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First Year Self-Study

Response to Recommendations of Previous Review

During my first review at Sacramento City College, while I was still an Adjunct Professor, I was given the recommendation to allocate more time to the teaching of grammar and syntax in my English Writing 51 course. The course outline recommended a total of 18 hours dedicated to sentence skills in context, and my syllabus did not clearly reflect that allocation of time. Since then, I have revised my syllabus to clearly articulate the grammar and syntax topics presented to students throughout the semester and have incorporated assignments that, upon measurement, reflect the students' ability to meet the student learning outcomes associated with grammar and syntax (see Grammar Reflection assignments in attached syllabus).

During my first review as a Tenure-Track Professor, I was given an informal recommendation to be aware of the time spent in social conversation with the class. Students commented on the amount of time sometimes spent in what they assumed to be casual, off topic, conversation. Since the recommendation, I have become more self-aware of the time spent in such conversation, and I make an intentional effort to articulate to students how our conversations connect directly with the goals of the week, the assignment, and the course. I make a conscious effort to build off the content (and cultural capital) students bring to each class; and to access that content, I practice the social construction of knowledge described by educational theorists like Paulo Freire, Henry Giroux, and bell hooks. Over the last year, I have been more active helping students connect the dots between the lives they live outside the classroom and the skills they are developing in class; in doing so, I hope students see the value of their input, as oppose to seeing it just another casual, off topic, conversation.

Review Cycle History

This academic year I continue to work with an EOPS (Extended Opportunities Programs and Services) learning community. This specific learning community targets re-entry students and helps them move from ENGWR 51 (during the Fall) to ENGWR 108+300 (during the Spring). I will be working with this group of students through both semesters. This learning community receives support from EOPS counselors as well as the support from a DWAP faculty member.

This academic year I will begin to work with the Puente Project learning community. The Puente Project uses a national model to help increase the number of students who transfer to four-year universities. The model includes the collaboration of three key elements: English Writing, Counseling, and Professional Mentorship. Working under the statewide model, I will teach the same students ENGWR 101 in the Fall and ENGWR 300 the Spring.

The model also operates through a "Familia" framework, in which there is a special emphasis placed on family, collaboration, and support. As the lead English faculty, I am responsible to ensure the course culturally responsive and has a Chicana/o, Latina/o emphasis within the

parameters of established course outlines. The assignment comes with a 0.2 FTE re-assign time, which is allocated to coordinating and attending events. Events include the Mentor Mixer, Noche de Familia (family night), the statewide student leadership conference, one college tour to a UC during the fall semester, and one cultural event per semester. Along with the student activities, I am also required to attend statewide trainings for quality assurance purposes.

My work in both learning communities leaves room for one class per semester (4 units in the Fall, and 3 units in the Spring) to serve the general student population. My intention goal is to teach basic skills courses in the Fall and transferable (300+) courses in the Spring to offer a similar experience to students who are not a part of specialized programs such as EOPS and Puente.

Professional Activities

Writing Center Research:

Last year I began to support the SCC Writing Center in their equity efforts. I worked with the coordinator and Instructional Assistant to develop a student survey, analyzed the findings, and incorporated the findings in the development of further equitable practices. This year, we are using the findings to host a series of faculty and staff trainings as well students writing workshops aimed at ENGWR 51 and ENGWR 101 students.

Rock the School Bells Educator Conference:

For the past five years, Sacramento City College has hosted a Hip-Hop Education Student Conference where high school students are invited to learn about the role and value of art and culture within higher education. The event intends to show underserved students the possibilities in higher education through a non-traditional lens. Last year, the event also included an Educator Track where college faculty, high school teachers, and community educators worked with students to revise assignments through a student-center lens. I hosted the educator track and led the conversation that followed after.

In the Spring, a group of SCC faculty attended the Rock the School Bells at Skyline College, where they were celebrating their tenth anniversary. We supported their educator track and begin to collaborate to support colleagues at the University of Hawaii, Manoa. This Fall semester, UHM will be hosting their first Rock the School Bells, adding to the community of institutions who use non-traditional means to increase access to literacy and higher education.

