The Communicator

Welcome to MiraCosta's Noncredit ESL Spring 2018 semester!

Last year and the beginning of this new one have been quite stressful for our students due to several policy changes and heated discussions on immigration. Fears in students have increased that they worry about being separated from family members or forced to leave the United States.

However, despite several stressors, our teachers and instructional aides have managed to maintain a supportive and positive environment in our classrooms, our students' happy spaces. Thank you all for that!

Students in Julia Cantu's Level 3 class at the Community Learning Center practice their English in a communicative

We will continue to strive to make our students feel welcome and appreciated in this sanctuary state of a country built on the backs of immigrants. We will continue to provide the best language instruction possible to help our students find their voices and pursue their American Dreams.

The articles in these pages provide some ways to do just that! Read about teaching techniques and resources for our students. May your new year be better than the last one! — Kristi Reyes, Noncredit ESL department chair
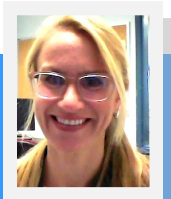

Students in Denise Douglass' Advanced ESL Class in Carmel Valley celebrate the end of another successful semester.

INSIDE THIS ISSUE:

Spring 2018

CHAIR NEWS

By Kristi Reyes, Noncredit ESL Department Chair

Fall 2017 Terms I and II Persistence and Promotion

Term I (Aug. to Oct.)	Promotion %	Persistence %
Morning ESL Classes @CLC	48%	84%
Evening ESL Classes @CLC	38%	80%
Term II (Oct. to Dec.)	Promotion %	Persistence %
Morning ESL Classes @CLC	57%	81%
Evening ESL Classes @CLC	48%	82%

The information in the table above is from our leveled (Levels 1—7) managed-enrollment classes, which meet four days per week during our eight-week terms and are offered at the Community Learning Center.

Program Average Term I
43% promoted
82% persistence (morning and evening classes)

Program Average Term II
48% promoted
81% persistence (morning and evening classes)

In Term I open-enrollment, lab, and Citizenship classes, 21 students were promoted, and average student persistence was 89%. For the same Term II classes and semester-long and offsite classes, average student persistence was 83%.

Citizenship, as usual, had high persistence rates, with 51% of students being promoted and 100% persistence in Term I. In Term II, 22% of students were promoted, and the persistence rate was 96%.

Congratulations and thanks to faculty and instructional aides for these amazing persistence rates and excellent data!

What Has Been Happening in Noncredit ESL?

WIOA Grant Update

Contributed by Arturo Vazquez, WIOA grant supervisor

Welcome to SPRING 2018!
This spring we are proud to present three exciting partnerships that will enhance students' education, help them advance into career pathways, and obtain access to gainful employment.

Continuing Education has joined with some of San Diego Workforce Partnership's America's Job Center of California (AJCC) partners, including the Department of Rehabilitation, and community members YMCA Urban Career Pathways and Goodwill Employment Centers. Representatives will be co-locating at the Community Learning Center this year. A schedule of times will be distributed in February. Our goal is to ensure student access to a system of high-quality access points and provide services available in the community for all customers seeking employment; building basic educational or occupational skills.

WIOA, in partnership with the Adult Education Block Grant (AEBG) will continue to offer free childcare services at Libby Elementary and Laurel Elementary schools through the Oceanside Unified School District, at La Colonia Community Center through the Boys and Girls Club of San Dieguito and at the CLC through Children's Paradise. For Children's Paradise we have some spots available for our students to get free childcare during the morning and afternoon shifts. The spots are on a first come first serve basis and there are no evening hours, but if you have any students interested in learning more, please send them to Arturo Vazquez, avazquez@miracosta.edu.   This is a great resource for our students!

Finally, please stay tuned for upcoming events/resources: Citizenship and Immigration Forum (March 2018); Spring Job Fair (April 2018); Career and Technical Expo (May 2018). For more information, please contact Arturo Vazquez, WIOA Grant Supervisor, avazquez@miracosta.edu or 760-795-8717.

Two New Sites in North County Host Our ESL Classes

This Spring we are offering three new classes at two new sites through the Adult Education Block Grant. By request, a morning conversation class will be held at the Oceanside Public Library's Civic Center branch. Jefferson Elementary School will host two evening classes, conversation and basic computer/digital Literacy. We look forward to beginning our partnerships with these sites and continuing our partnerships with those where MiraCosta Noncredit ESL classes have been well-received and are building larger and larger student followings: Crown Heights Community Center , Laurel and Libby Elementary Schools, Melba Bishop Recreation Center, La Colonia Community Center, Carlsbad Library Learning Center , Carmel Valley Library, Carmel Valley Middle School, Encinitas Library, and San Dieguito High School Academy.

Diversity Day Celebrated for Third Year

Our ESL students shared traditional clothing, music, dance, customs, and even food at our third annual Diversity Day in November. Once again, we and our students learned about their fascinating cultures and backgrounds. Student Aleksandrs Vete from Latvia created this video of the festivities at the CLC. Students in the classes at the San Dieguito High School Academy site also participated by making presentations to their classmates.

Sorntarnphak or "Dena," a Level 5 student at SDA brought samples of Thai Spicy Mint Chicken Salad. She used to be a chef for the Thai Diplomat Service, and she worked for the Thai Ambassador appointed in Vienna, Austria! She recently started her YouTube Channel, Dena the Chef.
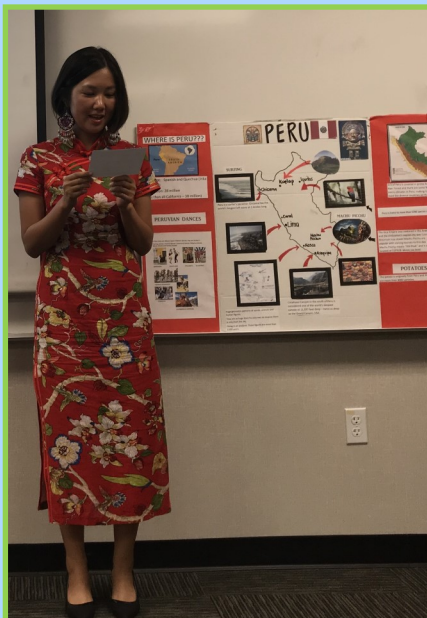
Yanyan, from China, wore and spoke about traditional clothing.

