### Action Item | Related | Status
---|---|---
Change current LB 54 into WR 49 and 59 courses | LB 54 was successfully changed to 2-unit WR 49 and 59 courses, each level with a common classroom policy, syllabus, and book, as agreed upon by 49/59 committee members/instructors. Students in these courses have expressed their satisfaction with the change-over, and instructors of the co-requisite courses (WR 40 and 50) have seen improvement in their students' writing. |  
Revise ENGWR 300 grading rubric | Instructors met during Flex and discussed areas of the rubric needing revision. |  
Match syllabi to course outlines in composition classes | Flex discussions began to lay the groundwork for this project. |  
Revise course outline for ENGWR 300 based on IMPAC discussions | The English Department has accepted IMPAC's recommendations. The future of IMPAC with English is uncertain. |  
Revise Dept. Writing Guide as an online resource | The "SCC Guide to Writing and Reading" has been revised and made available as an online resource. |  
Maintain and possibly expand our Honors program and offerings | Course outlines for current Honors courses in English have been revised to comply with the SOCRATES new requirements: justifications have been added, texts updated, sample assignments given, etc. A proposal for an honors-level ENGWR 302 is in progress. |  

*Tuesday, May 31, 2005*
Maintain HELP and PUENTE

Explore the possibility of establishing a campus Writing Center to support student retention and success.

The Department supports HELP and Puente through advertising, Open House, and annual budget requests (for Puente). A full-time faculty member teaches the writing component of HELP, and another full-time faculty member teaches the writing component of Puente.

The outgoing Dept. Chair serves as an advisor to the Educational Initiative Committee regarding the writing center proposal, and an English faculty member serves as chair of the writing center working group, which is gathering information in preparation for writing a Title III grant next year.
Attend and make presentations at professional conferences.

The Honors Director participated in the regional Phi Theta Kappa Leadership Conference (San Diego, October 2004) and the Regional PTK Convention (Redwood City, April 2005); gave presentations for Sierra College (February 2004), Folsom Lake College (March 2004), California Teachers' Federation (April 2005), and high school counselors (fall 2005). Honors students gave papers at four conferences.

Another faculty member presented papers at FACCC Conference (Manhattan Beach, October 2004) and Educause Western Regional Conference (San Francisco, April 2005).

One faculty member served as President for the California American Studies Association and officiated at its annual conferences (Oakland, 2005; Huntington Library, 2004); she also presented a workshop for the Sacramento Valley Writing Collaborative.

One full-time and one adjunct faculty member attended the annual meeting of the Conference on College Composition and Communication (San Francisco, 2005).

Another faculty member and the Division Dean attended the annual Assn. of Writers and Writing Programs (AWP) conference in Vancouver, Canada.

A faculty member gave several readings at various venues, including four California Community College and State University campuses.

A full-time assessment coordinator was hired to administer the essay portion and to coordinate the evaluation of the English Assessment Test. She has given the tests throughout the year, during the semester breaks, and at the April Open House with great success. During the period from May 1, 2004 to April 30, 2005, 3299 essays were administered.
### Goal: Goal 2: Integrate technology more fully into instruction

