

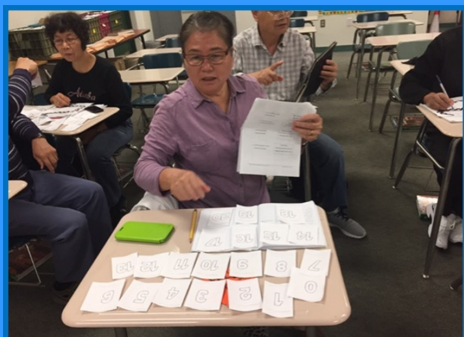


The Communicator



Welcome to the Spring semester!

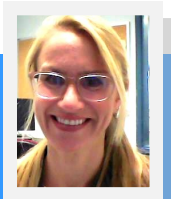
As we start a new year that promises to be as challenging as 2016 was, gratitude goes out to our faculty, instructional aides, staff, and our dean as we continue to strive to provide the best English language instruction and support possible to our adult immigrant students, who inspire and motivate us every day! Read about what has been happening and what is in the works in Noncredit ESL at MiraCosta College in these pages. May your new year be rewarding and productive! - Kristi Reyes, department chair



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Spring 2017



CHAIR NEWS

By Kristi Reyes, Noncredit ESL Department Chair

Fall 2016 Terms I and II Persistence and Promotion

Term I (Aug. to Oct.)	Promotion %	Persistence %
Morning ESL Classes @CLC	33%	83%
Evening ESL Classes @CLC	36%	85%
Term II (Oct. to Dec.)	Promotion %	Persistence %
Morning ESL Classes @CLC	41%	87%
Evening ESL Classes @CLC	55%	84%

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

35% promoted

84% persistence (morning and evening classes)

Program Average Term II

48% promoted

86% 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 and 22% of students promoted and 96% persistence in Term II. Our annual Citizenship celebration to congratulate students who became U.S. citizens within the past year will be held at the CLC on Saturday, Mar. 4, 10 a.m.— 12 p.m.

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 2017! The Workforce Innovation and Opportunity Act (WIOA) helps provide noncredit job seekers and workers access to employment, education, training, and support services to succeed in the labor market. This spring, we are proud to announce some exciting initiatives and partnerships that will enhance your education, advance into a career pathway and access to gainful employment. WIOA will continue its work with the North San Diego Adult Education Business Roundtable. The Roundtable will align adult education to regional workforce development needs and match employers with qualified skilled workers. The Roundtable connects over 30 employers, local organizations, and noncredit faculty and administrators across north county coastal communities. The Roundtable will expand this year to include additional business sectors.

Continuing Education joined the San Diego Workforce Partnership's America's Job Center of California (AJCC) partners. Our mission is to ensure 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; earning a postsecondary certificate or degree; guidance on how to make career choices and hiring skilled workers. Some of the partnerships include: Temporary Assistance for Needy Families (TANF)/CalWORKs; San Diego Job Corp Center; Economic Development Department programs in Veterans, unemployment compensation and Youth Employment Opportunity Programs; Vocational Rehabilitation; CTE programs; the community services block grant; and the San Diego Workforce Partnership's Interfaith Community Services and YMCA Urban Career Pathways youth programs.

WIOA, in partnership with the Adult Education Block Grant (AEBG), is developing the Integrated Career Pathway Institute, also known as the Integrated Basic Education and Skills Training Program (I-BEST). The I-BEST delivery model quickly teaches students literacy, work, and college-readiness skills so they can move through school and into living wage jobs faster. Noncredit ESL and Adult High School programs, in collaboration with MiraCosta College's Child Development Center, are currently developing an I-BEST model for the Child Development Associate Teacher certificate. The model uses a team teaching approach where students work with two teachers in the classroom. One teacher provides job training and the other teaches basic skills in reading, math or English language. More information will become available later this year.

WIOA will continue also partner with AEBG to offer free childcare services at two locations this year: La Colonia Community Center in Solana Beach through the Boys and Girls Clubs of San Dieguito and at Libby Elementary through the Oceanside Unified School District. Plans are currently underway to offer childcare services to noncredit students at the CLC through Children's Paradise in Term IV. Children's Paradise offers many subsidized programs for children ages 5+ such as MAAC Project, Early Head Start, First Five San Diego and Quality Preschool Initiative, CA Department of Education, among other programs. Students may be eligible for subsidized childcare services to help pay, fully or partially, for the cost of childcare. To qualify for these programs, students will need to meet specific requirements depending on each program. Students can contact Rosie Dodge at (760) 433-3800. Please note: Continuing Education is currently not affiliated with Children's Paradise.

Finally, please stay tuned for upcoming events/resources: DACA Informational Session (February); Online Community Resources Guide (March) and the Spring Community Job Fair (May). For more information, please contact Arturo Vazquez, WIOA Grant Supervisor, avazquez@miracosta.edu.

