## Professional Learning Activities of English Faculty 2017-2019

- 1. AB705 Workshops: Last year we offered 8 workshops dealing with four areas of pedagogy to align with the Writing Program Administrators (WPA) standards and comply with AB705 (15-25 Instructors attended each workshop); these will be offered again this year in slightly different iterations:
- Relevant, thinking-oriented courses
  - Themed Classes
  - o Backwards Design with Scaffolded Assignments
  - Low-stakes writing
  - Collaborative practice
  - Just-in-time remediation
- Corequisite Instruction
  - Use of embedded tutors, SI
  - Extra hour of student-centered instruction
- Syllabus building in the new AB705-influenced classes
  - 6 hour collaborative retreat with f/t and p/t instructors
- Addressing Students' Affective Needs
  - Using Starfish Early Alert
  - Rethinking "laziness"
  - Getting all students involved
  - Use of "small teaching" techniques
- 2. Conference/Professional Development Attendance
- California Acceleration Project
  - o 10 current instructors attended at least 1 CAP conference
- Reading Apprenticeship
  - 5 current p/t, f/t instructors taking or have taken classes
- AVID
  - o 2 current instructors attended summer institute
- **3.** Curriculum
- English 010 redesigned to align with WPA suggestions
- Dramatic reduction in "basic writing" courses. Required educating instructors out of "basic writing" thinking: from "deficit-model" instruction to more "explicit-model" practices.
- English 917, 918 co-requisite labs built to replace basic writing courses
- Reading program turned into voluntary non-credit courses while we work to increase reading volume in composition courses--concurrently working on educating faculty in reading instruction strategies and offering NC support classes for students who struggle in new college-level placement
- 4. Placement

• Developed new AB705-aligned placement guidelines with department faculty: 85% of students now place directly into stand-alone college-level English