



The Communicator

Happy New Year and Welcome Back!



We hope that your holiday season was magnificent and that you are ready for the new semester. In this issue of our newsletter, we are happy to share the following with you: Kristi Reyes shares best practices for teaching writing as a process. She participated in the California Adult Literacy Professional Development Project's (CALPRO) Community of Practice: Evidence-Based Writing Instruction and her article highlights some key points that she took away from the instruction. With the launching of Microsoft Office 2013 at the CLC, Eli Clarke's article features the top five differences between MS Office 2010 and 2013. Mary Gross from MCC's credit ESL program shares her latest experience of being a non-native speaker in a Spanish speaking country. Richard Ma, Glorian Sipman, Alex Doyle-Bauer, and Judy Opdahl from the library remind us of their schedule for Term 3 and their availability for classroom visits. Denise Stepheson shares an interview with a CLC writing consultant, and Jon Fuzel shares some fundamental time management skills that will benefit all.

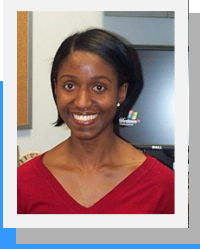
INSIDE THIS ISSUE:

Chair News	2
ELT Best Practices	3-6
Tech Talk with Eli	7-9
The Credit Corner	10
Library News	11
The Writing Center	12
Academic Support Center	13
Newsworthy	13-16

We hope you enjoy our latest edition!

Ruth Gay
Noncredit ESL Department Chair

January 2015



CHAIR NEWS

By Ruth Gay, Noncredit ESL Department Chair

Fall 2014 Persistence and Promotion Rates – Terms I and II

Term I	Promotion %	Persistence %
Morning ESL Classes	37%	86% (17% perfect attendance)
Evening ESL Classes	20%	76% (6% perfect attendance)
Term 2	Promotion %	Persistence %
Morning ESL Classes	47%	84% (11% perfect attendance)
Evening ESL Classes	41%	75% (5% perfect attendance)

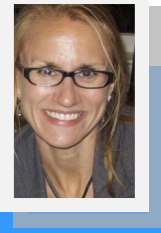
The information in the chart above is from our managed enrollment classes that meet four days per week during our eight-week terms. Our specialty course (VESL) had a persistence rate of 88% with 15% perfect attendance, and our open-enrollment classes, which are made up of our noon level classes, the ESL Learning Lab, Citizenship, and our Conversation classes had a persistence rate of 89%. The open-enrollment classes are not under our managed enrollment system. Students may join those classes at anytime during the term. The persistence rate for our Citizenship course was 90%. Students in this class receive direct instruction and assistance with studying for the USCIS interview and test. This year, 146 students are enrolled in the program, and as of December 31, 52 students have become U.S. citizens. **Noncredit ESL will celebrate its new citizens at the CLC on February 7.**

Last fall, we piloted two hybrid classes: Eli Clarke's Level 6 and Kristi Reyes' VESL class, and they were a great success! Student response was overwhelmingly positive. Look for a more detailed report about our hybrid pilot in our next issue.

MiraCosta's NCESL Students Volunteer

Students from MiraCosta's noncredit ESL levels 1 – 7 participated in the San Diego "Keep Our Beaches Clean" Day on September 20. From 9 a.m. to noon, students, their families and friends picked up trash along the beach and pier in Oceanside. The MiraCosta College NCESL group had the largest turn out at this year's event-73 participants! This community-building event has been a long-standing tradition with NCESL and the students who participate in this biannual event.





ELT BEST PRACTICES

By Kristi Reyes, Noncredit ESL Instructor

Teaching Writing as a Process

Imagine you are taking a language class, and your first writing assignment is to write a paragraph about yourself. You work for hours, saying the words over and over in your head, using your bilingual translator to find equivalents in the target language for more sophisticated words that you like to use in your first language, and finally, you proudly submit your best-effort paper to your teacher, thrilled to be able to share with her in writing your background and interests in learning.

Two days later, you receive your paper back. There are red marks all over it, every third or fourth word corrected, and there are written comments such as “this part is unclear,” “work on your subject-verb agreement,” “you need to add a conclusion,” and last, “please revise and submit again.” What would you do? How would you feel? Wouldn’t your confidence in your writing abilities -- indeed in all your second language skills (including listening, speaking, and reading) -- take a bit hit?