Student Success and Career Center Update



Contributed by Carisa Chavez, Interim Career Specialist for Continuing Education

Our Student Success and Career Center has hit the ground running with such success thanks to all of you. Since I started in April 2016, the Student Success and Career Center has served 83 students, 41 of whom were noncredit ESL students. I have provided services on resume writing and review, cover letter writing, and review, interview skills, job search, volunteer and internship search as well as career pathways and assessments. Out of the total 83 students served, 29 of them were searching for a job and with assistance from the Student Success and Career Center, 21 jobs were found. The center was also able to assist with students attaining 36 interviews and three students defining a career path and transferring to MiraCosta credit classes.

The CLC's goal in supporting each one of our students in their future successes and goals is far from over. Let's keep the momentum going to further reach and cultivate every current and future student through the countless recourses the Student Success and Career Center has to offer. Please feel free to refer any student our way! If you have any questions please contact Carisa Chavez at (760) 757-2121 ext. 8781 or cchavez@miracosta.edu. Feel free to stop in any time we are located in room 129. Have a great term!

Faculty Out and About

Congratulations to Mayra Lopez!

Noncredit ESL instructor Mayra Lopez was one of 24 adult educators in California to have been accepted to CALPRO's 2017 *Leadership Institute*, a six-day professional development. Topics for the one-year institute will focus on Collaborations and Partnerships, Career Pathways, Data Analysis and Data-Based Decision Making, Fiscal and Personnel Management, Public Relations and Program Marketing, Adult Education Block Grant, Instructional Leadership, and The Workforce Innovation and Opportunity Act (WIOA).

Mayra's goal is to obtain a PhD in Leadership Studies and hopes to use her advanced degree and the experience she gains through the institute to one day serve in an administrative position in which she can "continue to inspire and help students ... achieve their individual goals." Mayra is pictured here (third from left) with students in her Fall Level 2 evening class.



Zakia Farouq represents Noncredit ESL at State CCA Conference

Noncredit ESL instructor Zakia Farouq attended the Community College Association's Fall Conference in Sacramento, which highlighted membership accomplishments and various aspects of keeping members engaged in their union. Zakia is pictured at left with fellow MiraCostans Nora Kenney, Krista Warren, California Senator Marty Block, Erin Thomas, and Susan Pynes.

MiraCosta Noncredit ESL Represented at Annual CATESOL Conference

Many faculty took advantage of department funding available for conferences by attending the annual CATESOL conference in San Diego in November. Eli Clarke and Kristi Reyes presented on teaching hybrid classes. Presentation online: [Catching Up with the Future: Best Practices for Teaching Hybrid Adult ESL Classes](#).

Wrap-up of Fall Student Projects and Events

Contributed by Mariana Silva, Noncredit ESL Instructor

PATTERS Foundation Mini-Grant Project

Noncredit ESL students from different levels participated in the PATTERS (Promoting Awareness through Technology, Education, Research and Sharing) research project. This is a mini-grant that retired instructor Angela Webster had proposed and was awarded. Students researched information on the local public transportation, the Coaster and Sprinter. Through collaboration, the students deepened their knowledge on research, writing, technology, editing and means of public transportation. The final product of this intensive work culminated with a pamphlet. In November PATTERS participating students and their instructors gathered together to celebrate the outstanding outcome of this project and share their opinions on the process.



PATTERES student participant with Mariana Silva and Level 3 teacher Maggie Kyes



Students perform Norteño music to share their culture with CLC evening students

Second Annual Celebrating Diversity Event

We also had our second annual Celebrating Diversity event at the CLC in December. These are some of the presentations that students made:

[La Guelagetza by Gris](#)

[Noruz in Iran by Hami](#)

[Las Posadas by Angelica](#)

NCESL Gets FT Position: Career-Track ESL Faculty

We are happy to have been granted a full-time tenure-track position for our department! This will be our first full-time hire since in 2009. The Coastal North County Adult Education Consortium's Regional Comprehensive Plan (Mar. 1, 2015, p. 135) recommended that in order to better

serve students in preparing for transitions to employment and career certificate programs that we expand or update our Career-Track ESL course to better align with research from the report conducted by BW Research. From the plan, one implementation strategy suggested to address identified gaps for serving students in short-term Career and Technical Education (CTE) programs is integration and contextualization in preparation for their enrollment in CTE programs, including courses that offer remediation in reading comprehension, computer skills, and study skills - and for ESL students, that would include all four language skills (listening, speaking, reading, writing) and exposing students to the language (vocabulary) they are likely to encounter in their CTE coursework. The new full-time faculty will help the department in creating new curriculum, forming partnerships with CTE programs, and teach Career-Track ESL. The hiring for this position will occur this Spring.

