

AN ABILITY TO COMMUNICATE

English, ESL & Reading

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Are You Satisfied with Your Students' Writing? Let Cuyamaca's Reading, Writing, and ESL Center Help

by Mary Graham

Learner-Centered, Process-Oriented Tutoring

Did you ever wonder what exactly happens after you recommend your students go see the tutors and before they turn in their papers? It is important for instructors to know just what tutors do – and don't do – so they can help students utilize tutoring for maximum benefit.

"We make better writers, not better papers" is the motto of the Reading, Writing, and ESL Center. What that means exactly is a bit of a mystery to most students and many instructors. How exactly do we try to help students help themselves? The answer is process-

oriented learner-centered tutoring.

Our tutoring focuses on teaching and reinforcing processes that will help students succeed not only on a current project but on every future one. First and foremost, the tutors emphasize the use of the writing process. They help students with pre-writing ask them to consult their prewriting during the writing process, encourage revision, and remind students of the necessity of proofreading. If students are unfamiliar with any of these steps, they review with them what is involved in each one. When helping students learn to proofread, they review processes for identifying grammar problems. They

help them identify their own most common errors, understand how they make them, how they find them, and how they fix them. If a student has trouble with run-ons, the tutor will review what a run-on is and how to identify an independent clause is and how to connect them properly.

Our tutoring is also learner-centered. That means

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Tutoring now available on-line!

Special points of interest:

- Learn what really happens in a tutoring session
- The importance of showing the English/ESL videos
- Helping students write research papers
- Interesting conferences coming up soon
- Bridges to Success

ENGLISH & ESL COURSE SEQUENCE VIDEOS

WHY YOU SHOULD BE SHOWING THEM IN YOUR CLASS

BY DR. LYN NEYLON

In both the English & ESL programs, only a small number of students successfully complete the entire sequence of courses, especially when the students begin the sequence at the bottom.

One reason this occurs is that the students as well as some of the newer instructors do not have a clear understanding of how the classes form a sequence of learning, what the objec-

tives are at each level, and how the students benefit by progressing to the next level.

To solve this problem, the Communication Arts Depart-

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ENGLISH & ESL VIDEOS CONTINUED

ment has created a series of videos to explain to both students and instructors course content, expectations for students, requirements for the next two levels, outside sources for assistance [such as tutoring and open labs], and the benefits of series completion [such as AA degree and transfer].

The videos act as an orientation to students in whatever level they test in to. The videos will also serve as reinforcement for students who have passed to the next higher level, allowing them to see the progression of skills they need to acquire.

You should receive a video in your box the first week of classes. Please show the video as soon as possible and then pass the video onto the next instructor listed.

The English videos contain the following information:

- Level 90 [includes segments for Engl 90, 90R, 98, 98R, 110, 110R, & outside assistance]
- Level 98 [includes segments for Engl 98, 98R, 110, 110R, 120 & outside assistance]
- Level 110 [includes segments for Engl 110, 110R, 120, 124 & outside assistance]
- Level 120 [includes segments for Engl 120, 122, 124 & outside assistance]

The ESL Videos contain this information:

- Level 96 [includes segments for 96, 97, 98, 99A, & outside assistance.

- Level 100 [includes segments for ESL 100, 101, 102, 99B & outside assistance]
- Level 103 [includes segments for ESL 103, 104, 105, & outside assistance]
- Level 106 [includes segments for ESL 106, Engl 98R, Engl 110, Engl 110 R & outside assistance]

Each video runs about 20-30 minutes in length. Please make sure to show the entire video as at the end, Mary Graham explains about library resources and tutoring – we want to make sure your students know about these valuable services.

It's also important that you show this video as soon as you receive it and then pass it on to the next instructor so everyone receives the video in a timely manner.

Towards the end of the semester, you will see these videos once again. This time, we ask that you show only the level above the level you are teaching [this should be a max of 10 minutes]. That way, you will help students know what class they should take next and what the requirements of that class are.