Olivia and Margarita, Level 3 students from Mexico, made a presentation about typical food from the states of Guerrero and Guanajuato. They distributed a copy of two of their recipes.

New Year's Resolution: Limit Teacher Talk, Maximize Student Production
Contributed by Kristi Reyes

Adult ESL students bring with them to our classes so much -- a lifetime of experiences, diverse backgrounds, and intrinsic motivation. As such, effective instruction for adults is characterized by student-centeredness and teacher as facilitator. But let's face it: we became language teachers because we love explaining things to others, and teacher-directed activities are necessary for guiding students and facilitating student interactions. Despite these truths, to have a class be truly student-centered means reducing teacher talk, and to truly acquire a language, our students need to have multiple opportunities each class not just for input but also for output. My New Year's Resolution is to ask more questions than I answer and to put students front and center for a much larger amount of class time.

Some ESL teachers are already thinking, "But my students are beginning-level! They can't produce much English yet!" To this, I want to remind teachers about the Early-Production sequence that is part of the Natural Approach (Krashen & Terrell, 1983). With this technique, which can be used effectively to teach grammar and vocabulary, questions are carefully planned to gradually build students' speaking using target forms and follow this sequence:

Early Production Sequence to Get Beginning-Level ESL Students Talking

- **Start by with commands that lead to nonverbal responses (as in the Total Physical Response technique) –** *Point to…Pick up…Show me…*

- **Ask Yes/No questions that lead to yes, no, or nonverbal responses**

- **Ask "or" questions that lead to single word or short phrase responses**

- **Ask "Wh" questions that lead to single word or short phrase responses**

- **Ask leading statements that result in single word or short phrase responses**

By following this sequence, students have multiple exposures to the target language before they are expected to produce it, yet they are involved and engaged throughout the presentation stage of the lesson. In the guided practice stage of the lesson, students can then work be directed to work in pairs or small groups asking modeled questions such as "What is this? What are these?" Other communicative follow-up activities can be surveys like "Find someone who," quiz-quiz-trade, and so on.

For questions used in intermediate and advanced ESL classes for vocabulary and grammar, as well as reading, Bloom's Taxonomy is the first source to consult to ensure that we are getting beyond the remember and recall questions to more cognitively-demanding questions at the upper end of the Bloom's pyramid, which require students to analyze, evaluate, and create. Of course, asking good questions that make students think more critically is not something easily done at the spur of the moment. The question starters at <u>Revised Bloom's Taxonomy – Question</u> Starters and the <u>Bloom's Taxonomy Cheat Sheet</u> are useful to have handy when we're doing lesson planning.

Let's also not forget that the <u>College and Career Readiness Standards</u> (CCRS) include the shift of questioning to be more text-based (Pimentel, 2013). Besides asking more and better questions, what else can we do to minimize teacher talk and maximize student output and production?

Here are 18 things I plan to do and encourage others to try in 2018 to maximize student production:

1. Move classroom desks into groupings before students arrive for class. It's much easier for students to carry on a conversation when they are facing each other.

2. Increase wait time. True, typical Americans feel uncomfortable with silence, but keep in mind that many of our ESL students are code-switching and need the time to formulate responses in English.

3. Ask more open-ended questions, especially "Why?"

4. Have student volunteers read task directions aloud.

5. Instead of repeating instructions, ask students to restate directions for completing a class task.

6. Respond to student questions by turning the questions over to the class instead of answering.

7. Have students write questions for discussion and reading comprehension. They can do the work for you!

8. Create lesson plans using backward build-up (begin with the objective) and WIPPEA stages (Warm-up/Review, Introduce, Present, Practice, Evaluate, Apply). Use provocative images, video clips, and conversation questions to get students talking. Limit teacher talk to 10 to 15 minutes at a time in the presentation stage of lesson plan, interspersed with questions to keep students engaged and focused. Help students learn to be active listeners by having them DO something while they listen such as copy key words, complete a listening cloze, take notes, or fill in a graphic organizer.

9. Let students "rehearse" through think-pair-share activities.

10. When a student's response to a question or in a class discussion is unclear or unheard, have the student repeat rather than you do it.

11. Plan and create materials for activities that require students to communicate for a purpose, such as info gaps and jigsaw reading.

12. Get students up, moving, and in front of the classroom with activities like surveys, interviews, running dictations, four corners, and competitive fun team games like jeopardy and others.

13. Get students in front of the class more often by assigning more class presentations/oral reports or role plays and dialogs. If it's a large class, presentations can be conducted in small groups rather than as whole-class activities. The more students have the opportunity to use their English in these ways, the more confident they will become.

14. Teach communicative and strategic competence, including clarification questions. For instance, see Oxford Picture Dictionary author Jaymi Adelson-Goldstein's OPD CCR Skills Builder, which includes Do-Say Charts for students to learn, use, and understand appropriate nonverbal communication and also includes phrases for basic, interpersonal, and team/cooperative communication.

15. Use sentence frames for academic talk in discussions, like those Kate Kinsella includes in her research, presentations, and publications. See her publication Practical Strategies to Improve Academic Discussions in Mixed Ability Secondary Content Area Classrooms.

16. Draw popsicle sticks or index cards with students names on them, or use the Random Name Generator at Super Teacher Tools, to make sure all students in the class get a chance to speak.

17. Conference with students individually over their writing and include peer review with read-alouds of both student writing and in groups reading aloud texts.

18. Finally, let students struggle and be challenged rather than filling in or appropriating meaning. When we struggle, we are learning!

References and Resources

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Pimentel, S. (2013). College and Career Readiness Standards for Adult Education. Washington, D.C.