In our training as ESL teachers, we learn about the importance of teaching the writing process and how it gives students the skills necessary to tackle writing tasks beyond our classes, but as grammar aficionados, it is all too easy to slip into the grammar editing mode when providing feedback to students on their writing. Also, we find that our students are most concerned with this aspect of their writing, and rightly so. However, research shows that students do not really learn from corrections and oftentimes do not know how to correct their errors when they are pointed out to them.

Research-Based Tips for Providing Feedback on Lower-Order Concerns

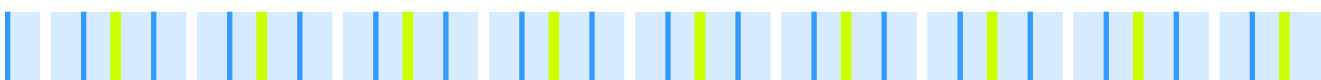
- When possible, provide oral feedback as in a one-to-one conference session. Ask student to read the paper aloud. Students will often locate and correct their own errors.
- When providing written feedback, don’t mark all errors – choose what you will mark base on whatever grammatical features the assignment lends itself to (verb tense, subject-verb agreement, word order)
- Decide on type of feedback: **Indirect feedback** (such as a checkmark in the margin for an error on a line of text or circling errors) or – as research indicates is more effective – **Direct feedback** (a shortlist of editing symbols such as SP, C, T, AG to not overwhelm students). Whichever you choose, have a consistent system of marking and coding errors and teach mini lessons to provide students chances to learn and practice using written feedback to self-correct.
- Consider providing direct corrections only at lowest levels and when the error correction is complex and beyond the student’s current level of production.

We can help students value fluency and accuracy and make them more confident independent writers by planning scaffolded lessons that include all stages of the writing process, teaching writing implicitly (having students learn by doing) and explicitly (overtly teaching rules, steps, conventions), and employing the gradual release of responsibility model.

In order to refresh my memory and methods regarding writing instruction and be a better writing teacher, last fall I completed the California Adult Literacy Professional Development Project's ([CALPRO](#)) Community of Practice: Evidence-Based Writing Instruction, a free two-month certificate program that including online readings and discussion, lesson planning, two face-to-face Saturday meetings at the Los Angeles Unified School District Central Office, and valuable networking, idea-sharing, and reflecting.

I would like to share some of the take-aways I gained from the program: activities and ideas to consider for each phase of the writing process.

Writing Process Phase *	How-to: Implementations for Improved Writing Instruction
<p>Pre-Writing Students prepare to write by generating ideas, choosing a topic, and planning the organization of their writing</p>	<p>Include brainstorming sessions on the topic for idea and vocabulary generation and to connect oral language to written: lists, graphic organizers (charts, tables, diagrams, clustering, mind maps - examples), or outlines Have students do freewriting or quick writes to get all ideas on paper without concern for mechanics Use paragraph frames as appropriate (effective with low-level students and higher level students when the assignment is more complex)</p>
<p>Writing Students compose first draft using the ideas and plan they generated in the pre-writing stage, with a focus on content and organization</p>	<p>Provide models (not just perfect ones but also average and mediocre ones for student evaluation and discussion) Realize that a good paragraph need not be defined by a set number of sentences; differentiate the instruction for students who have better writing skills</p>



