

THIS WEEK IN THE TEACHING CENTER

Monday, March 21 to Friday, March 25, 2011

Monday, March 21st

2:30-3:25 ***Workshopping student comments***
— *the final workshop in the “Wii Workshop Series for writing intensive instructors and others interested in writing,” a Faculty Learning Certificate series*
Contact: Bronwyn Lepore at blepore@ccp.edu

Do you ever wonder if you're in left field with your comments or your evaluations of student writing? Are you too hard? Too easy? Do you write enough? Can they read your handwriting? Come to this final session to fine-tune your commenting on and grading of writing. We'll share students' work, our comments on it, and get constructive feedback (on everything but our handwriting!)

Tuesday, March 22nd

12:30-1:50 ***Influencing Classroom Climate***
— *a workshop in “The Teacher as Public Speaker” series, a Faculty Learning Certificate series*
Contact: Craig Strimel at teachingcenter@ccp.edu

We will look at how we, as competent communicators, make specific choices during the first week of the semester that create the kind of environment (climate) that will be most conducive to achieving course goals. Drawing on the work of the previous sessions, we will look at how we set-up our first week.

Wednesday, March 23rd

1:30-2:30 ***Faculty Learning Community on Learning and the Brain***
— *the third meeting of this ongoing Faculty Learning Community*
Contact: Francie Woodford at fwoodford@ccp.edu or Tom Ott at tott@ccp.edu

2:30-3:25 ***ESL Students' Writing: Grammar Errors & Feedback***
— *a Faculty Learning Certificate workshop*
Note: *THIS WORKSHOP WILL BE HELD IN BR-30*
Contact: Girija Nagaswami at gnagaswami@ccp.edu, Patricia Valdez at pvaldez@ccp.edu or Rolf Westad at rwestad@ccp.edu

When grading ESL students' writing, instructors often face the dilemma of using an appropriate method to mark students' grammar errors and assess them fairly. Though ESL students are able to demonstrate a clear understanding of the organization of an essay and maturity in ideas, they may produce writing with errors even after years of practice and training. Therefore, the question arises as to how these students' writing should be graded. Should instructors grade these students' work differently when compared to native students? Or should instructors use the same standards for both native and non-native students? To make informed decisions on this issue, it is important to

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Wednesday, March 16th

understand why ESL students are unable to overcome certain errors and whether all of their errors need to be regarded with the same severity. In our presentation, we will first give a brief overview of why ESL learners commit certain errors, which errors are difficult to overcome, and why it is necessary to examine the hierarchy of errors. We will then present samples of ESL students' writing, and show how ESL instructors have graded these. In addition, we will examine a student's writing based on an assignment in a content class, and provide insights as to how we would assess this writing. Finally, we will offer some guidance as to how instructors can offer constructive feedback on ESL students' errors and strategies to help students write clearly.

3:30-4:30 *African Writers Book Group (meets weekly)*
Contact: Jere Brubaker at jbrubaker@ccp.edu

**Come to the
Third Annual Assessment Summit
sponsored by the Southeastern PA Two-Year College
Assessment Consortium**

This year's theme? Assessing Critical Thinking.

When? Friday, April 8th, 9 am—2 pm

Where? Northampton Community College in Bethlehem, PA

How much? As a member of the consortium, we'll cover the cost for you. Breakfast and lunch are provided.

Carpools? You'll need to get there on your own, but we'll help match folks up for carpooling.

Space is limited. Reserve your spot now by emailing teachingcenter@ccp.edu.

Deadline? Friday, March 25

Hours: M, T, W, R : 10 am to 4:30 pm

Web: <http://faculty.ccp.edu/dept/teachingcenter/> • Room: M1-20

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