ReadWriteThink: Depend on the Text! How to Create Text-Dependent Questions
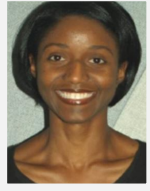
RUTH'S REFLECTIONS

By Ruth Gay, Noncredit ESL Instructor

Sabbatical Curriculum Pilot Update: Students Engaged in Biographies of Social Justice Fighters and Autobiographical Writing

One year ago, I wrote about my sabbatical work. My main goal was to develop curriculum for two new Reading/Writing courses that were added to Noncredit ESL's schedule, so one of my sabbatical objectives was to read several biographies and write curriculum to go along with them. Since then, I've had the opportunity to pilot some of that curriculum, and I would like to give a report of that work here. To briefly recap, during my sabbatical, I read and wrote about: Sor Juan Ines De La Cruz, a Hieronymite nun that lived in New Spain during the 1600s; Phillis Wheatly, a woman known as the Revolutionary Poet who lived from 1753 (her exact date of birth is not known) – 5th of December 1784; Miguel Hidalgo y Costilla, one of the leaders in Mexico's fight for independence from Spain who lived from the 8th of May 1753 – the 30th of July 1811; Cesar E. Chavez a well-known Latino American labor leader and civil rights activist who lived from March 31, 1927 – April 23, 1993; and Ladonna Harris, a Comanche Native American born on February 26, 1931 in Oklahoma who is the founding president of Americans for Indian Opportunity (AIO).

FARMWORKER'S FRIEND
The Story of Cesar Chavez

David R. Collins
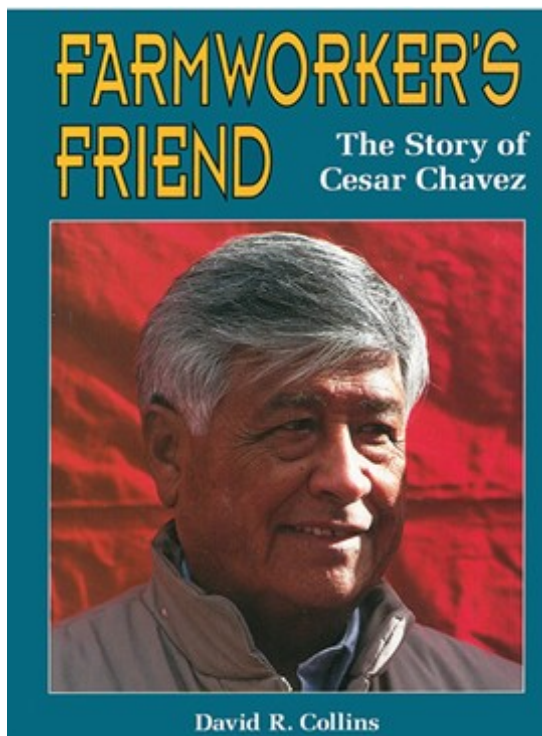
Farm Worker's Friend: The Story of Cesar Chavez

The first book I used when I taught the Reading/Writing course for the first time was the biography about Cesar Chavez. This class was an intermediate level. For the writing assignment for the term, I found a website with a list of civil rights leaders from the 1800s to present day. I asked my students to select one person from the list to research and write a biography in four chapters. I provided guiding questions for each of the four chapters to help my students with their research. A few weeks into this assignment, it became clear that it was a bit challenging for the majority of the class, so I changed the assignment from a biography about a civil rights leader to an autobiography in four chapters. We used the same guiding questions for the four chapters. This change was a success, and I received multiple pages for each chapter.
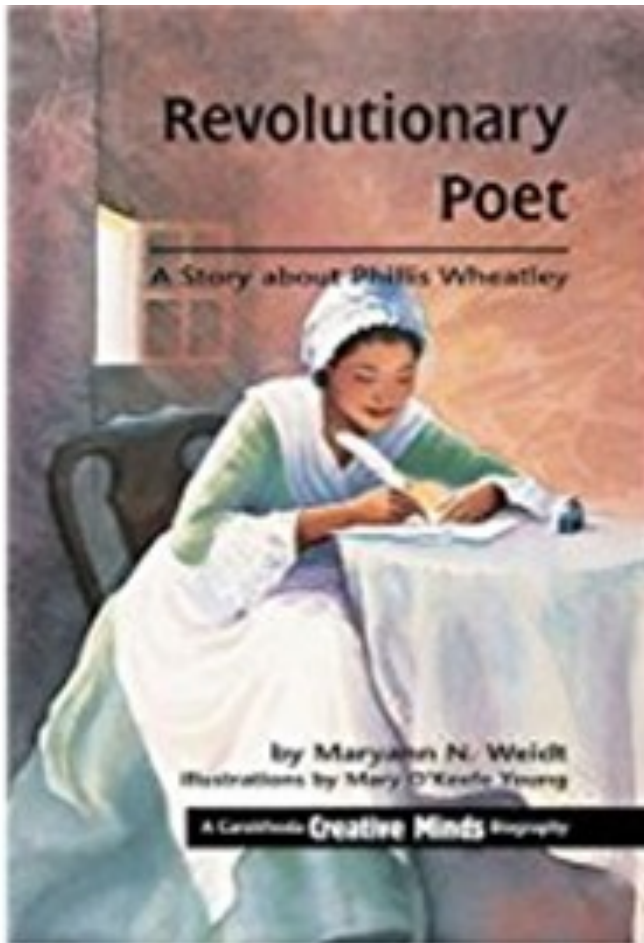
Revolutionary Poet:
A Story about Phillis Wheatley

For the next time I taught the Reading/Writing course, we read the book about Phillis Wheatley. Once more, the writing assignment was an autobiography with the final writing assignment being a paragraph introducing Phillis Wheatley to someone who had never heard of her. My students enjoyed learning about this little-known person in U.S. history, and the book was also a great lesson in U.S Revolutionary history. We had some invigorating discussions. From an early chapter in the book, the topic of slavery is addressed. The author writes about the Bostonians who became aware of the parallels between the colonies' struggle for independence from Britain and the slaves' desire for freedom. According to the author, some people worked toward that end while others spoke out but took no action. Still, others appealed to their representatives to outlaw the sale of slaves and end slavery altogether, but the legislature did nothing. During our discussion of this chapter, it was thrilling and disheartening to see my students, with no prompting from me, make the connection between that time and what is going on today with Congress and immigration reform. At the end of that term, several students told me that they wanted to read more books like the one we had just finished.