Writing Process Phase *	How-to: Implementations for Improved Writing Instruction
<p>Sharing and Revising Students engage in self-evaluation and gain peer feedback with a focus on content and organization, using a defined set of criteria Teacher provides feedback using specific questions and suggestions for strategies students can use to revise content and organization (higher-order concerns)</p>	<p>Conduct peer review sessions with read-alouds, providing a form or checklist or conduct writing workshops in which as a whole class, students evaluate how classmates' paragraphs (starting with most confident students writers, getting their permission to use their work with or without their names revealed) do or do not fulfill an assignment's requirements. These sessions build community, engage students in critical thinking, and provide students the opportunity to see classmates' approaches to the topic and task and view other models,</p> <p>Read through student's paper once completely without writing any comments</p> <p>Respond as a reader, not an evaluator</p> <p>Note first what student has done well; focus feedback on only 1 – 2 areas which, when revised, would bring about the biggest improvement to the piece (such as topic sentence, supporting sentences, details, clarity, vocabulary, transitions, conclusion, organization)</p> <p>The best way to help a student revise is by having a discussion in person, so conference with students individually when possible and/or provide written feedback in the form of questions: <i>Did you mean X or Y? What happened then?</i> Wh questions, and prompts such as <i>Tell me more about this part.</i></p> <p>Finish feedback with clear, specific step-by-step directions to student for how to improve</p>
<p>Sharing and Editing Students engage in self-evaluating and gain peer feedback, focusing on lower-order concerns (grammar, punctuation, spelling) from a defined set of criteria Teacher provides feedback with specific questions and suggestions for strategies students can use in editing their work (mechanics)</p>	<p>Duplicate student sentences that have the most commonly-repeated/ most frequently-committed errors on a handout for an error-correction session followed by grammar mini lesson(s)</p> <p>Include sentence-combining activities for intermediate-advanced level students to learn how to compose more complex sentence structures</p> <p>Help students learn to monitor / self correct through read-alouds, self- and peer assessment checklists (without peers doing editing or marking classmates' papers), error correction charts, and/or editing marks that are explicitly taught and practiced</p> <p>Provide feedback focusing on only a few errors (the most egregious because they interfere with intended meaning or the most commonly-committed) which, when revised, would lend the paragraph the most clarity in terms of mechanics</p>
<p>Post-Writing Publish student writing in classroom gallery, online, in print Review and reflect</p>	<p>Use rubric scoring for final summative assessment and feedback</p> <p>Have students reflect and review: compose a reflective letter on strengths, improvements, and plans to improve further; a checklist of "I can..." statements (<i>I can name the elements of a paragraph... brainstorm, plan and organize my ideas before beginning to write...compose a topic sentence, write and revise a paragraph in English...correct my spelling and grammar errors...</i>), grammar review, vocabulary building activities</p>

*Source for Writing Process stage definitions: CALPRO EBWI CoP Session 2 handout, Ronna Magy.

Ideally we would give plenty of time to each step of the writing process in our lesson planning, but due to the time constraints of eight-week terms, I have often heard teachers lament that they would like to be able to devote an entire term to writing alone. Of course, our level classes are integrated skills, and students come with needs for honing their other language skills. A possible solution? Go for quality and quantity. How?

1. Include fewer revised paragraphs so that students leave a class with fewer (two or three) high-quality, revised paragraphs that they worked on the entire term, of which they can be proud and from which they have gained the tools necessary to approach future writing tasks,
2. [Request an in-class writing consultant](#) who can conference with students on first drafts and can guide students to self-correct in the editing stage
3. Include non-graded, non-revised writing assignments such as journal entries or discussion boards as often as every day to get students into the habit of writing and which do not require written teacher comments beyond a question, a word of encouragement, or a checkmark. The latter are good opening and closing lesson activities.

Finally, while there is a common misconception that teaching writing, the most difficult skill to master in any language, should be reserved at higher levels (intermediate and above), writing instruction should indeed begin at the lowest levels. The process may run faster given that students are limited in what they can produce and the tasks we have students do at lower levels tends to be more controlled writing (Language Experience Approach, filling in blanks and copying, and writing answers to questions, for example); however, the sooner students are introduced to the process of writing, the better.

I definitely recommend the many professional development opportunities CALPRO provides. For more information, see the [calendar of events](#) for descriptions and registration, as well as the page on [online professional learning](#), which include Webinars, online workshops, and self-directed courses.

