**"Snowball Fight"** 

**Prompt:**  This is the first semester of full AB 705 implementation with no   
below-transfer classes. Visualize your English 100/105 classes this term, then   
**write down ONE issue you are concerned about** -- e.g., a pattern you're seeing in class, particular student(s) you're not sure how to help (if you aren't teaching English 100/105 this term, think about patterns/struggling students you've had in the past). Don't write your name on the sheet. Crumple your paper into a ball and when everyone is ready…throw!  
  
**(1) Big Picture: Issues and Concerns conveyed in the “Snowballs”:**  
>Students resisting tutoring  
>Huge variation in academic preparation  
>High attrition rates due to lack of prep and basic skills, low reading level  
>Culture of non-reading  
>Students repeating class for a 3rd time  
>Students on CTE, AA or AS path and this is now only English class  
>Students with learning differences  
>DRC students and/or students who need more time are in 100 and not 105  
>Most students are on-level but 3-5 completely isolated  
>Students are not showing up  
>Students not writing papers to the minimum required length  
>Students started above zone of proximal development  
>Multiple students not turning work in  
>Missing the students who were in the level-below transfer on waitlists—where are they?  
>Students not connecting  
>Many more ESOL students who need to revise more and struggle with reading  
>Students struggling with coherent sentences and time dedicated to writing  
>So much variation between the levels of students  
>Maintaining the English 100 transfer-level expectations for all students  
>Faculty not having training to help DRC students  
  
**(2) What are we doing in our classrooms? Practical Strategies:**>Frontload teaching reading strategies and then each week focus on one strategy   
(PPC, chunking, annotating, note-taking, etc.).  
>First instructors teaching English 105 this semester all have reading certificates.  
>Create a community of practice led by these instructors to share effective strategies with other instructors before they teach English 105.  
>Do exercises that promote metacognition on being a student and making concrete plans.  
>Consciously apply affective domain strategies (treating them with respect, as adults, being aware what is happening outside of the classroom, show how they can be there for themselves, be conscious of struggles outside the classroom that affect their success)   
>Provide better/on-going training for faculty to teach students with challenges (autism, DRC)  
>Reach out to students regularly via email (checking in, assignment reminders, missing class)  
>Use Canvas to contain all course materials in one location: daily agendas, class notes, course materials, syllabi, support services. Have discussion forums where students are posting on the reading ahead the night before so they come prepared and have already starting thinking about the reading and have already responded to one another and read each other’s ideas/comments.  
>Do more “hands-on” reading, writing and homework in class—builds momentum.  
>Berkeley City College does “collective grading” for two capstone paper assignments.   
>Assign the “right” amount of reading (not too much) and encourage audible books to hear fluent reading. The instructor can also read to the students in class.   
>Have students time their own reading so they know they own reading rates so they can schedule their time more accurately.   
>All 3 campuses can work together to get more DRC-focused workshops on how to better support those students with learning differences.  
>Use thematic continuity for the course texts.  
>Before coming to class—post on Canvas and reply to peers in discussion forums. Enables student to create content.  
>Grade all the steps in the writing process, bring the materials into class, provide feedback (instructor and peer).   
>Use Contract Grading: awards student entirely on the labor that they do competently and on-time and this removes the bias of the instructor—this reinforces the importance of process and gives students a lot of credit for their work at all stages. Instructor does not give a grade but assigns pass/no pass. This decouples grading from the writing with the goal of pushing more for revision. The final grade is a reflection of the work completed.  
>Use Portfolio approach—selecting best writing.  
>Providing extra support and scaffolding on assignments and a lot of low-stakes writing, revision encouraged. Use homework assignments to build the essays.