TO:      Pat Huglin, Dean of Instruction
FROM:   Royce Adams, Director, Reading Study Skills Center
DATE:   November 24, 1976
RE:     Annual Report on the Aims of the Reading Study Skills Center; Fall 1976

Successes and Failures in Achieving General Aims of 1975-76

1. One of the biggest objectives we successfully reached was the hiring of a full-time instructor to help alleviate the need to use five hourly instructors in English 42 last year. The new instructor teaches both English 42 and Basic Skills. However, with the continual expansion of our programs in the Essential Skills areas, we are still using three hourly instructors for English 42, and had to cancel two stand-by English 42 classes this Fall due to lack of personnel. While the acquisition of a new instructor has certainly aided our program, we still need more personnel with the continual growth and demands on our Essential Skills program.

2. Another aim was to create a separate cost center for the Reading-Study Skills Center, since we had no budget for materials, replacement of materials or tests. We now are a sub-division under the English Department with a budget of $1,600 for supplies. This is not adequate for our program but it certainly is a good start towards truer accountability.

3. We have also found a "home" for the ESL students and instructor through the remodeling of CC 128. This has helped tremendously in providing space in the general Tutorial Center and the Reading Study Skills Center.

4. The Writing Lab graciously moved from CC 224 to a partitional area in the general Tutorial Center. This allowed more space for the Basic Skills classes, but has created a burden on the Writing Lab.

5. For the first time in one and one-half years, we have been able to offer one section of English 43, Developmental Reading. We hope to be able to offer at least one more section in the Spring.
6. Instructors in the Essential Skills program have been meeting regularly with each other for better articulation. Some of us have been providing workshops and lectures for the EOPS peer counselors. We have formed an Essential Skills Committee to continually focus and work on our successes and problems.

7. Our goal in English 42 is to raise the reading level of our students at least 2 years beyond their enrollment reading level. According to Burt Miller's figures, the average English 42 student gain was 2.37 grade levels; thus, we did achieve our goal. In addition, Burt Miller is going to follow up on those English 42 students from last school year who are still attending City College to see if they are succeeding in their present courses. Via notes and personal comments from instructors (See Kathryn Marriott's letter to Lorraine Hatch: attachment #1) we are generally doing a good job of preparing students for their next appropriate English course.

Future Aims and Aspirations

1. We still need to develop a better Study Skills program than we now offer. In the Spring, I am going to teach a pilot 8 week Study Skills Course primarily for EOPS students using our Eng 8LT course number. Hopefully, from this will come some answers to questions such as:

   (a) Should students with poor reading-study skills be required to take a Study Skills class?

   (b) Should there be a freshman orientation program which includes highlights of learning techniques?

   (c) Should content area teachers offer through our Center short courses in Study Skills that are related to their specific courses?

2. We have purchased a time clock and can now use it to gather positive daily attendance records of students which enables us to offer English 85 as short courses. That means those students who need help in the specific areas of spelling, grammar, reading, learning techniques, vocabulary, etc., will now be able to enroll at mid-semester if their deficiencies are discovered after the end of the required enrollment deadline.

3. We definitely have space problems. Presently, the Reading-Study Skills Center is open from 8:00 a.m. to 8:00 p.m. with classes meeting each hour except from 4:00 to 5:00 p.m. Our problem is that we lack the personnel power to make all our services available at these hours, except for those students enrolled in English 42. We need someone at the Center desk and tutors staffed at all hours.
February 11, 1976

To: Lorraine Hatch
From: Katheryn E. Marriott
Re: English 9 and 42 students in my present English 1 classes

To obtain a writing sample I asked my English 1 classes to write two paragraphs. In the first paragraph I wanted a résumé of the training in writing the student had had up to the present semester. In the second paragraph I wanted an evaluation of the training described in the first paragraph.