Resources, For Further Reading

[Daily Teaching Tools Graphic Organizers for Teaching Writing](#)

[Education Place Graphic Organizers](#)

[Gradual Release of Responsibility in Writing Instruction](#)

[MiraCosta College Noncredit ESL SLO Writing Assessments](#) department lesson plans, materials, and rubrics

[Project WRITE Graphic Organizers and Outlines](#)

[ReadWriteThink](#) lesson plans and printouts (graphic organizers, peer and self-assessment checklists and forms, paragraph frames, rubrics), videos, student interactives, and strategy guides for teaching writing

[Scholastic Writing Frames](#)

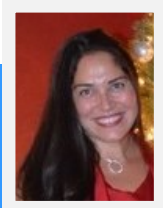
[Sentence Combining in an ESL Writing Program](#)

[Teaching Excellence in Adult Literacy \(TEAL\)](#) Just Write! Guide and Fact Sheets

[Text Structure Frames](#)

[Thinkport Graphic Organizers](#)

January 2015



TECH TALK

By Eli Clarke, Noncredit ESL Instructor

Top Five Differences between Microsoft Office 2010 and 2013*

In case you are unaware, MiraCosta College updated Microsoft Office in the Community Learning Lab, room 130, back at the beginning of the Fall Semester. At the end of the Spring 2015 Semester, all the computers in the Community Learning Center (CLC) will have Office 2013 –including the instructors’ computers in the staff lounge. Thus, I find it appropriate to give you a “heads up” on the main differences I have found in these six months of trial.

First of all, I would like to point out that the transition from Office 2010 to Office 2013 will be a lot easier to than the transition from Office 2003 to Office 2007. Remember how you felt when you first experienced Office 2007? Well, I felt as if I needed to learn the new software from scratch! Don’t worry ... like I said, this time it will be a lot easier!

*Note that I will only cover MS. Word and PowerPoint since those are the programs teachers mentioned in our tech surveys that they needed to learn more about to better serve our students.

Difference # 1

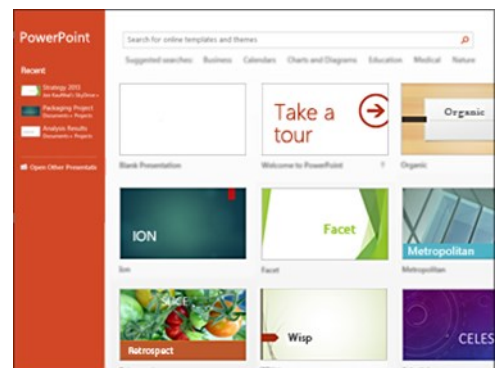
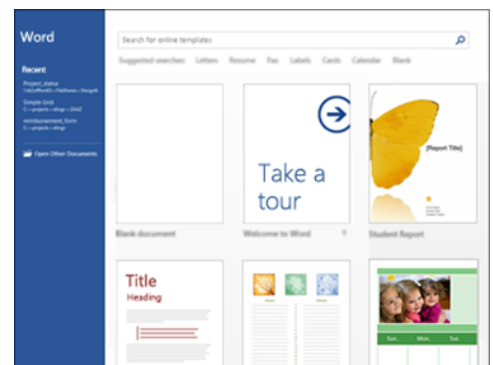
Start with a template

When you open MS Office 2013, you are immediately offered with a great variety of new templates.

In MS Word, you can start working on: resumes, MLA or APA template papers, collaborative papers, calendars, cover letters, etc.

If you just want to work on a plain MS Word document, click **Blank document**.

In MS PowerPoint, you can start your next presentation by using a template, a theme, a recent presentation, or just a blank one. You can click on the **Blank Presentation** icon to start from scratch.



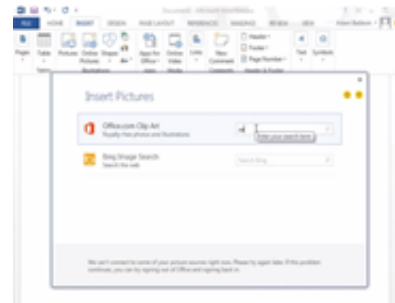
Top Five Differences between Microsoft Office 2010 and 2013*

Difference # 2

Clip Art is Gone!

Since I know a lot of our teachers use Clip Art when they teach MS Word or PowerPoint, I think this will be helpful –especially if you have given handouts to your students, you might want to modify them.

To insert Clip Art in MS Word or PowerPoint, you will now need to look for ***Insert Pictures***:



Click **Insert**

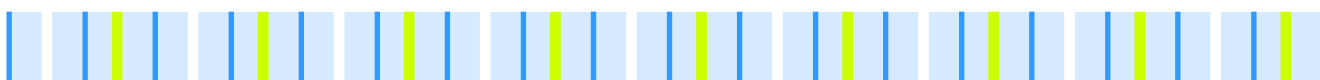
1. Click **Online Pictures**
2. You will now see a new dialog box
3. Type what you are looking for and press the *Enter* key
4. To insert the picture to your document, click on the picture and then click **Insert**.

