**ENGLISH AGENDA
 December 9, 2020 3:30-5pm
 Facilitators:** Katie and Rachel **Zoom:** <https://smccd.zoom.us/j/99565269176?pwd=MHFET0gzdDUyWmtSdkNHekpiajI3UT09>

**TOPIC: Revisiting and revising writing and reading requirements for English 846/105/100/110/165**

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| **GOALS & OUTCOMES:**(1) WRITING REQUIREMENTS: Readjust word requirement based on IGETC revision and decide what writing “counts” in the 5,000-word requirement. (2) READING REQUIREMENTS: Revisit reading page requirements and number of full-length texts, and decide if revision needed.(3) SPRING MEETING TOPICS: Discuss and maybe select Spring 2021 meeting topics |

 **ACTIVITIES:**

**(1) ICE BREAKER** (3:30-3:45pm): Tell us something that is giving you joy (big or small)

**(2) IGETC CHANGES** (3:45-3:55pm) Introduce the change at state level of writing minimums

CHANGE: The IGETC standards for word count in transfer-level comp have been decreased from 6,000 to 5,000 words? (IGETC policies cover courses transferring to UC and CSU systems.)

<https://icas-ca.org/wp-content/uploads/2020/06/Summary-IGETC-Standards-2.1-Edits-June-3-2020.pdf>

10.1.1 Subject Area 1A: English Composition A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 5,000 words. Courses should also require a substantial amount of reading of significant literature. Successful completion of the course in reading and written composition (i.e., a course that satisfies English 1A) shall be prerequisite to the course in Critical Thinking/English Composition.

CURRENT WRITING REQUIREMENTS AT SKYLINE:

**English 100/105/110: Writing Assignments Must Include:**

• 3-6 formal text-based essays focused around a thesis statement, organized logically and coherently, developed with specific evidence and analysis, and proofread/edited on the sentence and formatting levels.
• The majority of non-timed writing should effectively incorporate outside research applying the skills taught by the librarians in the Information Literacy component.

• In addition to formal writing, less formal expository writing practice should be assigned i.e. drafts, reading journals, freewriting, discussion posts, etc.
• English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 20 to 24 page (5,000 words) including practice in timed writing. (IGETC and CID language—justification for Curriculum Committee)

**English 165: Writing Assignments Must Include;**
• 3-6 formal text-based essays focused around a thesis statement, organized logically and coherently, developed with specific evidence and analysis, and proofread/edited on the sentence and formatting levels.

• In addition to formal writing, less formal expository writing practice should be assigned i.e. drafts, reading journals, freewriting, discussion posts, etc.
• English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 20 to 24 page (5,000 words) including practice in timed writing.
• The majority of non-timed writing should effectively incorporate outside research.

**(3) REVISING WRITING REQUIREMENT** (3:55-4:20pm): Need to readjust word limit based on IGETC revision and decide what writing “counts” for the 5,000-words:

**To consider:**
>Types of writing that “counts”: non essay forms of writing such as discussion board posts and journaling?
 Text-based writing? Thesis driven essays? Text-based writing? Drafts counting separately from revisions?
>Timed writing requirement? (the CID process reviews course requirements every 5 years last was 2016
 so it is presently under review <https://c-id.net/descriptors/final/show/308> but does contain language that
 time-writing is a skill outcome for students but no percentage).

**(4) REVISING READING REQUIREMENTS** (4:20-4:50pm)

**To consider:**
We chose 2 full-length text requirement (not a state requirement), does this still make sense?
Does the 500-600 page requirement still make sense?

CURRENT READING REQUIREMENTS AT SKYLINE:

**English 100/105: Reading Assignments should be principally non-fiction and must include:**
• Level-appropriate academic reading that totals 500 to 600 pages outside of the writing/reading instruction.
• A minimum of one non-fiction full-length book (64 pages or more).
• Readings must be assigned in addition to the full-length texts, and could include other full-length texts, anthologies/collections of readings, multimedia fiction, creative non-fiction, graphic texts, academic journals, etc.
• Rhetoric is required. The English Department Rhetoric What, Why and How is free and available online. <http://accounts.smccd.edu/skyenglish/>

**English 110: Reading Assignments should be principally literature and must include:**
• Level-appropriate academic reading that totals 500 to 600 pages outside of the writing/reading instruction.
• Representative texts must be drawn from the following four categories (1) poetry, (2) short stories, (3) drama (plays), and at least one full-length fiction novel (64 pages or more).
• Rhetoric is required. The English Department Rhetoric What, Why and How is free and available online. <http://accounts.smccd.edu/skyenglish/>

**English 165: Reading Assignments should be principally non-fiction and must include:**
• Level-appropriate academic reading that totals 500 to 600 pages outside of the writing/reading instruction.
• A minimum of one non-fiction full-length book (64 pages or more).
• Texts which address concerns facing our society and reflects diversity in our national and global population. Types of reading can include: academic texts and serious trade publications which explore commentary, politics, culture, finance, and the arts.
• Primary sources are required.
• Additional readings could include other full-length texts, anthologies/collections of readings, multimedia, academic journals, etc.

**(5) SELECT SPRING MEETING TOPICS: 4 meetings** (4:50-5pm)

>First spring meeting: norming and assessment
>Possibilities: Review grading standards (what is an “A,” a “B,” etc.), discuss the contract grading approach
>Balancing the affective domain with challenge