#  **ESOL-English Flex Day Responding to Assembly Bill 705**

 **Date:** 05 March 2020 **Attendees:** Erinn, Rachel, Leigh Anne, Michael, Rob, Nina, Katie, Felicia, Lucia, Susan, Kathleen, Marygrace, Leigh Anne, Jarrod, Karah, Mylene

Specifically looking at the Memo, AA 18-41 from July, 2018 (Some of the language in the memo will be updated shortly—stay tuned). We addressed each bullet point on page 2 of the memo in order.

## **Bullet point 1:**

### **Language from the memo:**

“Review currently offered credit ESL curriculum and consider integrating skills (e.g. grammar/writing, reading/writing, or reading/writing/grammar). This does not prohibit the offering of stand-alone, elective credit ESL courses such as listening/speaking, vocabulary, pronunciation, grammar, reading or other courses that support language acquisition and lead to academic language proficiency, per AB 705, Section 1(a)(7).”

### **Notes on our discussion:**

ESOL offers excellent grammar courses. Next semester, there will be some late start ESOL 875 (online options too). Discussing hybrid ESOL 875 course. TLC offers grammar workshops (but right now targets ESOL students). Yes, we offer all the courses referenced in the first bullet point.

### **To do:**

Make a “muscular” connection to TLC. Directed-learning activities (DLA) in the TLC would work but these stopped because of lack of attendance. Perhaps reinstitute faculty-led workshops. Hold Grammar workshops that are NOT ESOL specific but include and reach out to all students. Used to have half unit grammar classes that are not offered anymore (due to low attendance)—could revisit these and maybe make this more modularized. Perhaps create a hybrid of DLA and these courses. Could promote with extra credit than a whole additional class. Or have a module we can integrate into Canvas and give them course credit.

1. **Follow up:**

At this point in time we are not prioritizing this point.

## **Bullet point 2:**

### **Language from the memo:**

“Develop ESL pathways that transition students from the highest levels of credit ESL coursework directly into transfer-level English rather than into developmental English courses”

### **Notes on our discussion:**

ESOL has always fed directly into transfer-level English (Skyline was a model for this). Currently we have PACE which is a pathway to English (and other disciplines).

### **To do:**

1. We could flag certain Engl 105 courses with added ESOL support or having embedded support from an ESOL expert (grad student).
2. Have ESOL faculty with English min quals teach sections of Engl 105 with enhanced language support.
3. English through curriculum committee can create a course that assigns ESOL as one of the disciplines that can teach particular English courses.
4. **Follow up:**

Michael will work on a and Kathleen will work on b & c.

## **Bullet point 3:**

### **Language from the memo:**

“Ensure that placement into the credit ESL sequence maximizes the probability that students will enter and complete transfer-level English in six semesters (or nine quarters) or fewer.”

### **Notes on our discussion:**

ESOL used to have 5 levels and now they have 3 levels: 830 (6 units), 840 (6 units) and 400 (5 units). ESOL 400 is one level below transfer. ESOL has a pre-req for transfer level. Currently piloting a “can-do” approach where students can see what is involved at each level and self-select.

1. **To do:**

There is no shared data-set for ESOL students from high school for placement so need to find better clarity and this will get more complicated as they are losing their placement tool. Can refine placement information for students. The International Students program was not tracking placement and these students have a lot of pressure to get through as soon as possible as tuition is expensive so how to improve this? English and ESOL can work together to help guide students make the decision of placement and make the course differences very clear and transparent (ESOL created a chart for counselors with the course differences so perhaps we could add this to the English Department website—we could add hyperlinks, essays, texts, assignments to better clarify).

### **Follow up:**

Katie, Mylene, and Erinn will work on the chart and writing, essay prompt, and reading samples.

## **Bullet point 4:**

### **Language from the memo:**

“Begin intentional discussions between credit ESL and English Composition faculty to determine shared goals, specific curricular needs pertaining to successful skills scaffolding, and knowledge-sharing.”

1. **Notes on our discussion:**Skyline already had good and open communication and collaboration between ESOL and English (much better than other campuses that this bullet point targeted). Many ESOL faculty took the Community of Practice training.

### **To do:**

### Could create clear alignment criteria from high school to college for English and ESOL. Could design ways for ESOL students to feel more confident speaking in a “mainstream” class. Maybe design “field trips” to English classes or TLC.

### **Follow up:**

Jarrod will work on follow up.

## **Bullet point 5:**

### **Language from the memo:**

“(5) Explore credit ESL pathways to transfer-level English that allow for credit ESL faculty to 1) teach English Composition to ESL students or 2) create a credit ESL course that is the equivalent of transfer-level English.”

### **Notes on our discussion:**

Addressing it with dual min quals and other things discussed in Point II.

### **To do:**

## Wrapped into II above.

## **Bullet point 6:**

### **Language from the memo:**

“Increase professional development opportunities for credit ESL and English Composition faculty.”

### **Notes on our discussion:**

What we are doing now helps with Professional Development activities.

### **To do:**

We can be more aware of cultural bias in our prompts. Are we being too harsh or punitive about grammar and sentence level issues? We could do more meetings like this one more regularly. Could have intention workshops focused on the particular struggles of an ESOL student across the disciplines. Could add more (and advertise it well) workshops to help specifically support ESOL students.

### **Follow up:**

Rachel and Erinn continue to have once semester ENGL-ESOL flex workshops.

## **Bullet point 7:**

### **Language from the memo:**

### “Pursue the possibility of submitting transfer level ESL courses for inclusion in CSU General Education Breadth Area C2 and for course-to-course articulation.”

### **Notes on our discussion:**

### We have submitted ESOL 400 for CSU A2 and IGETC Humanities. Waiting on response.

## **Bullet point 8:**

### **Language from the memo:**

### “Begin to establish structures that would allow the collection of data for ESL students by educational goal and background.”

### **Notes on our discussion:**

### We have been working with the district trying to get this. They met with the district and all 3 campuses last semester to complete this. This is in progress.

## **Bullet point 9:**

### **Language from the memo:**

### “Begin intentional discussions between credit ESL faculty and your college’s Guided Pathways planning and implementation group(s).”

### **Notes on our discussion:**

### The early question was how to include ESOL if the courses are not transferrable. ESOL students all follow different pathway so the meta-major approach does not work. ESOL is presently outside of the guided pathways.

### **To do:**

### Check in with Carla Grandy to find out updated approaches on this.

### **Follow up:**

### No one signed up. Probably ESOL.