PS: While working online, you can add pictures from Facebook and Flickr (if your Outlook account is associated with these two sites) without having to save the files to your computer.

Difference # 3

Something important to mention here is that you can *easily* insert (or embed) videos from YouTube to MS Word documents. Yes, videos! I know some people might cringe at the sound of “videos on a MS Word document,” but if you teach online or hybrid classes, you will find this a wonderful addition! Your students will be able to watch a video right in MS Word without having to leave the document.

1. Click **Insert**
2. Click **Online Video**
3. In the **Insert Video** window, you can search for videos on Bing, find videos on YouTube, or insert a video’s embed code.
4. Click **Insert** to add the video to your document.
5. **Resize** and **align** the video with your text.



Top Five Differences between Microsoft Office 2010 and 2013*

Difference # 4

A great improvement that I personally liked is that you can now edit PDF files in MS Office 2013. This works great for text documents. In MS Office 2010, you were just able to create PDFs, but now you can create and edit your documents.

To start working or editing a PDF document, you need to open the file just like you would open any other document:

1. Click **File**
2. Click **Open**
3. Find the PDF and click **Open**
4. Start editing your file



Difference # 5

Another important difference is that you don't necessarily need to pay for Office 2013 to use MS Word, Excel, PowerPoint, and OneNote (basic features only). If you already have a HOTMAIL account, or you already sign in to a Windows PC, tablet, phone, Xbox Live, Outlook.com, or OneDrive, use that email address to sign in. Otherwise, create a free new Outlook.com email address at www.Outlook.com. If you are working online, Office files will be saved to the SkyDrive by default, so you can download them later to a computer or share them with your students, colleagues, friends, and family.

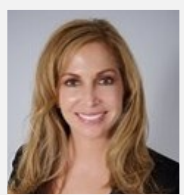


So... Will I buy MS Office 2013 after I finish my trial version on my laptop? Yes, only because I want to keep up to date with technology; however, the differences –or advantages– of this new software aren't significant. Keep this in mind: if you plan to use MS Word or PowerPoint on a tablet, you might want to upgrade to 2013!

If you are interested in learning more about the new features of Office 2013, don't miss the workshop I will present at the CLC during Term 4 in April (FLEX credit available).

And if you have any questions, don't hesitate to contact me at eclarke@miracosta.edu

January 2015



THE CREDIT CORNER

By Mary Gross, Credit ESL Department Chair

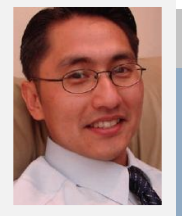
Reflecting on Language Learning

During my time off, I had the opportunity to travel to Argentina and once again became immersed in a Spanish-speaking country. These brief experiences when I become the non-native speaker remind me of the immense challenges and yet great opportunities our students are afforded as they come to our respective ESL programs to enable them to succeed in their daily life or academic pursuits in the United States. It is always a humbling experience for me to communicate with natives in Spanish. I experience the highs of a successful interaction and the lows of the humiliation and frustrations when I simply smile and say, “Lo siento. No entiendo.”

Of course, when the opportunity presented itself, I was able to put on my English teacher hat and interact with Argentinians who were studying English as second language. My travel companions are Toastmaster enthusiasts, and they had connected with an English-speaking group in Buenos Aires. When the Toastmaster leaders discovered an English professor was in their midst, they promptly assigned me the role of grammarian. My companion told me I was to write down as many grammar and vocabulary errors I heard and then I would report on that at the conclusion of the speeches. I think the speakers were quite surprised when my report came and instead of providing a hit list of errors, I explained to them the difference between a prescriptive and descriptive linguist or grammarian, and that my focus is always on the effectiveness of communication vs. perfection. They seemed to appreciate that approach, but to assist them with the development of their skills, I did give a mini lesson on three grammar points that would assist them with clearer communication. I left the Toastmaster session being so impressed with attendees’ level of English skill, their dedication to the language, and their support of one another’s efforts.