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<tr>
<th>Action Item</th>
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<th>Status</th>
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<tbody>
<tr>
<td>Budget for DVD purchases; create a DVD library</td>
<td></td>
<td>A portion of the Department's budget was set aside to pay for new DVD purchases. A DVD library is slowly developing.</td>
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<tr>
<td>Continue working on getting a better space for film courses</td>
<td></td>
<td>Space is at premium at this time. However, efforts will continue to get a better space for film courses.</td>
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<tr>
<td>Create web site for River City Writers Series</td>
<td></td>
<td>An application was made to the campus-wide professional development committee for 20% released time for one faculty member to focus on public relations and grant-writing for the River City Writers Series, including the construction of a website.</td>
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<tr>
<td>Make more productive use of the Department's smart classroom</td>
<td></td>
<td>TA 310/ENGLT 400 was taught in the smart classroom with an enrollment of 40.</td>
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<tr>
<td>Increase the number of English faculty developing instructional websites to post course syllabi and other class materials for student access</td>
<td></td>
<td>An all-day Blackboard workshop for English faculty was offered to help increase faculty's understanding and use of various aspects of the Blackboard environment.</td>
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<tr>
<td>Upgrade computers and software in RS 326 and RS 327 to provide better support for classes and drop-in students.</td>
<td></td>
<td>Fifty-nine computers in RS 326 and RS 327 will be replaced in the next year.</td>
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<tr>
<td>Maintain and expand Department's Blackboard (Bb) site and Department's website</td>
<td></td>
<td>Department meeting minutes and the rotation list and policy are maintained and updated on the Bb site; a PDF file containing descriptions of some of our fall 2005 literature offerings was added to the Department's website and linked to the online schedule.</td>
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<tr>
<td>Add one new course to film offerings</td>
<td></td>
<td>ENGLT 403, &quot;Film Adaptations,&quot; has been added to the college catalog.</td>
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### Goal: Goal 3: Expand Department Programs Productively

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Tuesday, May 31, 2005
Explore ways to make campus literary journal and reading series self-sustaining—and search for stable funding for creative writing program overall.

Preliminary fund-raising steps were taken. Grant-makers to support the River City Writers Series were researched. Also, initial donor contact and donor cultivation has begun for several private donors. Also the creative writing faculty has discussed ways (direct solicitation, grant funding, endowment building) to enlarge current fund-raising strategies to cover the entire creative writing program.

Develop new methods, times, locations, and avenues for offering our courses and services.

Three online sections of WR 300 and three online sections of WR 302 have been added to the fall 2005 schedule, doubling our usual online offerings for each course. Spring 2006 will see a similar increase. Additionally, an additional hybrid section of WR 300 has been added in each semester. Also, plans have been approved to change the former writing lab space (RS 330) into two classrooms and an office.

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<th>Goal:</th>
<th>Goal 4: Improve articulation between courses, across the district, and with other educational levels</th>
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<tr>
<td>Action Item</td>
<td>Develop an Honors WR 302 course</td>
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Strengthen articulation with CSUS and the Department’s involvement in teaching ENGED 305, Basic English Grammar, part of the preparation of Multiple Subjects teachers.

A draft is in development.

Instructors who teach ED 305 are informed of meetings with their CSUS counterparts in the CSUS Blended Teacher Preparation Program and attend these meetings when schedules allow. The coordinator of this program at SCC, Gloria Lopez, keeps ED 305 instructors abreast of the meetings and shares the meetings’ minutes; she also informs all SCC instructors involved in this program of policy updates and/or changes and reports on the times and offerings of SCC classes involved in this program. With this information, ED 305 is offered at times that meet the needs of its targeted population and are compatible with the time ENGED 320 is offered. ENGED 320 is one of the two required field experience courses for the Blended Teacher Prep Program. ENGED 305 has successfully filled both semesters it was offered (and in Fall 2004, an extra section was offered and filled).
Three Department members serve on the steering committee for the Sacramento Valley Writing Collaborative. The group sponsored two successful workshops for high school and college writing instructors during the year. Plans are underway to sponsor a three-part series of workshops next year focusing on teaching, scoring, and using the timed in-class essay; one of these workshops will be held on the SCC campus.

One of our own faculty members presented a workshop on "Using Film in Writing Classes."
Anna Joy published the fifth edition of her textbook *We Are America* in 2005.

Tom Miner serves as Carnegie Scholar Mentor, 2005-2006; he also published an article for the Carnegie Scholars Project in @ONE (http://one.evc.edu) and an editorial in TechEdge (Fall 2004).

Travis Silcox (and a co-director) were awarded a $5,000 California Stories grant from the California Council for the Humanities to conduct oral histories in summer, 2005. Travis was also chosen to be regional representative from California ASA to the national American Studies Association (2005-2007).

Jeff Knorr published a new book of poems and essays as well as the second edition of his creative writing text, *Mooring Against the Tide*. 