Additionally, if you have students who are failing, they will also see what the requirements of the next level are, and this may help them better understand why they are not ready to move on. The videos can really help you explain why they need to repeat a class if necessary.



These videos are a great resource for you and your students!

Why is it important that you participate in showing these videos?

Educational studies show that students are more successful when they better understand course requirements. Students are more likely to persist within a class as well as be retained within a program when they understand course sequencing, know what is expected of them at each level, understand what they need to do to succeed at each level, realize the benefits of completing the sequence and are confident of where to seek outside assistance.

We know you want to help your students meet their goals and be successful in their college careers. You can help

"Please show the video as soon as possible and then pass the video on to the next instructor listed."

them along by showing the videos and then taking some time after the presentation to answer any questions about the English and ESL programs.

TUTORING CONTINUED

the tutor will always try to get the student to answer his/her own questions and solve his/her own problems. The tutor will encourage the student to consult the assignment sheet for guidance on a paper. When working on punctuation errors like run-ons, the tutor will try to work off the tutees knowledge. The tutor will assess what the tutor knows about that error. The tutor will refer the student to his or her book or notes for knowledge. Then, and only then, will the tutor help fill in the gaps in the tutee's knowledge.

Since the goal of tutoring is to provide students with skills they can carry with them to the next project, our tutors do not proofread papers. The tutee would learn nothing from that process. He/she would simply continue making the same errors.

It is important for instructors and students to understand that tutoring sessions are not designed as paper proofing sessions. Tutoring sessions are learning opportunities. Students should carry some permanent lesson away from each one but they may not carry away a "corrected" paper.

The anatomy of a tutoring Session

The following are steps in the tutoring cycle, and each should occur in the average thirty minute session.

1. Greeting: the tutor greets the students and arranges the seating so

that he/she can see the student's work but cannot easily write on it. (A right handed tutor should sit to the right of a student)

2. Set goals for the session: the tutor asks the tutor for his/her goal for the session and the tutor and tutee establish what can reasonably be done in 30 minutes.



Tutoring available in L135 beginning week three of classes—Monday through Friday!

3. Identification of underlying processes/Alignment of vocabulary: the tutor will determine what skills or knowledge the tutee must review or acquire to accomplish the goal of the session. At the same time, the tutor will learn what vocabulary the student uses to talk about writing and will adjust his or her communication accordingly.
4. Tutoring.
5. Tutee restatement of what he or she has learned.

6. Plan for the next session or the student's next step on the project.

What you can do to help

- Make sure that students have written directions for writing assignments
- Explain to students that tutoring is available in L135 by appointment – sometimes they can just drop in.
- Add a statement to your syllabus that tells students to enroll in the free supervised tutoring classes at the writing center
- Let them know tutoring is for all students not just the struggling ones.
- Let them know that tutoring is part of the learning process not a one-time fix / they need to come early and often.
- Explain that tutoring is not proof-reading.
- Identify sentence skills errors you would like them to work on and mention the software to them – let them know there is sentence skills software they can work with in addition to or instead of the tutors.

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HELPING STUDENTS WRITE RESEARCH PAPERS

The Cuyamaca Library Instruction Program assists students in accessing, analyzing and utilizing information. In order to help your students with their research papers, the librarians will design a Research Guide specific to your research assignment.

The way it works is that you email Jeri Resto the research assignment you give your students and any other information you think she should have to help her design a student research resource. Jeri will then post your assignment on the college library web page and create

a "Research Guide" specific to your class. Along with your assignment, she will have listed several main resources that students can use for their research according to the research topic and parameters. The research guide also has a reference section that has dictionaries, encyclopedias, style guides, and tutorials to help student writing. She even includes a few periodical sources to help students get headed in the right direction.

But wait ... there's more! You can then bring your class to the library and Jeri

will show your class how to access the guide, how to evaluate research sources, and where to get more assistance if necessary. It's a succinct presentation focused specifically on their research assignment.