Making the Case for Frequent Low-Stakes Quizzes

Contributed by Kristi Reyes

We all have noticed that on CASAS post-testing days, attendance in our classes is always great - perfect, in fact, for most classes that do CASAS testing. Why is this? I recently asked students in my classes if they like taking tests, and the surprising answer was yes for the majority. Thinking back to college days and the reasons why I didn't like taking tests was typically that they were one in three chances of making or breaking my final grade and usually involved an all-night cramming session. Well, luckily, times have changed, and research into how the brain learns and retains information shows that high-stakes tests and cramming are definitely not effective teaching or learning methods.

Do traditional testing methods, such as multiple-choice and fill-in-the-blank quizzes, really give our ESL students the chance to demonstrate their ability to use the language we are teaching them? Not necessarily – but frequent low-stakes quizzes do have advantages in helping both students and teachers gauge student learning on the lower stages of Bloom's Taxonomy (Remember and Understand, in Anderson and Krathwohl's 2001 revised version). Without being able to remember or understand a new vocabulary word or grammar structure, students cannot successfully use the taught language to accomplish tasks that require higher levels of cognition in the taxonomy (Apply, Analyze, Evaluate, Create). In other words, students' results on formative assessments can tell us if we need to re-teach content when a majority of the class doesn't do well.

What are specific advantages of frequent low-stakes quizzes?

Student Persistence

As mentioned, we see high attendance rates on our testing days, basically because students like to know how they are doing, if their English is improving, and if the time and sacrifices they make to attend 12 hours of class a week are paying off. In the book *Make It Stick: The Science of Successful Learning*, the authors cite a case study of a college professor who changed his grading schema from two tests – a midterm and final – to weekly low-stakes quizzes, and attendance in his classes greatly improved, as did student engagement and success.

The Testing Effect and Re-testing “Interrupts Forgetting”

We forget 70% of what we have just heard or read. Through the testing effect, also known as retrieval practice effect, repeated retrieval in spaced out sessions that requires more than simple repetition boosts memory by interrupting the process of forgetting. As explained in *Make it Stick*, retrieval practice—recalling facts or concepts from memory—is a more effective study strategy than review by rereading. Besides quizzes, methods for retrieval practice, which should occur very soon after something new is taught in class, include flashcards, exit tickets, and homework that requires students to practice using the new content.

In the article “Cheating Lessons,” the third in a series published in *The Chronicle of Higher*

Education, the author cites a research study in which four control groups were provided 40 English-Swahili word pairs to memorize in four study sessions, each followed by a test. The study showed that repeated testing, not studying, "enhanced long-term retention, whereas repeated studying produced essentially no benefit." The author also points out research that shows that low-stakes quizzes not only increase learning but also reduce cheating. In addition, providing opportunities to re-take tests means that students will remember the correct information, not committing to memory those quiz items they answered inaccurately, because they will need to re-learn the content they get wrong in order to select or enter correct answers.

Using what I have learned about the positive effects of testing on memory retention, especially the value of re-testing, these days I assign students in my classes to take brief weekly grammar and vocabulary quizzes online in a course management system. Quizzes can be set to allow for unlimited attempts so that students can repeat the test until they receive the score they want. Instructors can view how many times each student took a quiz and the score for each attempt. The quizzes are automatically corrected, giving students immediate feedback on incorrect answers, and feedback can be customized to provide explanations.. I set each quiz to have the final "grade" be the highest score of all a student's attempts. Setting up a quiz can be time-consuming, but by creating test pools, quizzes can be modified each time they are used to reflect the specific needs of a particular class. These data can be used to determine whether more review and practice needs to be built into subsequent lessons or if students are ready to move on to more cognitively-demanding tasks.

Of course we want to assess students' ability to **use** their English to accomplish real-life tasks through authentic, performance-based assessments — such as our EL Civics assessments and integrated-skills projects do — but traditional tests let our students and us know if the students are ready to go on to the next step in using the language. Before we can build students' higher-order thinking, communication, and problem-solving skills, we need to make sure they have a foundation of the language they need for the tasks we set for them, and quizzes are an effective method for doing so.

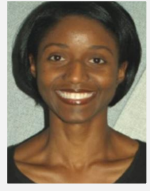
References and Resources

Bloom's Taxonomy Task-Oriented Question Construction Wheel (2010, West Virginia University) – While based on the old version of Bloom's Taxonomy, this is a useful tool for writing lesson objectives for all levels of cognition on the taxonomy and activities that correspond with each level.

Brown, P.C, Roediger III, H.C., & McDaniel, M.A. (2014). *Make It Stick: The Science of Successful Learning*. Cambridge, MA: The Belknap Press of Harvard University Press.

Carraway, K. (2014). *Transforming your Teaching: Practical Classroom Strategies Informed by Cognitive Neuroscience*. New York: W.W. Norton & Company.