I am scheduled to teach the course two more times this semester, and I plan to read about Cesar Chavez again and then do a work of fiction about a young girl who moves to the U.S. during Cesar Chavez's time and highlights a slightly different perspective of the strikes and fight for better working conditions for farm workers. I look forward to our discussions.
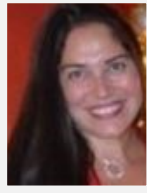
TECH TALK

By Eli Clarke, Noncredit ESL Instructor

How to use E-mail, Google Docs, Writing, and ePortfolios to Empower the ESL Learner

As we prepare our students to live in the 21st Century, it's important that we give them useful tools that they can use in their daily lives at work, with their family, and to further their education.

I always compare the learning curve of our students to the one of my own children growing up in this fast-paced *I-World.* Every day I see first-hand what tools my children are learning not only at grade school, but also as early as pre-school, and one of them is E-MAIL. Yes, a lot of people would think this is NOT a NEW tool, and they are absolutely correct; however, more than 40 % of our lower level students still don't have an email account (or if they have one, they don't know how to use it). So, what can you do about this? If you teach lower levels, *YOU* could be the teacher who empowers those students by creating (and teaching them how to use) their first email account. If you teach the advanced levels, you can start communicating more often with your students by email, or you can send them links, videos, or assignments to further practice English and perhaps you can introduce them to a few new Google tools such as Google Docs and/or Google Pages.

For tutorials on how to use Gmail, view <u>Create and Send Email and Shortcuts</u> (4:49) or a more <u>in-depth video tutorial</u> (22:24).

So, what kind of writing should you ask them to email you?

At lower levels, you could ask them to simply email you a list of groceries they need to buy this week. For a more advanced lesson, you could ask them to email you a "fake post-card" with the following information: the greeting, a sentence about the place where they are, one or two sentences of what they would like to do in the city, and a closing message. Of course, you could give them the sentence starters for this activity to make their writing a little easier. Also, if you are teaching an El Civics lesson, you could ask them to email you something related to it, for example, the vocabulary list for the week.

For higher levels, you can ask them to type their paragraphs in Google docs, and request that they share them with you for editing. You could also assign group or pair work so they learn how to collaborate with online tools. If you, or your students don't know how to use Google docs, take a look at a <u>scavenger hunt</u> to learn the basics of Google Docs (mostly for higher levels, but you could adapt for lower levels).

You can also take a look at these videos: <u>Google Docs Training: Title Page Formatting/Editing</u> (7:43) and <u>Google Docs - Tutorial 01 - Learn the Basics</u> (4:35) for simple tutorials on how to use Google docs.

Furthermore, at MiraCosta College, every semester we create the writing portfolios... so what can you do with all the students' work? Help them publish them online as an e-Portfolio! An e-Portfolio is basically a digital portfolio, or an online place where students can store, access, and share their work online (more info on Lynda.com's <u>What are ePortfolios?</u> (2:18). So, empower your learners with tools they can use in the future!

Here are a few sites for students to publish their work online:

1. The easiest, in my opinion, is Google Pages. Students just need a free g-mail account (or even a YouTube account can work). To find more about Google Pages, please watch the following short tutorials:

This video is very short (just 2 ½ minutes) and it explains how you can create a web-page to publish the students' work and create an ePortfolio: Create Your ePortfolio - Student (New Google Sites) (2:21).

After you watch the video above -- and if you are interested in learning more about how to use Google Sites to create an ePortfolio — watch the following videos:

The NEW Google Sites - 2016 Tutorial (17:58) or

Google Sites Portfolio (10:46)

2. Another free and easy to use website is Weebly, found at www.weebly.com, probably one of the easiest web-hosting builders because it doesn't require knowledge of code and it looks great -- you just need to drag, drop, and publish.   For tutorials, visit Making an E-Portfolio in Weebly (5:01) or How to Create a Portfolio on Weebly (9:28).

3. If you would prefer to work with our own Learning Management System (LMS), you can use the Canvas ePortfolio tool embedded in Canvas (4:37). You can also see a sample from Katie Palacios' (@One Instructor) in the following link: An example ePortfolio in Canvas (3:57)
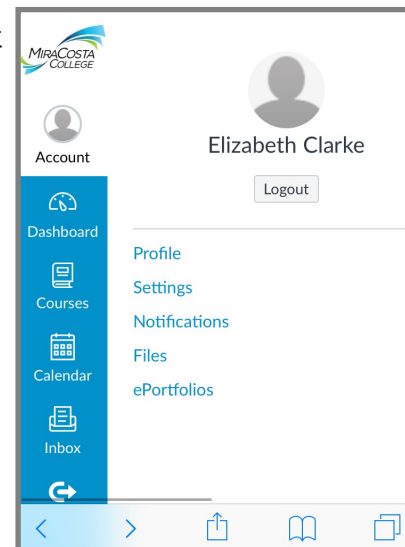
Other free options to create an e-Portfolio using blogs or websites include:

www.wix.com

www.blogger.com

www.wordpress.com

www.tumblr.com

So, as you teach your students the necessary language skills to improve their lives, make sure you also empower them to become Digital Learners by introducing new technology in your lessons.

If at any time you are interested in getting more in-depth information, please email me at eclarke@miracosta.edu and I will be happy to meet with you to give you ideas and share more tips on how to incorporate technology in your classroom.

Have a great 2018!
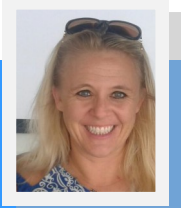
TRICIA'S CAREER ED TIPS

by Tricia Hoste, Career-Track ESL instructor

Teaching Strategies that Can Help Students Choose a Career Path

Many instructors have asked what job-related skills could be included in lessons at various English language levels. This is a great question! While some students come to MiraCosta focused on a specific career, many students are still undecided on what job would be best for them and have no idea how to figure that out. Your weekly lessons can help with exploring jobs that would be the best fit for our students and their career interests!

