step prior to the submission of the actual curriculum. This step is hardly used, but because of the collegewide implications for this curriculum it would be wise to get the committee concerns heard before winter. Then the College Committee would review it -- probably December -- and give additional feedback before official submission in winter. They feel that politically it would certainly make it easier to get it passed in the winter because people would feel like they have had several readings of the curriculum. Again, this is something to consider.

Perhaps some of you could feel out your campus curr. folks prior to this Thursday's meeting to see if the initial submission is worth considering.