If you'd like to see some examples of what the guides look like, you may view over 75 Research Guides at www.cuyamaca.edu/guides. If you have any questions or would like to set up a research guide and a library session for your class, contact Jeri Resto: jeri.resto@gcccd.edu

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thinkers!*



nology companies. In addition, you'll experience thought-provoking keynote addresses by some of the world's most renowned technology and education leaders. For more information: <http://www.techedevents.org/2006/>

**YOUNG RHETORICIANS' CONFERENCE on COLLEGE COMPOSITION and RHETORIC
June 22-24, 2006 The Monterey Beach Resort Monterey, California**

This June, academics, writers, publishers, and lovers of language will converge as colleagues to explore the balance between the traditional and the contemporary in teaching, bringing the skills and joys of language to others. <http://www.csub.edu/ycr/>

CONFERENCES YOU SHOULD KNOW ABOUT

**The CATE Convention, Adventures in Anaheim – An 'E Ticket'
February 3-5, 2006** Hyatt Regency Orange County

Featured speakers include Orson Scott Card, Andre Dubus III, and Edward P. Jones. Come join other California English teachers as they share best practices and pedagogy. <http://www.cateweb.org/>

**The 40th Annual TESOL Convention and Exhibit
March 15-18, 2006, in Tampa Bay, Florida**

More than 7,600 ESL/EFL professionals from 96 countries attend TESOL Annual Conventions. Attendees have the opportunity to participate and learn by choosing from more than 900 sessions offered with over 1,674 presenters representing some of the best in the profession. <http://www.tesol.org>

**CCCC Annual Convention
March 22-25 in Chicago, Illinois**

Our profession still faces numerous issues, from research and dissemination of information to labor issues, staff training, and collaboration. These issues must be addressed today considering the center spaces we have built in the past and the coalitions we need to build for the future of our communities and culture. <http://www.ncte.org/profdev/conv/cccc>

**TechEd International Conference - "Sharing the Vision"
March 27-29, 2006 at the Pasadena Conference Center**

At TechEd, you'll have access to hundreds of hands-on computer workshops, pre-conference workshops, spotlight sessions, special interest symposiums, concurrent sessions, roundtables, vendor solutions sessions and an interactive exhibit floor featuring leading tech-

BRIDGES TO STUDENT SUCCESS BY LINDY BRAZIL

Imagine improving student retention, persistence, morale, and final grades with a single move.

The English Department has done just that by creating the Bridges to Success program here at Cuyamaca College. Replicating programs offered at other colleges like Grossmont College and Pasadena City College, five years ago Ms. Hider and Ms. Brazil bridged their pre-collegiate writing classes: English 111 and English 111R (reading). The same students took both classes in which the curriculum was periodically linked between the reading and writing.

The results were surprisingly positive. Since the same students were they're learning in humanities,

stronger connections developed. They exchanged notes, formed study groups, and proof-read each other's essays. And as a result, the students felt more connected to their peers and their classes. Notably, fewer students dropped, and the quality of the work in the two classes was—for the most part—better than that of the non-bridged classes.

"After having witnessed the success of the bridge with reading, I decided to take my past experience of teaching humanities and form a bridge with Paul Carmona's 110 class," says Lindy Brazil. "The students in my class write about the information they're learning in humanities. They also learn the importance of drafting, revising, and editing their work carefully for a class other than English. Dr. Carmona gets

the bonus of having a group of students who have been placed in a collegiate-level writing class and who are, generally speaking, better prepared for the intensive reading and writing he requires in his transfer-level class. Also, the connections between the students are strong. They often study for tests together and proof-read each other's essays. "Essentially, we've created a positive collegiate learning environment," says Lindy Brazil.

Currently bridged classes include:
English 098 and English 098R (reading)
English 110 and English 110R (reading)
English 120 and Humanities 110 (Introduction to the Humanities)