In Career-Track ESL, students are only given a week or two to declare a major or career path before taking off with workplace lessons. Your lessons can help give students adequate time to explore their personalities, explore various job contexts, and find the best connections between them both. Below are career-exploration ideas for lessons in your classroom that will help students feel confident in a career path to pursue, while using the target language at your level!

Beginning Levels: *"Who are you?"*

Goals	a) Expressing your person-ality	b) Describing a job context
Examples	"I am a people-person." "I am a quiet person."	"A Customer Service Representative needs to be good with people" "A Computer Engineer sometimes needs to sit in quiet places to work on the computer."
Target Language	• Present Verbs • Adjectives • Phrases of personality	• Present Verbs • Job titles • Describing job environments • Deciding on a job that matches your personality

Students need the opportunity to explore themselves, learn how to describe themselves, learn how to describe a job environment, and learn how to make the connection between all of these components. Some students have never taken the time to ask, "What job is best for me?" It's often easier to find a job that pays the most or is willing to hire, but the right job will produce the most

success in our students' futures. Students also need to understand that it is ok to not be a certain personality as long as their own personality fits that job. For example, students will sometimes say "There aren't jobs available for me, because I'm too shy." It is important to understand that there are job positions for every personality type…and it's OK.

*For lesson plan examples, Fremont Adult School has a great set of EL CIVICS lessons for employment at the beginning levels.

Intermediate Levels: *"What do you want in a job?"*

Goals *Practice the goals of the beginning level, and……*	a) What would be your "dream-job"?	b) Describing jobs that fit what you enjoy most
Examples	"I would like to work from home and make my own hours." "I would enjoy working in a hospital and helping patients, but I wouldn't like to	"A bookkeeper can often make his/her own schedule and work from home." "A medical secretary job would allow me to help patients make appointments and complete paperwork."
Target Language	• Modals • Future-Real Conditionals • Gerunds and Infinitives	• Modals • Future-Real Conditionals • Describing desired work conditions • Deciding on a job that matches your desires

It is vital for students to study and understand the working conditions of various jobs. That way, they will be more successful in an environment that accommodates their needs and/or brings them joy. For example, a mother that would like to be at home with her children could be empowered by learning that there are jobs that would allow her to work from home. It is also important for students to know that there are many options in one specific job field. For example, a student who would like to work with medical patients does not have to be a doctor or a nurse because there are many possible professions in the medical field. By learning about job options and working conditions, students can begin to explore what careers would give them the most purpose in life, instead of merely the most opportunity. Opportunities bring maximum success when people enjoy them.

*For job position examples and descriptions, California Career Zone has an expansive list of career fields with various job position options within each one. Each job position listed includes a description and sometimes a video about the working environment.

Advanced Levels: *"What are you good at?"*

Goals *Practice the goals of the beginning & intermediate levels, and……*	a) Express strengths/skills & give examples that demonstrate them	b) Describe the responsibilities of a job & what <u>specific skills</u> are needed for that position
Examples	"I have strong organization skills." *(How?)* "I use calendars and filing systems to keep appointments and documents organized."	"A secretary needs to organize things." *(Why?)* "He/She must schedule or cancel appointments, and keep track of many files."
Target Language	• Interchanging parts of speech in a job context • Providing efficient examples that demonstrate skills	• Understanding job responsibilities • Connecting appropriate skills to job positions • Deciding on a job <u>that matches your skills</u>

Deciding on a personal strength in the workplace is often extremely difficult for students not only to express with language, but also to feel confident in boasting about themselves. It doesn't feel natural or humble, but it is especially necessary in job interviews. In addition, if people say in job interviews that they are hardworking, they must be ready to give evidence of *how*. Students often struggle with describing *how* they demonstrate a certain skill in the workplace. Therefore, teachers can help connect specific strengths and skills with appropriate actions that show how these skills come into play on the job. Also, class lessons can aim to help students be more specific. While being hardworking is a great quality, some jobs require very specific skills that not everyone has. Understanding specific skills that jobs require would help students decide on a career field that matches their abilities, and would motivate them to be more authentic when describing their strengths on the job.

*For more job position examples and responsibilities, <u>California Career Zone</u> also has detailed descriptions of responsibilities and skills included for each job. Go to cacareerzone.org for these descriptions.

The strategies suggested for these various English levels are not requirements, but mere tips to motivate lesson plan ideas in helping students explore and decide on the right career path. While salary, education and potential job openings are also important, students are finding themselves applying for jobs that don't match their personalities, skills or interests. Teachers are the voices that help students understand it is ok to be who they are, and find a career that matches their strengths. May we be ready to encourage students to develop dreams and set goals high, so that finding a job will be more than a financial provision, but also a career path that brings happiness, self-motivation and ultimate success.
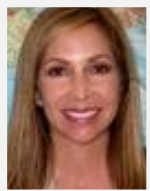
CREDIT CORNER

By Mary Gross, Credit ESL Instructor

## Update on Credit ESL and Coordinated Efforts with Noncredit ESL

I'm excited to share with you a new initiative between the Credit and Non Credit ESL programs that will begin in fall 2018. For many years, our two programs have collaborated on various efforts to transition or create pathways from the Non Credit to Credit programs. However, despite our best efforts and students' desire to take Credit ESL classes, various obstacles often prevented a successful transition. Now, however, we have opened the path for students to seamlessly enroll in formerly only Credit ESL classes. Our Credit ESL support courses, ESL 20 Listening & Speaking; ESL 30 Reading & Vocabulary Development; and ESL 40 Grammar Review will now have a "mirrored" Non Credit course option where students will sit alongside Credit-bearing students in the same classroom.

