

Developmental Education Project Proposal:

Creating Online English Modules for English 120 (coreq)

Name/s:

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Position/s at the college:

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Description of project:

Through this project, we will develop a series of discrete Canvas Modules to be integrated into online English 120: First-Year College Composition and Reading Support classes. English 120 is the co-requisite course for developmental level students paired with English 122: First-Year College Composition and Reading sections. English 120 was offered in Fall 2019 for the first time in a face-to-face venue, but has not yet been offered in the online venue. It is possible Engl-120 will be folded into a five-unit Engl-122 in future; these Canvas Modules can be used in this course format as well. This project will help build an online infrastructure of support so that the coreq can be offered online in Fall 2020 and embedded in five-unit Engl-122 courses in future.

The proposed Canvas Modules will review skill sets for developmental students such as technology literacy, writing, reading, and study skills. We will coordinate with the English AB705 coordinators and survey English faculty to prioritize which topics are most integral and needed for dev ed learners. The modules will be designed as shareable (self-paced or semi-self paced) modules through the Canvas LMS and will be available to download and integrate to an instructors' unique course. While the Modules will be designed specifically to accompany online English 120 sections, they will also have value across many English composition sections including existing face-to-face English 122+120 courses, face-to-face English 122 stand alone courses, and online English 122 courses. Moreover, should the English department determine that English 122, a 3 unit course, will become a 5 unit course and English 120 will be eliminated, these modules could be embedded in that expanded course. The selection of the 3-5 modules will depend on the size and complexity of the modules.

Possible Tutorial Topics include (but will be finalized upon survey feedback):

- Student readiness for online learning in English
- Navigating Canvas in the English Classroom

- Why everyone needs a tutor
- Citations 101
- Starting the research process
- Proofreading – (i.e. “top 5 tips”)
- Grammar – (i.e. “top 5 tips”)
- What counts as original work? A guide to Plagiarism

Justification

We know from previous projects, including the “Canvas Launch Badge” produced in Fall 2017, Spring 2018, and Fall 2018, that self-paced/semi-self-paced learning modules support student success by offering supplementary learning structures on key skills (or student-ing skills). These skill sets help equitize the learning that takes place in the classroom by making sure everyone has access to those specific skill sets. Over 927 students have earned the Canvas Launch Badge (documented) and 245 classes have downloaded the module. This module is also being used at other colleges in the district.

Our intention is to use the learning module structure in Canvas to create discrete modules on specific skill sets needed to be successful in an English 122 (with online 120 coreq). These are more than a shareable PDFs or handouts, these are full learning modules that help students master a particular skill set and assess that mastery (*See Addendum for image of the Canvas Launch learning module to see how the modules are set up).

Connection to Dev. Ed. Strategic Plan

This project will help the goal of “fostering excellence by integrating best practices in academic programs”. The online support modules will combine best practice strategies and support on particular English skills sets, studenting skills, technology skills and connection to college resources. These supplemental instructional units will help support developmental ed or underprepared students succeed in accelerated (or post AB705) learning formats.

Other activities that this project connects to:

- Increasing access to research on innovative practices in developmental education, and institutionalize processes for dissemination and discussion of these practices.
- Determining processes in which successful innovative practices in Dev. Ed. can be institutionalized
- Providing training and mentoring for faculty to improve their skills in working with underprepared students
- Providing professional development resources and training that deliver concrete strategies to improve success and retention rates for underperforming groups
- Integrating student services

State the category most relevant to your proposal:

Ways to measure the need (program review, survey, research data, etc.)

English will be offering the online 122/120 coreq in Fall 2020. This course will need online support materials that accommodate differentiated learning structures. Students will be able to use these modules to build skill sets at their own pace/time. Instructors can use these modules to allow for developmental or basic skills remediation or just-in-time learning. All online sections of the 120 coreq will pilot these modules in Fall 2019. We also anticipate that over 10+ of the 20 available 122/120 coreq courses will pilot some selection of these modules in Fall 2019. We will also target the 85 sections of standalone 122s with a goal of getting another 10+ classes to download part or all of the modules. As part of the initial pilot, we will strategize ways to institutionalize these learning modules so that they are available for all English 122s.

In a recent survey sent to English Instructors addressing “needs” for 122 (in post AB705 environment), 78% listed that more studenting skills support was needed and 24% listed a need for content area support.

Project Management/Project Timeline

This is a new project that will span two semesters.