Lang, J. M. "Cheating Lessons, Part 3." *The Chronicle of Higher Education*. Retrieved at <http://www.chronicle.com/article/Cheating-Lessons-Part-3/141141/>



RUTH'S REFLECTIONS

By Ruth Gay, Noncredit ESL Instructor

My Sabbatical: Curriculum Development for Reading and Writing

I was granted a sabbatical for the fall, 2016 semester. My goal was to develop curriculum for two new reading and writing courses (NCESL23 and NCESL33) that were approved by our Courses and Programs Committee last year. These courses differ from our level courses in that they focus on two skills instead of four. In our level courses, we teach reading, writing, listening and speaking, but we identified a need for more directed instruction in the reading and writing skills. Our goal, as always, is to better prepare our students for the next step as they transition out of our NCESL program into credit programs, Adult High School, or the workforce. For my sabbatical, I had three main objectives, and the writing was the last one. I wanted to develop curriculum to go along with biographies, and I wanted to be deliberate about whose biographies I selected. There have been several studies that show the significance of representation in a learner's life, so I wanted to choose people that reflect my students' lives. I also wanted to choose people that have been historically under-represented in our society. The need for this undertaking seemed to be emphasized during our most recent election season.

I read about Sor Juana Ines De La Cruz. She was a Hieronymite nun that lived in New Spain (central and southern Mexico today) during the 1600s. She was essentially a self-taught poet and philosopher who came from very humble beginnings but rose to live in the viceroy's court as one of the vicereine's attendants. Because of strict social norms towards women and the poor, Juan Ines became a nun and served in that capacity till the end of her life in 1695. Today, she is known both as a writer at the beginning of Mexican literature and a contributor to the Spanish Golden Age.

Phillis Wheatly was the subject of my next biography. She is known as the Revolutionary Poet and lived from 1753 (her exact date of birth is not known) – 5th of December 1784. She was born in West Africa and sold into slavery at the age of seven or eight. She was sent to North America where the Wheatly family of Boston bought her. The Wheatly's daughter took it upon herself to educate Phillis, and Phillis later became the first African American female poet to be published. Phillis' writing brought her such recognition that she held audiences with people like John Hancock and General George Washington. She was even able to visit London and had an appointment to meet with King George but had to cut her visit

short before the appointment with the king. Phillis was granted her freedom after Mr. John Wheatly's death. She married and had three children. Two of her children died in infancy, and she and her last child died in abject poverty while her husband was serving a sentence in debtors' prison.

I also read about Miguel Hidalgo y Costilla. He lived from the 8th of May 1753 – the 30th of July 1811, and was one of the leaders in Mexico's fight for independence from Spain. He was a professor first and then a priest. He worked to help the poor in Mexico and showed no partiality towards the wealthy whites over the poor Native Americans. He came to relate with the people of Mexico, and his feelings for Mexican independence grew stronger. He did not live to see Mexico become an independent nation, but died in the process of putting the country on the road towards that goal.

Cesar E. Chavez was my next focus. He was a well-known Latino American labor leader and civil rights activist who lived from March 31, 1927 – April 23, 1993. He fought for fair treatment and wages and for optimal working conditions for farm workers in California and across the country. He is credited with co-founding the National Farm Workers Association (later the United Farm Workers union, UFW) in 1962.

Ladonna Harris was the last person for whom I created curriculum. She was born on February 26, 1931 in Oklahoma. She is a Comanche Native American. She married Fred Harris who later became a United States Senator. She became the first wife of a senator to address a Senate committee and is credited with convincing the United States government to return land that rightfully belonged to the Taos Pueblo Indians in New Mexico. Among her many accomplishments is being the founding president of Americans for Indian Opportunity (AIO) and being a vice presidential candidate in the 1980 election. She has worked for five U.S. presidents in her lifetime and continues to fight so that Native American children can grow up being aware of the values and traditions of their cultures.

I wrote curriculum for the above five people, but also read about Ellen Swallow Richards, Seiji Ozawa, Vilma Martinez, Benito Juarez, and Diego Rivera. I hope to develop curriculum about these others in the near future. I enjoyed learning about these characters in history and look forward to sharing them with my students as we pilot our new courses this spring.





TECH TALK

By Eli Clarke, Noncredit ESL Instructor

Transition from Blackboard to Canvas

As you probably already know, MiraCosta College will be transitioning from Blackboard (and Moodle) to Canvas during 2017-18. Starting in the summer of 2018, **Canvas** will be the only supported course management system (CMS) for MiraCosta college.

So, you might be wondering...

Is a CMS an important tool for students and faculty at MCC?

Absolutely! A course management system is used by the majority of faculty at MCC not only to teach hybrid or online classes, but it's also used as a tool to communicate, collaborate, and give feedback/assignments to on-ground students.