This sort of approach has been used successfully at several community colleges, most notably at Saddleback College where Kristi Reyes, articulation officer Joanne Benschop, and I made a visit this summer to discuss specifics about the program with their ESL program leads. They reported many of the benefits we imagined and more. Thereafter, we had a meeting with our respective deans to explain the mirrored course options which they both highly supported due to the benefits to MiraCosta's ESL students. Then over the course of the fall semester, we worked to update and revise the course outlines and create the Non Credit mirrored options which were then fully supported at Courses & Programs.

With a number of students in the higher levels of Non Credit ESL already bypassing benchmarks and/or assessing above adult ESL levels, this option will allow them to continue to advance their skills in a class designed to meet their needs. And with more students attending who have higher levels of education in their own countries, offering more advanced, academic coursework will be appealing to them. In sum, mirroring these classes will benefit our respective programs and the college's goals by:

- greatly supporting our noncredit to credit transition efforts, supporting the college's goal of developing **pathways** that ultimately lead to issuing of certificates and/or degrees

- providing options for students whose English is above the set levels for noncredit ESL and desire more English skill development but for various reasons cannot enroll in credit-bearing classes

- expanding the opportunities to address the needs of higher-level ESL students in the south end of the district, SEC in particular

- offering ESL support courses in one or two day or evening per week options for working ESL students

We also invite you to view and share with your students our new Credit ESL informational video. You may see some of your former Non Credit ESL students featured. Best wishes for a happy and productive 2018!
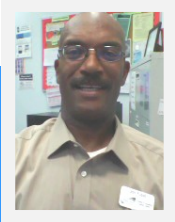
ACADEMIC SUPPORT CENTER

By Jon Fuzell, Community Learning Center Tutoring Coordinator

I Want to Talk about Basic Skills

Welcome back to **Spring 2018** Term III at the CLC!

JUST A THOUGHT…

The California Community College Basic Skills Initiative was established in 2006 with the goal of improving access and success at the college level for students considered underprepared.

"Basic Skills Initiative (BSI) programs are one method used by California community colleges to provide support for specific student populations through the funding of BSI courses and activities that develop a college-wide basic skills agenda used to promote student success by means of pre-transfer level classes intended to prepare students for college level curriculum."

With that in mind, I have a few thoughts. In the classroom there exists a "triangle of instruction" that is made up of the instructor, the student, and the class curriculum. This tripartite cannot be successful without mutual honesty, cooperation, and respect. This holds especially true for many basic skills students who have the dream of attaining a level of education previously thought of as unattainable when they attended school during their K-12 years. In my case, I never mastered algebra and geometry in high school; I also never learned how to write at a high school level. This led to me giving up on college because I did not have the basic skills needed to be a successful college student. However, after two more decades of life experience, I returned to college as a highly motivated and much more mature student. I began my educational journey at MiraCosta College by matriculating into basic skills math and English. Although I was enrolled in two classes that counted for zero units, I used these pre-transfer level courses to learn what it took to be a college student. I ended up being the top student in both classes. This motivated me to seek education as my future career goal. In my unique case, I brought maturity, life experience, motivation, and a curiosity to learn; these skills definitely aided my success in the college classroom. However, the most important piece to my success was those professors who took the time to get to know me, then built on my assets while strengthening my weaknesses, and also mentored me through my struggles as I gained the confidence to become a more self-reliant college student.

The point I want to make is that it is essential to the success of any basic skills education program that the student perspective be considered as important as the very curriculum the student is required to learn. By doing this, it creates an atmosphere of trust and respect that can assist instructors in gaining a more accurate assessment of each student's specific needs both inside and outside of the classroom. The instructor will also get a better idea of:

WHAT DOES EACH STUDENT COME WITH?

In order to create the most successful basic skills programs at MiraCosta College, as important as it is to have a focus based on broad institutional trends and input from faculty and administrators, the voices of the basic skills students must also be heard. This is imperative because every student brings a unique set of experiences and skills from their lives. Of course, it is natural to first consider and assess what the student "brings to the table" academically because the factors that help create basic skills students vary. For example, many students did not fully master basic skills during their time attending school, while other students have just forgotten the mastery of basic skills they once had. There are even some students who possess the mastery of basic skills needed to be successful at the college level but did not do well on their assessment test. However, academics is just one aspect to evaluate. Students will have non-academic barriers that impede college success even though these issues occur outside the classroom. Although these barriers exist for all populations of students, just consider being a student having various socio-economic issues along with the pressure of returning to school and lacking mastery of the basic skills needed to succeed. Unfortunately, the data attests to the fact that unprepared students are less likely to graduate from college. Therefore, student services become paramount in helping to create an environment of support for these basic skills students, many who are on the verge of becoming "at-risk" academically. Whether it is resources such as orientations, book vouchers, the career center, peer mentoring, childcare, more faculty office hours, workshops, food pantries, and counseling and/or academic support programs created especially for them, I believe one thing holds true:

BASIC SKILLS STUDENTS MUST BE TREATED AND SUPPORTED AS A UNIQUE STUDENT POPULATION!

The following is a quote from a California community college basic skills math instructor:

"I also believe that we have a group of students that have the desire, but they're in crisis or chaos mode. And with that comes, "I want to but I don't know how." And we need to have programs that really work to reopen their possibilities. . . I would love for student services and the Academic Success Center to come together and create that model."

In the optimum basic skills classroom scenario, basic skill instructors use their expertise to not only teach class curriculum but to also help develop the knowledge and abilities that each basic skills student needs in order to succeed in college. This is why the "triangle of instruction" concept is so vital: research shows that when basic skills students respected and were respected by their instructors, they reported getting more out of their basic skills classes.

