

Title III Grant, Strengthening Institutions Program Innovations in Learning Project Proposal

Faculty: Sandra Park (English adjunct Faculty)
Rakesh Swamy (English full time faculty)
Richard Grotegut (CS full time faculty)

Project Description: This project will provide support for the development of a new Learning Community (LC), **High Tech HiJinks: Reading and Writing in a High Tech World**, which will be offered this coming spring semester. One of the goals of the LC is to incorporate technology into the development of prerequisite reading and writing skills for Ohlone College students who desire to matriculate into ENG 101A. Students will enroll in the following three courses:

ENGL-151B-09 (031178) Fundamentals of Composition
ENGL-163-01 (031195) Techniques of College Reading
CNET-101-04 (032018) Intro Computers and Info Tech

The focus of the learning community is to sample and review technologies that offer promise in supporting and enhancing the teaching and learning of reading and English composition. Computer aided technologies will be incorporated to support this goal. The instructor for the CNET 101 class will support the training of students and faculty in these systems. These systems will be helpful for calculating students' grades, receiving and archiving their work electronically, providing access to course texts and materials, and communicating synchronously or asynchronously with their students.

All students enrolled in this High Tech learning community will be provided with a Gateway® M275 Tablet PC (laptops) for use during the entire semester. Faculty members will also get Tablet PCs. The laptops will be loaded with collaborative software that will enhance peer learning and student-to-student interaction. Instant messaging software will allow students to spontaneously meet live online to discuss their coursework.

Technology assisted peer learning and student-to-student interaction, integrated course assignments across the community, and simplification of campus communication will all take place.

The instructor for the CNET101 courses would like to experiment with Microsoft's Sharepoint Team Services, a proprietary content management system. Sharepoint is a product that is fully compatible with Microsoft Office applications like Word and PowerPoint and Microsoft's server package, all of which were already funded and supported by the CNET/CS department and the college.

Sharepoint could be an easy and effective way for teachers to collaboratively build course materials like syllabi and project assignments and for students to build e-portfolios, all using the tools they were already familiar with, like Word for word processing and PowerPoint to create or view classroom presentations. Sharepoint could simplify a peer review process and allowed faculty to create an archive of student work. Sharepoint could be a convenient and effective way for students to electronically exchange documents and mark them with comments. For this project Sharepoint will be used to simplify peer-to-peer review.

Project Scope:

The LC will begin during the spring 2007 semester. The awarding of this proposal will allow the instructors participating in the LC to meet during the intersession, in January, to collaborate and plan.

Planning time will be needed so that faculty can collaborate to create common themes, assignments, and to make lessons more interactive. Classes will be connected to one another (this connection will be enhanced by technology) so students can easily see the interrelatedness of all that they study.

Project Outcomes:	
(ENG 151B)	Recognize key words and phrases in active reading, then develop these into theses or main ideas for writing paragraphs. Learn various strategies for paragraph development.
	Define sentence focus and articulate scope of whole essay by identifying same in readings, student work, and class discussions. Learn to analyze and generate writing from part to whole and vice versa.
	Discover and activate writing process (brainstorming, drafting, writing, revising, editing, proofreading) for optimal writing product (clarity, cohesion, grammar).
(ENG 163)	Determine the stated or implied thesis, and understand the organizational pattern in various readings such as essays, newspaper and magazine articles, textbooks, short novels or nonfiction works.
	Demonstrate critical reading and critical thinking ability by analyzing articles, selections, and essays; making inferences; drawing comparison and contrasts; determining bias, tone, and purpose; separating fact from opinion; formulating conclusions; and making evaluations.
	Synthesize reading information by means of discussion and writing.
	Develop college-level academic vocabulary and understand how to use context clues, word-analysis, and dictionary skills to determine the meaning of words
	Apply study skills by taking careful notes, using strategies for remembering and concentrating, and developing an effective system for studying and text materials, such as outlining and summarizing
	Develop a faster reading rate and use flexible reading skills, such as skimming and scanning
(CNET 101)	Identify basic components of computers, computer systems, computer networks, and computer information systems.
	Define and use appropriate vocabulary pertaining to computers.
	Develop a high degree of awareness of the implications of technology in today's society.

Project
Implementation:

Spring 2007

Assessment:

Successful completion of the three courses

Technology
Requirements:

Tablet PCs for each student and faculty member, WebCT shells for each course, and collaborative software.