As I read the writing samples, I divided them into three groups—best, acceptable, and questionable. I marked the best with the word excellent or some synonym; I marked the acceptable as OK; I wrote this on each questionable:

On the basis of this sample, I feel that you will succeed in English 1 only if you are willing to work very hard and to use the tutorial center.

An alternative would be to enroll in English 5. I have two classes on Tuesday and Thursday, one at 9:30 and one at 12:30.

I awarded best ratings to thirteen papers out of eighty-six. I asked these people to confer with me in the near future. I may have to use them to help me during the semester. Of the thirteen, four had taken English 9.

From my two classes eleven students indicated that they had taken English 9; twelve took English 42. More may have taken 9 or 42, but if they did, they did not say so in their paragraphs. No student made a negative comment regarding his experience in either 9 or 42. A few simply mentioned having had the class, but several made positive comments which I culled for your perusal. An additional three students took one of the two courses but did not identify which.

I think it is significant that English 9 has a completely different image from that of English 7. English 7 students, except for the very mature, looked
Equipment and materials cannot be left loose and available; thus, we need a clerk at these hours. At present, we are using students from the financial aids program and have only 30 hours per week of coverage when we need 60 hours of coverage.

4. We need better articulation between the outcoming ESL students with English 42. There is a gap between the exit standards for ESL and the entrance standards for English 42. The fault is not in the ESL program. It is doing an excellent job considering one instructor is teaching 250 students. We need another ESL instructor to help with the expanding program.

5. Under AB77, the college will be entitled to receive extra state aid for all students who are physically handicapped and learning disabled. By Spring we hope to qualify for state funds to enable us to hire a Learning Disabled Specialist. Monies for such a person would be provided by the state. We feel we already qualify for such funds.

This past year has been the most effective year from the standpoint of administrative and faculty support. We now have an excellent start toward an exemplary Essential Skills program. All of us involved appreciate the support of the Board of Trustees, Dr. Gooder, Pat Huglin, Dave Williams, and Lorraine Hatch. We trust this support and cooperation will continue for the benefit of our students.
upon it as an insult to their intelligence and, if they finished the course, nearly always claimed it did not help them with their writing problems. All I can say is that for the most part, they were still pretty bad when they came into my English 1 classes. Au contraire, I got the strong impression from reading the comments about 9 that students did get the kind of help they needed. Supporting evidence is the four papers I mentioned earlier. Either these four students learned a lot in 9 or they should not have been in 9 in the first place.

Following are the comments which, for obvious reasons, I did not edit:

ENGLISH 9

Doris Rapp: Last semester I took English 9 in which I have learned more about writing and sentence structure.

Thelma A. Smith: Last semester I took English 9 . . . I didn't find my real problem until last semester. I found English 9 to be rewarding and difficult. The difficult part was learning how to break down my ideas and organize them. I just wish I would have finished the course. I just wasn't disciplined.

Jack Callens: My first semester at City College I took an English 9 course and passed . . . The English 9 class I just finished helped a lot because of going a year without English.

Cindy Mayo: My training in writing is limited to high school English courses and a preparatory English class I had last semester. The preparatory English class was taught in a completely different manner as compared to the basic high school English class. I feel the preparatory class was very helpful and to my advantage in learning new techniques with planning and forming an essay paper.

In high school the writing assignments were usually on assigned short stories and novels. The type of assigned reading was unsuccessful in teaching me good writing habits.

Liz Foss: In evaluating my writing experiences, I can honestly say that I haven't been able to write correctly until this last semester.

Ken Boxer: The course helped me with writing and with understanding the terms which I had been asked to learn before but which I never understood.

Jan Hicks: It was one of the best courses I have ever taken. (She also took 8SS.)
Scott Gardiner: I received my best training for writing last semester in my English 9 class. I improved my writing and learned more in this class than in any other class I have had.

ENGLISH 9 OR 42, probably 9

Pete Waldron: It was not until my junior year in high school when I had a semester composition course and the beginning of my freshman year at SBCC that I received instructions in expository writing.

I know now what a thesis sentence is, its importance and how to construct a paragraph around it.