I feel the goal of any basic skills classes and/or programs at MiraCosta College must be twofold; along with teaching the students the curriculum and concepts needed to pass the class, these basic skills classrooms must also help students to develop the strategies and skills required to become more self-motivated and better learners who have the tools to have success as college students. There must be a distinct "roadmap of success" for these students to follow. A program such as *Guided Pathways* is a great example of this way of thinking about community college education. Therefore, in order to create the most positive and effective educational experience for MiraCosta College basic skills students, it is vital that basic skills instructors have knowledge of both the specific academic AND non-academic issues that each student brings with them that can have an adverse effect on that particular student's chances of academic success. Again, just a thought. Thank you!
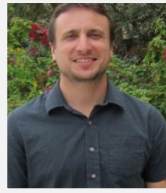
THE WRITING CENTER

Contributed by Sarah Pultz and Jeff Schoneman, MiraCosta College Writing Center

Writing Center Update

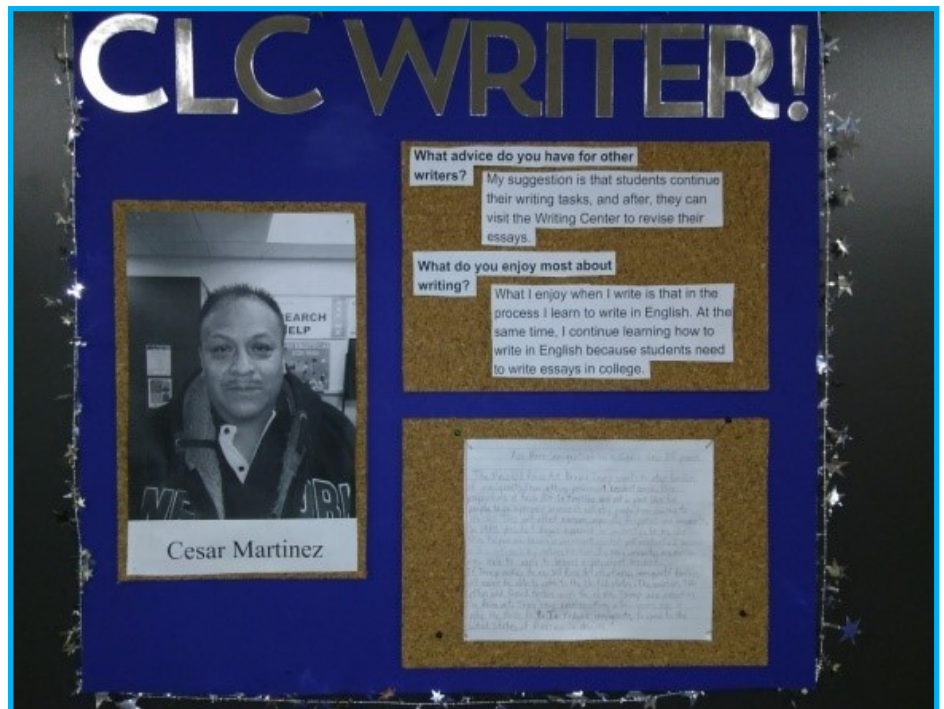Sarah Pultz   Jeff Schoneman

CLC Writer Spotlight

Starting last term, the CLC Writing Center has begun to spotlight CLC writers who frequent the Writing Center often. Pictured above is our "CLC Writer!" board, where the writer provides tips for other CLC writers and explains what he or she enjoys most about writing; we also post a favorite piece of his or her writing.

Mini-Workshops

The Writing Center will continue providing its mini-workshops at the CLC campus this spring semester. These mini-workshops provide students with *even more* opportunities for learning and practicing various writing process concepts, reading strategies, grammar patterns, and pronunciation tips; they are highly personalized and interactive, and many students have told us that they find the workshops to be very helpful. Early in the term, we will send out a flyer with all of our mini-workshops and their days/times.

These workshops are also available to students and

The first CLC Writer spotlighted is Cesar Martinez.
Feel free to stop by the Academic Support Center at the Community Learning Center to take a look!

faculty on an *as-needed* basis. A student or group of students can always ask for a mini-workshop that we provide at a time that fits their schedule (within our normal hours), and we will make every effort to make that happen. Also, if you want to request a mini-workshop for your class, you can contact us, and with a day or two of advanced notice, we can be there!

Introducing Anne

For the spring terms, another writing coach will be joining our team at the CLC Writing Center! Anne Fleming will be working in the ASC from 8am - 1pm on Monday mornings. During that time, she is also available for in-class support and workshops. Feel free to e-mail her at afleming@miracosta.edu if you have a need for those services on Monday mornings. You may also book her directly through her booking app: https://clcwritingcoach.youcanbook.me/

Here is Anne providing just a glimpse of her background in education:

I have been working with the Writing Center for three years. I work at both the Oceanside and San Elijo campuses, and I feel honored to have the opportunity to work with students at the CLC this spring. During graduate school, I worked in the Writing Center at Sacramento State University as a writing tutor; I also worked as a small group writing facilitator with students writing across the disciplines. Prior to working at MiraCosta, I taught American literature, freshman composition, reading, and basic writing classes at Montana State University, Sacramento State, and Sacramento City College. Working with students on their reading, writing, and speaking skills is incredibly rewarding; watching students grow as thinkers and writers is the most meaningful career, and I am grateful to work with our amazing students.

Writing Coach Anne Fleming

The Writing Center hours have changed

The Writing Center has new hours
for Terms III and IV this spring:

Monday – Thursday
8:00 am – 1:00 pm
& 4:00 pm – 8:00pm

Friday
8:00 am – 12:00 pm

LIBRARY NEWS

By Richard Ma, Community Learning Center Librarian

CLC Library News: Spring Hours and Access to New Materials for Student Use

There are many new faces to the CLC's NCESL family, and we here at the library would like to welcome you to MiraCosta. Our CLC librarians (Richard Ma, Glorian Sipman, Corinne Pitcher, Virginia Velati, Hal Hannon, and Alexandra Doyle-Bauer) are available to help you and your students in the exciting world of information literacy. We have tons of library resources at your disposal:
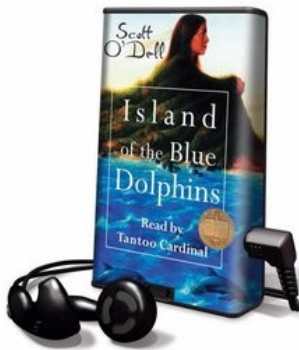
PlayAways

PlayAways are all-in-one audiobooks that students can easily carry with them. A Playaway is about half the size of a deck of cards and will hold the audio for an entire book, up to 60 hours of playtime. The Library pairs the audiobook with a print one, so students can read and listen at the same time, helping with visual and auditory retention and reading development. The library owns over 250 different PlayAways, enough for several classes to check out at the same time. Drop by Room 136 (Academic Support Center) to see what's available, and please schedule an orientation with a librarian to talk about this valuable resource with your students.