Spring 2020

1. Meet with English AB705 coordinators and survey FA19 English 120 instructors to find out what topics/supplemental instruction materials are most needed for students enrolled in English 120.
2. Survey FA19 online English 122 instructors to find out what topics were most needed for students who struggled with passing English 122 the first semester of AB705 implementation
3. Determine the 3-5 Module topics
4. Research, collect, and curate existing materials, learning modules, and resources for the modules
5. Create a Canvas blueprint (design map) for the modules
6. Check in with Dev Ed committee for feedback
7. Build out/design modules on Canvas
8. Complete Accessibility check
9. Review completed beta version of modules with focus group/AB 705 Coordinators
10. Review completed beta version of modules with Dev Ed
11. Make necessary revisions based on feedback
12. Share/Upload beta version to Canvas Commons
13. Provide late Spring flex training on integrating modules for Fall 2020 instructors
14. Prepare presentations for English faculty
15. Present the modules in best practices workshops for online English 120 & 122 instructors
16. Include in these presentations a model for how instructors might develop their own modules

Fall 2020

1. Run second flex workshop for English instructors on the modules
2. Implement modules in all Fall 2020 online English 120 sections (all online sections will pilot)

3. Provide online training video to introduce learning modules and help instructors integrated outside of flex workshops
4. Measure usage and impact during the semester
5. Assess the effectiveness of the modules
6. Monitor pilot in additional English section adoptees noting which courses and instructors used which modules and how
7. Survey students on the usefulness of the modules
8. Edit the modules in response to student performance and feedback
9. Provide late Fall flex training on integrating modules for Fall 2020 instructors
10. Prepare presentations for English faculty
11. Present the modules in best practices workshops for online English 120 & 122 instructors
12. Include in these presentations a model for how instructors might develop their own modules

Ongoing Maintenance

- Spring 2020 Reporting
 - We will check in and provide a progress report post survey and before finalizing tutorial selection
 - Mid semester, we will meet with the Dev. Ed. committee as well as the AB 705 committee for feedback on the “blueprints” for the supplementary modules
 - We will meet with a student focus group for feedback on the drafted course modules
 - We will collect data on success/completion rates of Coreq courses from Fall 2019 and Spring 2020
- Fall 2020 Reporting
 - We will provide a post-tutorial survey for students to collect feedback on effectiveness and design of modules
 - We will provide a post course survey for students and instructors to collect feedback on the effectiveness of modules in support of course completion and success
 - We will pull data on Fall 2020 courses which have integrated support modules to compare to those courses which have not integrated those resources
 - We will present this work and data to Dev. Ed, AB 705 Committee, and other campus groups

Budget

Instructor	Release (x two semesters)	Justification
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Lisa Orta	15%	15% per instructor=5.7 hrs per/week, or 91.2 per/semester, or 182.4 hrs for two semesters
Anne Kingsley	15%	<p>OR 364.8 hrs total across two semesters for both instructors.</p> <ul style="list-style-type: none"> ● Pre-design research, surveys, focus groups=(40 hrs) ● Blueprint of modules40 hrs) ● Design & Build Modules=(60 hrs x 4 modules=240 hrs) ● Feedback/Revisions=(15 hrs) ● Check-ins, Presentations, trainings=(30 hrs)

Longevity

Though the intention of the Modules is for use in an online 120 coreq course, they can be used widely in the department as well as across campus. The Modules will be shared to Canvas commons, which means instructors can download these learning modules into any Canvas course. This work takes part in and builds from the collaborative nature of the learning management system and allows the work to be disseminated widely across campus.

We also want to encourage English faculty to develop learning modules to be shared in the department. Our design model will provide a template for additional Modules directed at dev ed students. So, part of the project will be teaching the process of creating these online learning modules.

Adam Bessie, Sabbatical Project FA 19
Graphic Memoir and Medicine Bibliography

SOME FAVORITES SO FAR

1. B., David. *Epileptic*. Pantheon Graphic Library. New York, New York. 2006.
2. Guibert, Emmanuel, Didier, Lefevre & Lemerrier, Frederic. *The Photographer*. Trans. Alexis Siegel. New York: First Second. 2009.
3. Chast, Roz. *Can't We Talk About Something More Pleasant? A Memoir*. Bloomsbury. New York, New York. 2016.
4. Lat. *Kampung Boy*. New York, New York. First Second. 2006.
5. Czerwiec, MK. *Taking Turns: Stories from HIV/AIDS Care Unit 371*. University Park, PA: Penn State University Press. 2017.
6. Takei, George et al. *They Called Us Enemy*. Marietta, GA: Top Shelf Productions. 2019.