(I presume he is a little confused. Usually paragraphs are constructed around topic sentences. Whole essays are written around thesis statements.)

What I have learned has made college much easier for me.

John Rodriguez: (dumbelle (sic) English) I feel I've benefited greatly in this class.

Ricky Faulkner: This student has taken both 9 and 42. He says he now wants to be an English major. His writing sample suggested that he is not quite ready for that level of competence.

ENGLISH 42

Leticia Esqueda: This class was very helpful to me.

(Adams)

Allen Cogan: My first look at this type of writing was last semester here at City College. I had English 42.

Barbara Rosales: English 42 was another class I had last semester which helped me a great deal in developing my writing skills.

Lori Craddock: As far as what kind of training I've had in writing, there have been only two English classes that I've taken which specifically taught me to write. One was a composition class in high school and the other was English 42... The teacher helped a lot in guiding me to write a good structured paper and I hope to improve and develop my writing even further.

Lionel Pomerleau: My experiences in English 42 were probably the most rewarding experiences of my life. I realized I was not the stupid person I thought myself to be. I learned to study with the SQ3R method. In the text, Developing Reading Versatility, I learned about Literal, Critical, and Effective comprehension. I also worked with vocabulary and am working on overcoming my spelling handicap with the use of flash cards. Mrs. DeWitt pointed out (when she sent me a letter indicating that I had received a B as a final grade) that if I didn't get on the ball with my spelling, it might
Lionel Pomerleau: (Continued)
prove to be a psychological handicap... Thanks to Mrs. DeWitt's
teaching methods and a lot of hard work on my part, I feel ready
to tackle English I.

Susan Mozako: After eight years of marriage and partially raising three children
I was sure I'd forgotten anything I'd ever been taught about English.
It took one semester of English 42 at Santa Barbara City College and
a very caring instructor to stimulate the basic skills it took me
eleven years to learn.

When I have been dissatisfied with anything in the English Division at
City College, I have not been reticent to say so. When I think something deserves
commendation, I am happy to do that, too. I applaud the teachers who have patiently
worked with the students I now have, and I also applaud the students who had sense
enough to know they were being brought to higher levels of competence and to work
with their teachers to accomplish a miracle. I have listed their names with the
courses they took.

**ENGLISH 9**
Doris Rapp
Thelma Ann Smith
Jack Callens
Cindy Mayo
Craig Burdick*
Liz Foss*
Ken Boxer*
Jan Hicks*
Tony Cavalli
Scott Gardiner
Ricky Faulkner

**ENGLISH 42**
Bruce Morris
Pat Escareno
Charles Lazo
Ricky Faulkner
Leticia Esqueda
Allen Cogan
Jan Anderson
Barbara Rosales
Lori Craddock
Natalie Lew
Lionel Pomerleau
Susan Mozako

*Writing sample given a best
ENGLISH 9 or 42 (?)

Pete Waldron
Tom Porter
John Rodriguez
COURSE OBJECTIVES

ESSENTIAL SKILLS --- 50

I. ATTITUDE

Essential Skills 50 seeks to encourage students to write with enthusiasm, honesty, interest, and creativity. Students should perceive the writing process not as a mechanical task filled with drudgery and boredom, but as a pleasurable and satisfying activity having a variety of forms and purposes.

II. PERFORMANCE

A. QUANTITY

Students will write approximately 7000 words for the semester. This total should be distributed approximately as follows:

1. 3500 wds. Paragraphs, short assignments, free writing exercises, journal entries, and miscellaneous writing samples.

2. 3500 wds. Five acceptable essays of at least five paragraphs each. One of these five essays should be an in-class paper written prior to final exams without the assistance of a tutor.

B. CONTENT

In order to receive credit for ES 50, students should be writing consistently at "C" grade level of English 1 standards.

While much of the writing to be completed in ES 50 will be in narrative, autobiographical, and descriptive modes, a minimum of three of the final five essays should be written in an expository mode.