Last year, nearly 89% of all MiraCosta credit and noncredit classes used a course management system with their students. In NCESL, we have designed several classes to promote online education with our students and we hope you all join us in this effort!

We will take baby steps, but we will learn how to walk together :-)

Here is a list of resources that can make the transition a bit smoother:

Which browsers does Canvas support?

Canvas supports the current and most recent major releases of the following browsers:

- **Internet Explorer 11** and Edge (*Windows only*)
- **Safari 9** and 10 (*Macintosh only*)
- **Chrome 54** and 55
- **Firefox 49** and 50 (Extended Releases are not supported)
- **Flash 22** and 23 (used for recording or viewing audio/video and uploading files)
- **Respondus Lockdown Browser** (supporting the latest system requirements)

Canvas Instructor Orientation

This is a **short free course offered by Canvas** as a guide to make instructors familiar with the CMS. The course has five modules and each module is approximately 30-45 minutes.



How do I use the Dashboard?

The Dashboard will be the first thing you will see when you log in to Canvas.

Canvas Video Guide

Make sure you click on the “**Instructors**” link to watch the videos.

Getting Started with Canvas as an Instructor (guide)

This (long) guide is constantly updated and it includes a PDF version for print outs.

FastTrack Video Series

This is a collection of 2 – 3 minutes long videos to a fast track learning about Canvas. My fave! I Google chrome to watch the videos.

Turnitin

Creating a Turnitin assignment means creating the assignment in Canvas and confirming the Turnitin Settings. You may find that the best workflow is to create the assignment, manage Turnitin settings, and then publish the assignment.

VoiceThread

A collaborative communication tool that allows text, audio, video, voice, and annotated communication.

- [VoiceThread for faculty](#)
- [VoiceThread for students](#)

Journals

Canvas doesn't have a “journal” tool, but you can give your students a place to submit their writing assignments,

More resources

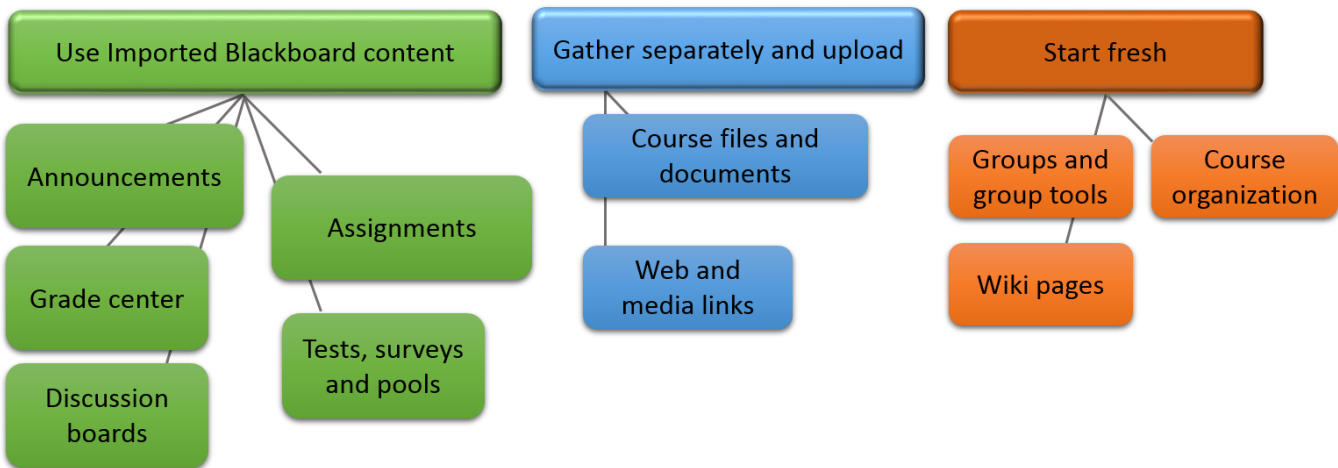
If you are interested in attending a workshop at MCC, please check the Teaching/Technology innovation Center (TIC) website at: <https://tic.miracosta.edu/workshops-resources/spring-2017-workshops/>

You can also log in to your FLEX page through the Professional Development Program (PDP) at <http://www.miracosta.cc.ca.us/instruction/pdp/index.html> and click on “MYFLEX - MANAGE YOUR TRANSCRIPT” to see a list of future workshops.