Penguin Active Reading Books

Penguin Active Reading provides reading and language learning at five levels, through full-color, beautifully illustrated Readers. As well as enjoyable stories and texts, each book provides a range of integrated activities designed to develop reading skills and consolidate vocabulary, and offers personalized project work. Each book is supported by an interactive CD-ROM which contains additional activities and the complete audio recording.

Diary of A Wimpy Kid

This collection of satirical, easy-to-read novels are sure to entertain any reader in your class. The Library owns four copies of each title, from Books 1-9. This set up allows classes to conduct "round robin" reading, or for students to read in groups to collaboratively develop their reading and vocabular skills. Talk to a librarian to see how we can help you with these strategies.

Who Was/Who Is Series

The Library holds 36 individual titles of this series, which focuses on the incredible stories of trailblazers, legends, innovators, and creators. This easy-to-read non-fiction collection is a great complement to any lesson on civics and history.
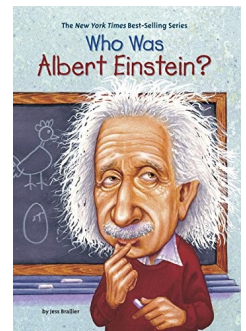
DVDs
5,000 DVDs are available for students to check out, ranging from timely theater blockbusters to intriguing documentaries to riveting TV shows.

Textbooks on Reserve
Some NCESL textbooks are available for students to use in the ASC and check out for 7 days. There is also a fast-scanning book scanner that students can use to copy some materials and email to themselves. Please refer them to us. We can show them how to use the technology. Also, please feel free to email Glorian Sipman (gsipman@miracosta.edu) to check on the textbook for your class. We may have funds to acquire for our reserve collection.

Databases
The Library subscribes to over 100 databases on various subject areas to help students conduct their research. Of special note are streaming video databases available 24/7.

Orientations
Librarians can always come to your classes at the CLC to provide mini-orientations on our physical resources (such as our PlayAway collection), targeted orientations designed to complement a specific lesson in your curriculum, or just an orientation on the library in general. We also provide tours of our OCN campus library for staff who want their students to experience the "college experience" and initiate the bridge-building process from ESL to college.

Workshops
Check your emails for timely workshops on library resources. We usually offer them once every two terms highly encourage faculty to bring their classes or offer extra credit to students to attend. It's a great way for students to learn more about the resources available to them.

Library Hours at the CLC
The library has these extended hours for the CLC:

<div align="center">

Mondays-Thursdays
9 am to 1 pm
5:30 to 8:30 pm

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We are also available on Fridays and in-between the times listed. Contact us to schedule.

Library Exhibition
Our OCN Campus Library has an exhibit on display entitled "We the People," and it runs from January to the end of March. If you find time, please drop by to check it out.
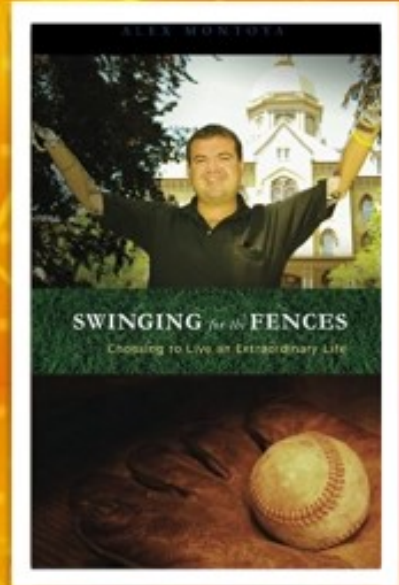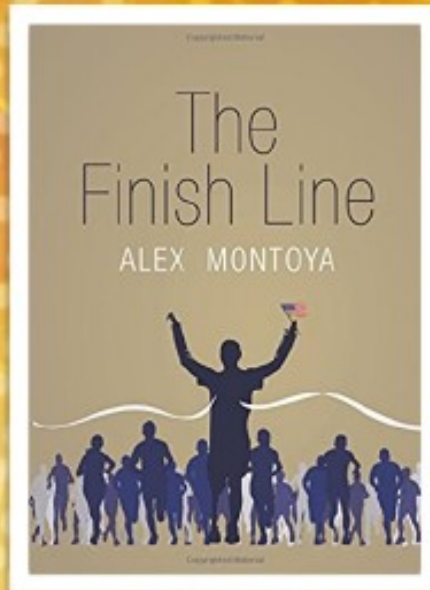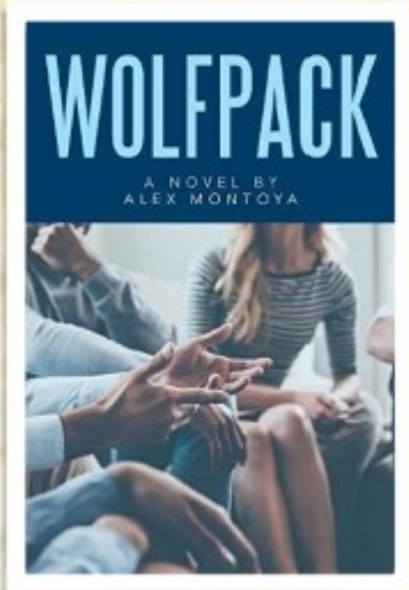
Expressions Student Publication Accepting Entries: Artwork, Poems, Prose, Photography

MiraCosta's noncredit art and literary magazine, *Expressions*, is accepting student submissions until Feb. 28. Notification of selected work for inclusion in the publication will be on April 6. The selection committee will hold a culminating even to celebrate the accomplishments of our out-standing continuing education programs and honor and celebrate our students' riveting stories, poems, photography, and artwork on April 27.

CLC Reading Festival - Feb. 28 and Mar. 1