LOCAL AUTHORS

7. Fies, Brian. *A Fire Story*. New York, New York. Abrams ComicsArts. 2019.
8. Cohen, Tyler. *Primahood: Magneta*. Walnut, CA. Stacked Deck Press. 2017.
9. Kobabe, Maia. *Genderqueer: A Memoir*. Lion Forge. 2019
10. Marinamoi. *Turning Japanese: A Graphic Memoir*. Minneapolis, MN. 2cloud. 2016.
11. Telgemeier, Raina. *Guts*. New York: Scholastic. 2019.
12. Tran, G.B. *Vietnamerica: A Family's Journey*. New York: Villard. 2010
13. Yanow, Sophie. *War of Streets and Houses*. Minneapolis, MN: Uncivilized Books. 2014.
14. Yanow, Sophie. "What is a Glacier?" Retrofit 59. Philadelphia, PA: Retrofit Comics. 2017.

OTHER RECOMMENDED MEMOIR

15. Backderf, Derf. *My Friend Dahmer*. New York: AbramsComicArts. 2012.
16. Backderf, Derf. *Trashed*. New York: Abrams ComicArts. 2015.
17. Bell, CeCe. *El Deafo*. Amulet Books. New York. 2014.
18. Bell, Gabrielle. *Everything is Flammable*. Uncivilized Books. Minneapolis, MN. 2017

Adam Bessie, Sabbatical Project FA 19
Graphic Memoir and Medicine Bibliography

19. Bell, Gabrielle. *Truth is Fragmentary: Travelogues and Diaries*. Minneapolis, MN: Uncivilized Books. 2014.
20. Bell, Gabrielle. *The Voyeurs*. Minneapolis, MN: Uncivilized Press. 2012.
21. Fink, Jess. *We Can Fix It! A Time-Travel Memoir*. Atlanta: Top Shelf Productions. 2013.
22. Hayden, Jennifer. *The Story of My Tits*. Top Shelf. San Diego, CA. 2015.
23. Ka, Oliver and Alfred. *Why I Killed Peter*. New York: NBM Comics Lit. 2008.
24. Walden, Tillie. *Spinning*. New York: First Second. 2017.
25. Webber, Georgia. *Dumb: Living Without A Voice*. Fantagraphics Books. Seattle, WA. 175 pages.
26. *When I Returned: A Cartoonist and Veteran Project*. Eds J.D. Lunt & James Sturm. White River Jt, VT. Center for Cartoon Studies. 2016. [Zine]

NON-FICTION/TEXTBOOKS

27. Barker, Meg-John. "Plural Selves Zine." *Rewriting The Rules*. Self-Published Zine. Free online: <https://www.rewriting-the-rules.com/zines/>
28. Barker, Meg-John & Scheele, Julia. *Queer: A Graphic History*. Icon Books. 2016.
29. Czerwiec, MK et al. *Graphic Medicine Manifesto*. University Park, PA: University of Pennsylvania Press. 2015.
30. Duncan, Randy, et al. *Creating Comics as Journalism, Memoir & Nonfiction*. New York, New York: Routledge. 2016.
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32. Haines, Steven and Standing, Sophie. *Trauma is Really Strange*. London, UK: Singing Dragon. 2016.
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34. Ros, Hana and Farinella, Matteo. *Neurocomic: A Comic About the Brain*. Nobrow. 2014.

ESL Workshops Proposal

Name/s: Kelvyn Moran-Gillis and Ray Clapper

Position/s at the college: Learning Center (English) Coordinators

Contact information: Contact Kelvin Moran-Gillis, at x22619 or kmoran@dvc.edu

Contact Ray Clapper, at x22410 or rclapper@dvc.edu

Description of project (give a word count): (242 words)

The ESL program is exploring ways to address the needs of current students, and draw prospective students from the community. One way of doing this is creating free workshops that address the needs of ESL students, while creating a bridge for incoming students. Our solution is offering free workshops a week or so before the start of each semester---we want to pilot this for January 2020, August 2020 and possibly January 2021. During each break, we plan to offer 6-8 different workshops led by instructors, staff and other personnel. The topics would range from academic success to topics specific to the needs of ESL students, such as acclimating to American college culture, navigating the education system, introducing students to academic ESL/English and more.

This model isn't and other programs in the area, such as Laney College, offer workshops to their ESL students in the form of noncredit workshops. We envision that this pilot would eventually become a noncredit course/workshop. We hope to pilot our idea, refine tune it and eventually create 1-2 noncredit courses---similar to what math did with Math Leap.

This idea is also in response to AB705 requiring ESL programs to offer additional support that doesn't interfere with the 3-year timeline for ESL students. AB705 mandates that language learners should spend no more than three years navigating ESL courses before they get to transfer-level courses. Our workshops would offer a strong transition into the college and our program.