Videos of Past MiraCosta Workshops

Importing your Course materials from Blackboard to Canvas (45 minutes)

On Wed. Jan 18, 2017, I attended this very informative workshop, and if you are interested in moving some content from Blackboard to Canvas, please pay particular attention to the last 15 minutes of this presentation. In this workshop, I learned that there are certain tools that are compatible between the two CMS. For more information visit the Oregon State University page: <http://canvas-transition.oregonstate.edu/best-practices-imported-blackboard-content>



Goodbye, Blackboard and Moodle. Hello, Canvas! (video, 77 minutes) 8/18/16

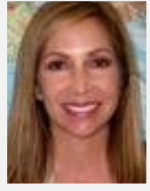
Slides (Google presentation) Chat transcript (txt) Online workshop presented by Curry Mitchell, Billy Gunn, and Jim Julius.

From Blackboard to Canvas – Preview and Q&A (video, 75 minutes) 11/18/16 In-person workshop presented by Robert Kelley, Sean Davis, and MiraCosta students.

Flex Credit is available for viewing MiraCosta workshop videos. This is a pre-approved activity (in the category “Conferences and Presentations”) – see this [PDP presentation](#) for details on how to record pre-approved activities.

I hope you found this article helpful and remember that more F2F workshops will be offered through PDP at MiraCosta College. Stay tuned!





CREDIT CORNER

By Mary Gross, Credit ESL Instructor

Update on Credit ESL and Coordinated Efforts with Noncredit ESL

Hello, ESL colleagues, and happy 2017!

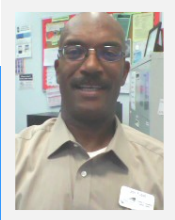
The past year has brought many changes to our respective ESL programs, and I would like to provide an update on the Credit ESL program and our plans to coordinate efforts with the Noncredit program in the upcoming year.

First, we have garnered a great benefit for students taking our ESL 49 *Introduction to Academic Writing* and ESL 50 *Introduction to College Composition*. These two courses comprise the core of our program that lead students to English 100, the required course for most certificates, degrees, and transfer. Working with the college's articulation officer Joanne Benschop, we submitted the course outlines of these courses to the University of California to determine whether they meet the criteria for the UC to grant elective credit to students who take them. This is a unique benefit that UC extends to ESL coursework that targets writing skills that lead to English 100. The UC recognizes the high-level work students are conducting in a second language and will grant transferable credit if the courses are deemed sufficiently rigorous. In early September, we received word that both courses were approved, so students now receive UC/CSU credit for completing these courses. This is a great benefit to students and also inspires them to continue to pursue a degree, certificate, or transfer. Many students exiting the NC Level 7 would be ready to move forward into the Credit ESL program, and ESL 49 would be an ideal first class.

Additionally, this was the year that the Common Assessment was to be launched and ready as the Compass instrument the Credit programs had used for years was going offline. Unfortunately, at the 11th hour, the State decided to delay the launch, so many Compass schools had to come up with an alternate assessment. For ESL students, we now have in place an ESL Assessment using Accuplacer which assesses a student writing sample as well as a reading comprehension test which then results in a composite score for placement into our 49, 50, or English 100 classes. Students also rate their own abilities with regard to their listening comprehension, speaking abilities, grammar confidence, and reading skills. Based on these responses as well as their test results, they may receive advisory recommendations into our ESL support courses in these same areas.

In an exciting development, Kristi Reyes and I have been doing some research into ESL programs that offer Credit classes for 0 units, meaning both Credit and Noncredit students can participate in the same course. Our neighbor to the north, Saddleback has this as an option, and offering the classes for 0 units would allow for students who have extreme financial hardship or residency issues to continue their ESL skill development at a higher level than what is currently available in Noncredit ESL. This semester, Kristi, Joanne, and I will be visiting Saddleback to speak with the ESL faculty leads as well as their articulation officer to evaluate this approach for our students. Potentially, this could be a great option to assist with the college's and our programs' goal of transitioning more students from Non Credit to Credit. We should have an update to share in next fall's newsletter.

I wish you all a wonderful spring semester!



ACADEMIC SUPPORT CENTER

By Jon Fuzell, Community Learning Center Tutoring Coordinator

STEM + ESL = OPPORTUNITY & SUCCESS!

Welcome back everyone to a new year of educational opportunity and growth for not only our students but for ourselves. Over the holidays I had the good fortune to view a movie titled “Spare Parts.” It told the true story of a four Hispanic high schoolers who decide to form a robotics club with the help an instructor new to the campus. These students scrape together their dream and end up winning a collegiate robotic competition beating out the likes of the Massachusetts Institute of Technology (MIT), Duke, and Cornell! It is a very uplifting and inspiring story about not letting stereotypes and societal limitations dictate one’s path in life.

STEM (Science, Technology, Engineering, and Math) programs have become paramount as education evolves to accommodate new economic opportunities that arise as technologies, and thus job markets, evolve. Science and math proficiency have become indispensable for many who aspire to truly advance into higher paying careers such as engineering or biotechnology. STEM education, in theory, should be available to all students. However, reams of research exist that reflect the achievement gaps between economically advantaged and disadvantaged student groups. This data then has the potential to lead to a stereotypical thought process that “buys in” to a false premise that, based on measurements such as race and economics, certain students are more suited for STEM educational programs than other students.