Soon our students from a variety of countries and cultural backgrounds will sit in our classrooms with hopeful anticipation and likely some apprehension. We will once again have to opportunity to impact their lives as we delicately balance providing accessible yet challenging content and practice opportunities. I take pride in the fact that of all the higher education arenas, the community college alone is the college of the open door where students can get ESL instruction whether in a noncredit classroom learning basic interpersonal communication skills or the credit classroom to advance those language skills to an academic level that puts them on par with native English speakers. I, like you I’m sure, cherish the opportunity to teach ESL and assist students in building a skill set that truly has the ability to change their lives. Enjoy your semester!

January 2015



LIBRARY NEWS

By Richard Ma, Alex Doyle Bauer, Judy Opdahl, & Glorian Sipman,
Your CLC Librarians

Librarian Alexandra "Alex" Bauer



Librarian Richard Ma



Librarian Glorian Sipman



Term 3 Schedule

Welcome to Spring 2015!

We hope you all had a wonderful and refreshing Winter Break.

Our Term 3 schedule will be:

Mondays, 9 am-12:30 pm (Richard Ma)

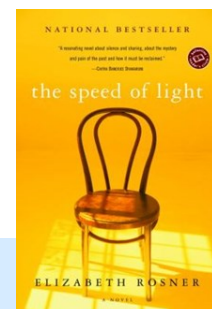
Tuesdays, 9 am-12 pm (Glorian Sipman)

Tuesdays, 6-9 pm (Alex Doyle Bauer)

Wednesdays, 9 am-12:30 pm (Richard Ma)

If you would like us to come by and visit your class, please e-mail Richard as early in the term as possible (rma@miracosta.edu). While our CLC hours are limited, we can try to shift schedules around for class visits. Last term, we piloted bringing audio books directly into a classroom for students to check out. It went well, and we would be happy to do this again. Just let us know, and we'll work out the logistics.

Finally, in preparation for the Reading Festival, please visit the Library's Elizabeth Rosner guide: http://library.miracosta.edu/elizabeth_rosner



THE WRITING CENTER

By Kathleen (K.D.) King, Writing Coach

Interview with a CLC Writing Consultant

Stephanie Taylor has worked in several different types of CLC classrooms as well as in the Open Lab. She loves the variety of student needs she addresses through this work. We asked her to tell us a little bit about her CLC experiences.

What's it like to work in a noncredit ESL classroom?

It's fun because sometimes I help students with whatever writing assignment they are working on, and we do brainstorming or organizing or some other writing task together. Then another time we might be working on a research project, and I can help students learn to read and annotate effectively. In the ESL classrooms, I also get to help people with their English listening and speaking skills.

How do you know when to do what in a classroom?

It's all based on what the instructor wants me to do. The teacher may ask me to work with students one-on-one based on a list of names on the board, or, in smaller classes, I can rotate through the whole room and answer any questions that come up.

Do you do the same types of things when you're working in the Open Lab?

Yes, although you never know what someone might need help with there. Some students are working toward their GED requirements, while others may be working on something related to citizenship – it keeps me on my toes, and I learn a lot of interesting things!

You've also worked in an Information Literacy class, right?

Yes, and in that class, I helped students learn how to find online resources and vet websites for credibility, skills they are going to need no matter what they do after their time at the CLC.

So it sounds like a Writing Consultant can play any one of a variety of different roles at the CLC, depending on what type of language help a classroom instructor needs, is that right?

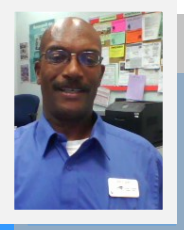
Yes.

Do you ever ask students yes or no questions like that when you're working in a classroom or the lab?

No, a good Writing Consultant asks leading questions that help a student express their great thoughts.

Thanks, Stephanie. We'll try to remember that for our next interview.

January 2015



ACADEMIC SUPPORT CENTER

By Jon Fuzell, Community Learning Center Tutoring Coordinator

CLC Tutoring News

Welcome to spring 2015 at the MiraCosta Community Learning Center everyone! The Academic Support Center is available Monday-Thursday 9am-1pm and 4pm-8:30pm to give CLC students peer-based tutoring and academic support for all classes available at the CLC campus.