These final five essays should have a distinguishable thesis which is functional and unified throughout the paper; central idea should be focused and appropriate for the length of the assignment.

C. ORGANIZATION

Students should be able to compose essays that develop a central idea which is unified and coherent. The organization of these essays may be simplified, typically using a five paragraph format; however, only minor irrelevancies should be allowed in the development of the central idea. The plan and method of a theme should be readily apparent, but may not be consistently fulfilled.

Students should exhibit effective command of elementary rhetorical processes and relationships (e.g. comparison/contrast, cause and effect, spatial organization, chronological, etc.).
D. **PARAGRAPHS**

Students should be able to recognize and develop topic sentences; unity and coherence are absolutely essential in the final work. They should be able to develop paragraphs in several different ways and should be able to construct effective introductions and conclusions.

Students should be able to recognize and use transitional devices and other means for achieving coherence.

E. **SENTENCES**

Students should develop the ability to write coherent and correct sentences; comma splices and fragments should be mostly eliminated.

Syntactic fluency and versatility should be developed by concentrating on sentence generation and practice.

F. **DICTION**

Students should be able to recognize and use concrete language. Word choice should be adequate, clear and idiomatic. The appropriate use of language is most important in all modes of written discourse.

G. **GRAMMAR**

Students should have an effective command of the basic conventions of standard written English upon completion of ES 50. The dominant concern of this course is the elimination of major errors in usage: verbs, agreement, reference, consistency of person, parallelism, fragments, etc.

Instruction should be based on a realistic estimate of permissible practices and on a clear distinction between what is optional and what is essential; instruction should not center on minor and debatable rules of usage.

H. **PUNCTUATION**

Students should be able to use the major devices of punctuation with accuracy.

I. **SPELLING**

Students should be able to spell with relative competence; the majority of errors should be with words unfamiliar to them; students should be encouraged to use the dictionary and should be allowed access to it during all writing assignments.

J. **APPEARANCE**

Finished essays should be written in ink and have a generally acceptable appearance; one writing sample should be an example of superior workmanship.
TO: Lorraine Hatch, English Department Chairperson
FROM: Guy Smith, Director of the Writing Lab
DATE: November 24, 1976
SUBJECT: Report on Writing Lab and Essential Skills 50 (formerly English 9.)

SUCCESS OF ESSENTIAL SKILLS 50 (ENGLISH 9)

At the completion of the spring semester, Burt Miller evaluated the effectiveness of Essential Skills 50 by tracking students who had enrolled in the course during the fall semester and by examining their subsequent performance. The results of this study are most encouraging and provide demonstrative evidence that the Essential Skills 50 program is indeed accomplishing its major objectives.

The clearest indication of the success of the Essential Skills 50 program is the large percent of students receiving credit in the course who subsequently succeed in completing English 1. Miller's report indicates 78% (N=56) of the students receiving Essential Skills 50 credit completed English 1 with a "C" or better, a statistic which is even more impressive when compared with the success rate of students having no preparation for English 1. Another statistic worth noting is the performance of the students who completed Essential Skills 50 in the fall and who subsequently enrolled in English 1: 61% of these students received an "A" or "B."

Since the primary objective of Essential Skills 50 is to prepare students for English 1 and to improve their language skills so they can successfully compete in a transfer level English course, Miller's report indicates that Essential Skills 50 is accomplishing this objective with tremendous success. If there is an area to be improved, it is in the numbers of students who initially enroll in the course but who do not complete the course for a variety of reasons, both academic and non-academic. Given the nature of these particular students and their various needs and competencies, an adjustment of their academic objectives toward two-year programs or non-transfer courses may be appropriate.

In the future, all Essential Skills 50 students should be tracked from fall to spring in order to have data to make meaningful comparisons about the long term developments of the program.
FALL ACTIVITIES -- ESSENTIAL SKILLS 50 (FORMERLY ENGLISH 9)

The major activity of the Essential Skills 50 program during the fall semester was to obtain consensus on the course objectives and on what the criteria should be for students entering English 1. (See attached). The harmonization of standards within the Essential Skills 50 program was an important accomplishment and is now continuing with bi-weekly meetings to discuss the application of these standards to particular situations.