Equity Trainings:

During the past year I attended several college sponsored trainings which included Chris Emdin's "When the Heart Leads the Head: Teaching from a Student's StandPoint," Kimberly Papillion "Neuroscience of Decision Making," and Time Wise's "Becoming an Effective Ally for Student Equity." All workshops attended have improved my teaching practices and have informed the manner in which I create and evaluate assignments.

Service

Service to department/area

During the Spring semester of 2017, I was one of the faculty members to lead sections of ENGWR 108+300. To prepare, I attended multiple trainings offered by the California Acceleration Project. The sections also offered the opportunity to be involved with our department's DWAP efforts. I was able to collaborate with another faculty member to better serve students, attended monthly trainings, and offered support to other faculty members who were new to teaching the sections in the following semesters.

Last year I was also faculty lead for the department's Sacramento Pathways efforts. I was the lead contact for Hiram Johnson High School. I served as a liaison between our department and that high school. I attended several of their English Department meetings to inform them of the college's writing sequence, the students learning outcomes per section in the sequences, and together we brainstormed ways to generate high school assignments that met our collective goals. After one year of service, I stepped away from the project to focus on other campus responsibilities. Nonetheless, I continue to support my replacement by connecting her with the appropriate personnel.

Service to the college/district

At the end of the Fall semester of 2016, I began working with Luther Burbank High School to support a developing Dreamers project, which had the support of our college, CSUS, and UC Davis. My efforts with the project help to recruit students who felt that recent political changes meant limited options for further education. I attended several class sessions, and collaborated with the high school teachers, Sacramento City Unified District management, and our college staff to ensure students and families had clear and safe access to our college.

Service to the community

During the Summer of 2017, I supported Sacramento City Unified School District with multiple direct service and training efforts. I collaborated with the department of Youth Development Support Services within that district to provide direct support to programming targeting African American students. I implemented basic literacy curriculum and helped students develop professional texts. Later that summer, I supported school district's culminating student experience. The event was a whole-day student event hosted at the Golden 1 Center; it offered students an opportunity to engage multiple interactive spaces that promoted art, literacy, and education. Finally, at the end of summer, I hosted training workshops during their expanded learning staff training summit. Workshops focused on equity minded classroom practices.

Efforts Taken to Stay Current in Field

California Acceleration Project

During the Spring semester of 2017 I attended a California Acceleration Project Institute. The training offered further support of teaching co-requisite classes (ENGWR 108+300) and working with multiple measures entry-level assessment.

DWAP Meetings

Beginning at the start of the Spring semester of 2017, I began participating in DWAP equity trainings. These training/ workshops reviewed current equity issues impacting our community

and offered a space to discuss best practices to address the inequity issues in the classroom, in our syllabus, and our assignments.

CSUS WPJ Scoring

I continue to participate in the scoring of California State University, Sacramento's Writing Placement for Juniors. The norming and evaluating opportunities presented serve to review the expectations of the local state university when it comes to writing proficiencies.

Efforts Taken to Stay Current in Assignment

Puente Winter Institute Training

Before the start of 2017 Spring Semester, I attended the Puente Winter Institute training, hosted at UC Berkeley. PWI was a 4-day training that review Puente history, reviewed national model, connected Puente faculty to extended network and resources, and offered best practices for Puente Project implementations. This Fall semester, I will attend the statewide Puente training, where best practices are shared.

Future Directions

I believe my strengths come directly from my involvement with the community. Participating in various outreach efforts help me build relationships with students before they enter my class room. Likewise, engagement with the community, particularly with faculty on this and other campuses, help me remain in a constant state of self-reflection and evaluation. I constantly evaluate student engagement based on completion of weekly work, attendance, and skill development. Based on the evaluation of these three factors, I work to revise instruction style and assignments. I believe this state of reflection and mid semester revisions have helped me maintain a passing rate that is slightly higher than the campus average.

I believe I could still benefit from further training on working with students with disabilities. I am still working to understand and implement the best practices to ensure students with disabilities have clearer equitable opportunities for success.

I would like to be further involved in committee work and more engaged with the academic community on this campus. I think further input could help other faculty and departments self-evaluate and self-revise their efforts. Likewise, I would like to begin conducting research to document the barriers we face and share out successes/ best practices.

Attachments

Attached are the syllabi for the three sections I am teaching this semester:

1. English Writing 51(EOPS Learning Community)
2. English Writing 101
3. English Writing 101 (Puente Project)