

American Language Department Meeting Agenda  
Tuesday, September 8, 2015, 2:30-4:30 PM

Recorder: Jennifer Leader; Present: Nona Stokes, Evelyn Hill-Enriquez, and Barbara Mezaki

1. Review of Minutes from June: June minutes were approved.
2. Sabbatical Project Report—Jennifer explained the American Poetry Manual that she created for her Spring 2014 sabbatical and distributed example handouts to the faculty present. She will place a hard copy of the manual in the department files for anyone to use, and she has posted a pdf of the manual on the department wiki. She will also present a copy of the manual to the ESL department in a meeting with Margaret Teske and Dana Miho.
3. Curriculum Review of 43W and Development of New 44W--The department reviewed course measurable objectives for AmLa writing courses and discussed the way AmLa classes match or do not match with CB 21 Common Assessment Descriptors. These may be coming into use with the adoption of the Common Assessment. Nona will contact the English dept. to determine if or what English dept is doing to align their courses with CB 21: AmLa is currently aligned with English but both departments differ by one level from the rubric. Evelyn will bring copies of the Common Assessment maps next meeting.

Further, the department reviewed its rotation plan of SLOs with reference to the four-year course review cycle. We discussed re-syncing the SLO calendar so that they match the timeline of the corresponding courses in the review cycle. Nona will obtain our current course review cycle from WebCMS, and the department will discuss this further.

4. Liaison Reports:

Jennifer—F-1 Student Advisory Committee: The Committee finalized their report to the Academic Senate, along a report listing the current F-1 enrollment data. The International Student Welcome Reception will be held Thursday, Sept. 17, from 4 to 6 p.m.

5. Other

Evelyn will inquire into the way that the Common Assessment will distinguish native readers from non-native readers. Could multiple measures be put in place that would help direct students who place into AmLa writing classes into AmLa reading classes?

Evelyn asked if we have any students who are highly oral/aural that might like to lead conversation circles. Also, Ana wants suggestions of things to put up on the bulletin board.