A large classroom, R-2, has been remodeled to make it compatible with the type of specialized instruction required for Essential Skills 50. The completion of this facility is a significant improvement for the Essential Skills 50 program.

The accumulation of a variety of instructional materials has been an on-going process throughout the semester and it is hoped that an elaborate "bank" of instructional materials and assignments can be assembled in R-2 to further assist in individualizing the curriculum. Monies are being sought through the Improvement of Instruction Committee to continue this intensively in the summer of 1977.

GOALS AND OBJECTIVES -- ESSENTIAL SKILLS 50

1. We would like to see Essential Skills 50 continue to evolve as a unified program, perhaps with more flexible scheduling, accurate placement/diagnostic instruments, use of criterion-referenced tests, supplemental instructional materials and methodologies, and systematic tutor-training and utilization.

2. According to projections of the realistic needs of our student population, we estimate that 10 more sections of Essential Skills 50 should be added during the next year. The total number of sections now offered is nine but a large number of students were unable to enroll in Essential Skills 50 during the fall because of insufficient course offerings.

3. Space problems have been temporarily solved with the addition of R-2; however, should more sections be added, which seems likely, we will again experience space problems and as the physical facility becomes an integral part of the teaching methodology, those classes forced elsewhere will have constraints placed on them which will result in the adoption of less effective methods. The ultimate effect will be a lack of continuity within the program.
GOALS AND OBJECTIVES - ESSENTIAL SKILLS 50 (Continued)

4. There is a need to resolve the problem of students who complete Essential Skills courses and Essential Skills 40, and enter Essential Skills 50 still unprepared for the course. These students who are generally non-native English speakers, suffer when they are not allowed to move into English 1, even though they have been assiduous in their studies. This situation can be remedied by closer articulation with Essential Skills Lab and Essential Skills 40 and a strict adherence to the standards of these courses.

5. During the next year we intend to develop and systematize instructional materials which supplement instruction in Essential Skills 50; this will proceed with development of the Writing Lab resources.

6. We would also like to develop a reading component for Essential Skills 50. This can be done in several different ways but it is generally felt that students can improve their writing if they are simultaneously improving their reading.

THE WRITING LAB

With the change in directorship of the Writing Lab, it has been necessary to maintain the status quo for the fall semester by continuing to provide walk-in services for all students needing assistance with writing assignments. Priorities for the coming year include:

1. Closer integration of Writing Lab services with English 1 courses: Since the success of Essential Skills 50 has diminished one of the functions of the Lab, we are on the verge of being able to serve the needs of English 1 instructors by supporting these classes through an adjunctive use of tutors and supplemental instructional materials which students can use on referral basis.

2. Expansion of English 8G. The writing Lab will provide systematized self-instruction units in 8G for students who need more extensive work with usage and mechanics. This will provide a means of generating ADA and giving credit to students using the Lab on a continual basis and to students referred there from English 1 or Essential Skills 50.

3. Tutor Training. A more intensive tutor training procedure is necessary for the Writing Lab, especially if more tutors will be serving English 1 classes directly. It is generally felt that tutor training should be a primary function of the Writing Lab, and attempts will be made to make this process more disciplined, systematic and intensive.
THE WRITING LAB (Continued)

4. **Evaluation.** During the next year, an effective model will be designed to assess the effectiveness of the Writing Lab; this evaluation will be implemented in 1977-78.

5. **Needs for the Writing Lab.**
   a. The Writing Lab needs a receptionist/clerk for coordinating students and tutors.
   b. The Writing Lab needs a larger space designated solely for its needs.
   c. The tutorial budget of the Writing Lab must be increased if we are to serve the English 1 program.

GS/sw
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