Fortunately, a different train of thought exists that believes STEM programs can be beneficial to all students even English as a Second Language (ESL) learners such as those at the CLC campus. This research demonstrates that STEM education has been shown to produce positive outcomes for a diverse range of students including ESL. Some of the “Promising Practices” that have proven successful include the following:

- Using classroom practices that support equality and mutual respect
- Connecting to students’ cultural experiences and native languages
- Connecting curriculum to “real-world” issues
- Providing quality curriculum and instruction for every student

Furthermore, studies show that a “digital divide” exists that creates a group of students who, because of the socio-economic reasons, cannot afford the latest technology for home use. This causes a kind of deficit for those students who do not have the daily exposure to up-to-date technology. This is where each specific campus and its ethos will play a big part in student success; this is reflected in terms of resources available and programs offered. Consider that many students, no matter their language, have problems with science because they do not understand the basic, underlying concepts that make up the foundation of the subject. Understanding mass, volume, gravity, and cell structure is difficult in any language!

At the Madison Park School of Dynamic Interactive Learning, they use an ESL “blended learning” model of instructor-led and self-paced curriculum that allows students to learn at their own pace. All modalities-auditory, visual, kinesthetic, read and write-are supported along with multiple languages; this allows students to make stronger connections between the English they are learning and the STEM curriculum.

STEM education also empowers ESL learners through the hands on learning and experimentation that science and technology provide. An active learning approach such causes students to engage and explore the concepts deeper and with more comprehension and retention of knowledge. This learning environment is something that many economically-disadvantaged students would never have access to unless they attend a well-funded, quality campus that can afford these kinds of programs. Adaptive Curriculum (AC), is one such web-based program that is available, and it has activities in multiple languages. To accommodate different learning styles AC uses scenarios, videos, animations, and even three-dimensional models to help both native speakers and ESL learners to understand difficult STEM concepts.

STEM education stereotypically is seen as being the realm of a certain kind of student. However, STEM programs can be a benefit to students at any educational levels when the specific needs of each individual student are used as the guide. STEM provides a way for ESL learners to see their second language in a different way, and studies show that ESL students who excel in STEM become more motivated and excited about learning-both their new science and math concepts plus the English that goes with it. The end result is measurable attendance and achievement improvements in ESL STEM students.

STEM IS FOR EVERYBODY!!!



THE WRITING CENTER

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

The Writing Center at the Community Learning Center: So Much More!



Sarah Pultz



Jeff Schoneman

Did you know that the Writing Center at the CLC offers *so much more* than just one-on-one help for students? We can provide the following services:

Writing Center Orientation:

A brief 5-10 minute presentation to inform your students about the Writing Center services available to them at the CLC. To schedule an orientation, contact Jeff or Sarah.

Regular In-Class Assistance:

Regular in-class assistance is provided by writing consultants who are current or recent MiraCosta students; they can offer invaluable peer-to-peer support in your classroom. To schedule weekly in-class help with a writing consultant, email the Instructional Writing Center Assistant, Stephanie Taylor, at the following address: staylor@miracosta.edu.

Occasional In-Class Assistance:

Don't need a regular consultant, but want help for a writer's workshop or special assignment? Book a coach to work in your class for the day! We can customize our presence in the classroom to fit your lesson plan. To schedule occasional in-class assistance, you can contact Jeff or Sarah using the contact information below.

In-Class Mini-Workshops:

The writing coaches also offer mini-workshops! With advanced notice, we can develop a mini-workshop that focuses on a particular writing, reading or grammar-related topic and illustrates that topic in a way that helps students practice and develop their English-language skills. Examples of successful mini-workshops in the past have included "Using Legos to Build Compound and Complex Sentences," "Reading Strategies," and "Hamburger Model Paragraphs." But if you have other topics in mind, we will happily work with you to develop a customized mini-workshop on any of those topics. To arrange for a mini-workshop, please email Jeff or Sarah using the contact information on the next page.

Please note:

Currently, these services are only available at the Community Learning Center and not at any of the other sites where NCESL courses are being offered. However, if you teach at one of those other sites, please feel free to contact us to express your interest in having these services available to you!

Contact Information:***E-mail***

Jeff (mornings and Fridays): jschoneman@miracosta.edu

Sarah (evenings): spultz@miracosta.edu

Booking Pages

Jeff: <https://writingcoachjeff.youcanbook.me/>

Sarah: <https://writingcoachsarah.youcanbook.me/>

**CLC Frequent Writer Program**

To promote our services to students and to encourage the frequent use of the Writing Center, we have created the CLC Frequent Writer program for the spring terms.