TIME MANAGEMENT-Ways to manage your time for academic success

Be organized- Use a daily planner, a calendar, a “to-do” list, etc.

Plan ahead

Prioritize your tasks

Don't try to do too much (Don't overload!)

Learn and practice effective study skills

Try to be flexible; plan for the unexpected!

Have a goal, a plan, a vision of what you are trying to accomplish.

These are a few of the things students can do to help manage their time and give themselves the greatest chance for educational success.

Newsworthy

In an effort to continue to keep in touch with our students, and also to see their progress after they finish our program, we have decided to create a Facebook account. We will try to post pictures, messages, reminders, and useful websites for our students. If you have any information you would like to share with our community, please feel free to email:

Eli Clarke eclarke@miracosta.edu or Silvia Martinez smartinez@miracosta.edu

facebook Noncredit ESL
eslmiracosta@yahoo.com

Newsorthy

Noncredit ESL will celebrate its new citizens at the CLC on February 7, 2015!

The annual Citizenship Celebration will take place on Saturday, February 7, from 10 a.m. – 11:30 a.m. at the Community Learning Center. The 54 students who passed the test and have become citizens will be honored in front of their families, teachers, and MiraCosta and Oceanside dignitaries.



Special thanks to their instructors and instructional aides: Del Zimmerman, Shannon Ilas, Marcel Castillo, Rosa Treptow, Eli Clarke, Gladis Bailon, Noheimi Ramirez, James Carlin, Maritza Martinez, and Anais Torrecilla.

Special thanks too to the MCC Associated Student Government (ASG) for sponsoring the celebration.



New U.S. citizens honored at last year's Citizenship Celebration.

Newsworthy

SAVE THE DATE!



What: A reading workshop with Jayme Adelson-Goldstein

When: Friday February 20, 2015
from 9:00 AM – 12:00 PM

Where: MiraCosta College's Community Learning Center
1831 Mission Ave. Oceanside, CA 92058

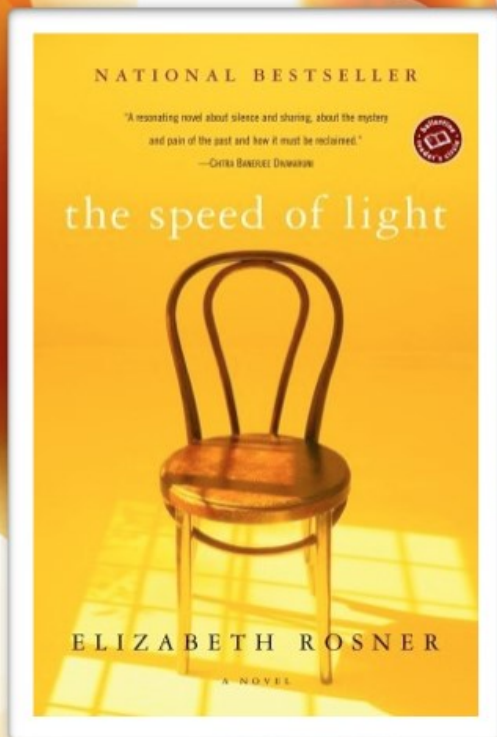
More information will follow soon.

We hope you can join us for this remarkable event!

Newsorthy

8th Annual Reading Festival Author

"My father gave up his language and his homeland. But he carried his sadness with him, under his skin. It was mine now."



ELIZABETH ROSNER

Elizabeth Rosner grew up in Schenectady, New York as a daughter of Jewish holocaust survivors. Her father, who was born in Hamburg, Germany, was sent to Buchenwald concentration camp, while her mother survived the war by hiding in the Polish countryside. Ms. Rosner's writing reflects her efforts to come to terms with the impact of her parents' experiences on her own life, the indelible imprints of their history on her language, her identity, and her imagination.

"A HAUNTING TALE OF TIMELESS SECRETS AND TIMELY SALVATION... A spellbinding tribute to the revelations that redeem us and the emotions that ennoble us."

--Booklist

February 25-26, 2015 pm
MiraCosta College
 Community Learning Center