To save cost on facilities, we are planning to utilize the first floor of the English Learning Center; we foresee down the road (a semester or two into the project) that we would offer some of these workshops off campus and in locations around the Concord community.

Connection to Joint Plan Plan

In what way does your proposal address the goals and objectives of the Developmental Ed Strategic Plan?

- A. Increase the number of underprepared students who successfully complete courses at both the developmental and the college level.
- B. Create a campus culture that supports, encourages, and provides help outside the classroom for underprepared students.
- C. Maximize the effectiveness of the assessment and placement processes to better serve underprepared students.
- D. Increase the number of underprepared students who earn certificates and degrees and transfer to four-year institutions.
- E. Increase equity in underprepared student success.

Read through Non-allowable Expenses to make sure your project can be funded by BSI

- Gifts
- Stipends for students
- Political contributions
- Courses
- Supplanting

State the category most relevant to your proposal:

- Category A: Program and curriculum planning and development
- Category B: Student assessment
- Category C: Advisement and counseling services
- Category D: Supplemental instruction and tutoring
- Category E: Articulation
- Category F: Instructional materials and equipment
- Category G: Coordination
- Category H: Research
- Category I: Professional development
- Other:

Our proposal fits with category:

- Category A: Program and curriculum planning and development
- Category C: Advisement and counseling services
- Category F: Instructional materials and equipment

Ways to measure the need (program review, survey, research data, etc.)

Connection to program review (if possible):

Identified as a need by a department or college committee (220 words):

The ESL program continues to attract new students, and we see a demand for growing the program and offering continual support. According to our latest program review data, in ESL enrollment numbers have increased to 68.15% (146.7 FTES in 2014/2015 to 247.2 FTES in 2018/19), and our retention, 91.8%, remains higher than the college average which sits at 86.61%. While our program has a high retention rate, we see a demand and strong interest from students for wanting additional classes or support. Our workshop would address this by offering free 2-3 hour workshops tailored to the needs of ESL students.

At the same time, we're also hoping to attract new students in the community by offering free workshops that would help them acclimate into DVC and our ESL program. By offering free workshops tailored to prospective students, we feel it would help with their transition and/or help them to register and enroll in the college. These workshops would target communities/services in and around Conord. Anecdotally, we know that college can be intimidating for many prospective ESL students in the area who aren't familiar with the process or feel that they're not "ready" due to language, time or economic issues. Our workshops would target these concerns and provide new students with the tools and knowledge to begin their journey with us.

Project Management

New or continuing Dev. Ed. proposal? This is a new proposal.

Project timeline: We'd like to start this shift in the spring, semester, 2020.

Ongoing maintenance

Benchmark/progress report/periodic check in & assessment/ /updates

Data and outcomes - Ways to assess measurable outcomes

Budget

Categories

Longevity

Extending beyond current academic year?

We hope to pilot our workshop idea for the next few semesters. Given the opportunity, we know that we can help students and refine/shape our idea to best serve our ESL students. We're hoping to eventually take our workshop idea and create an official noncredit course for curriculum by Fall 2020.

We also plan to create short surveys for each workshop asking participating AND facilitators for their feedback. This would also be used as a form of data collection and reflection of the effectiveness of our proposal.

How might this project be institutionalized in the future?

We would eventually create a noncredit topics course (or something similar) and submit to curriculum by Fall 2020.

Estimated Cost:

Approximate, predicted Program Costs	Workshop Facilitator Pay (Other Academic Service Hours, \$39-\$64): \$864-\$1536 <ul style="list-style-type: none">• 8 3-hour workshops, led by faculty, staff and other personnel• We used the highest payment to estimate a budget, Marketing Cost: \$300 <ul style="list-style-type: none">• Printing costs for flyers, paper or more Parking Passes (\$3 daily passes): \$480? <ul style="list-style-type: none">• Estimate, 20 participants for each workshop (possibly) Coordination & Management of Project (15 hours each semester for 2 people to coordinate this project every semester) (Other Academic Service Hours, \$39-\$64): \$1170-1920 <ul style="list-style-type: none">• Compensation for 2 people to coordinate workshops, marketing, outreach, leading planning meetings, review survey results, conduct in class announcements & more. Faculty Planning Meeting Time (Other Academic Service Hours \$39-\$64): \$468-\$768 <ul style="list-style-type: none">• Compensation for faculty participating in planning and post meetings. Estimated 4-6 hours of meeting time each semester.
	Total Projected Cost: \$3282 - \$4050 each semester (we're hoping to pilot this for 3 semesters: Spring 2020, Fall 2020 and Spring 2021)