Students can ask for a CLC Frequent Writer card, and each day they visit the CLC Writing Center for at least 15 minutes of support, they will receive a paper punch. After receiving three paper punches, they will receive a granola bar. After receiving five paper punches, they can turn in their card for an entry into a drawing for a gift basket (containing school supplies, snacks, and a \$50 Walmart gift card).

Spread the word!

Expressions Publication of Noncredit Student Work Returns to Continuing Ed



EXPRESSIONS JOURNEYS

Express Yourself! Theme: Journeys

Submissions for the CLC Expressions publication (which consists of short stories, poems, illustrations/art work) are now being accepted. All Continuing Education students are welcome to submit an entry for possible publication in Expressions.

How: Pick up an entry form from the front counter, follow the guidelines, and submit the entry by the deadline.

Deadline: Submit your entry by **Friday, March 10** electronically to clcexpressions@gmail.com.

Guidelines: Up to two (2) entries may be submitted per student. The entry is limited to 1 page. Font required for poems and short stories is Times New Roman size 12 and art work is limited to 8.5" x 11".

Celebration: May 6, 2017 (Saturday)



LIBRARY NEWS

By Richard Ma, Community Learning Center Librarian

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

Special thanks to Dr. Nikki Schaper for funding additional library services through the Adult Education Block Grant. Through her generosity, these are the library hours for Terms 3 and 4:

Monday - Thursday
9 am to 12 noon
5:30 pm to 8:30 pm

The CLC Librarians remain committed to serving all classrooms and faculty. Please let us know if you want a tailored orientation for your class(es) or if you want to work with us to find innovative ways to provide conversation practice for your students at the CLC Reference Desk in RM 136 via reference transactions.

We are also excited to announce the acquisition of Swank Digital Campus. Swank is the world's largest non-theatrical distributor of motion pictures for educational use, providing licensed access to films from MGM, Sony, Paramount, LionsGate, United Artists, Miramar, and more. Through our work and association with the Media Consortium (composed of the other community colleges in our area), SDCOE is picking up the tab for the next five years. This is a huge savings to us and the other colleges.

Each of the colleges provided a list of movies for the consortium. Currently, over 250 films are available, and within the next few months, we should be up to 300. Titles like Citizen Kane, Scarface, Apollo 13, Argo, etc. are part of the collection.

This is the access path to the streaming database:

Link: <http://digitalcampus.swankmp.net.prox.miracosta.edu/miracosta343491#/browse>

- Students, staff, & faculty who use this will need to enter their SURF ID and Password if accessing from a non-campus location.
- Some browsers will require a plug-in (Google Media Optimizer). Directions are provided on the page that shows up if a plug-in is needed.

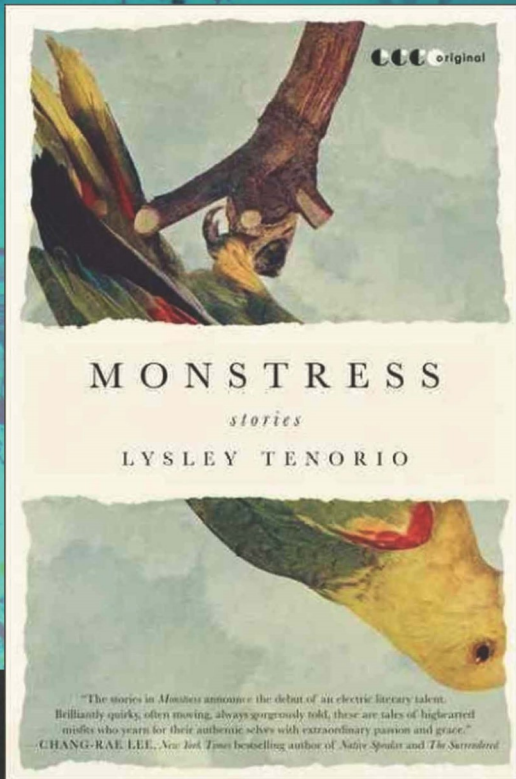
Other pathway:

1. <http://library.miracosta.edu/az.php>
2. Select "S"
3. Select Swank Digital Campus

This resource is a great way for students to extend their English acquisition outside of class.



CLC Reading Festival - March 1 and 2



INTRODUCING CLC READING FESTIVAL AUTHOR FOR 2016-2017

Lysley Tenorio

Look for Flex-eligible activities starting August 2016.
Lysley Tenorio will visit MiraCosta in Spring 2017.

"Tenorio, born in the Philippines and raised in California, has taken a uniquely Filipino-American perspective, polyglot and glittering with cinema dreams, and used it to make a bold collection of stories of the rejected, the helpless and the lost.

Monstress is the debut of a singular talent."

—NPR Book Review

