

Title 3 Language Arts Developmental Team (LARTS)

Present: Judy Hubbard, Carolyn Keen, Julie Pesano, Ulysses Pichon, Julie Sartwell, Cheryl Woodward

Mar 12, 2009:

1. Julie Pesano reported on the Learning and Teaching Conference “Engaging Students Where They Are”--Friday, May 15, 2009. She told us that proposals would be accepted until Apr. 10. We spend the next half hour discussing what kinds of workshops we wanted to give? (2 hour and 15 minute workshops with student panel of different programs) with the following possible approaches:

- ❖ LART ideas—surveys, HW tally sheets, other strategies in working with Ss who need more studenthood skills
- ❖ reading/writing connections, retention and success, instructor options for 200 Ss
- ❖ success—not just passing the class, finding connections to school in other ways, counselors, THE WHOLE STUDENT
- ❖ may be one workshop on student intervention/success strategies & one with more concreted strategies that help them improve (student papers from beg. and end and what happened to get that)

We agreed that the most important goal was to involve the participants in the workshop in its content.

2. Carolyn reported on the need for LART teacher training and getting to the website. Judy agreed to turn meeting notes into paragraph-like minutes and to send them to Gregory.

3. We discussed the grammatical and vocabulary issues of students at the 200-level. We decided that we would need to make modules available to students through alternative routes to having the instructors work on the modules with the students as it is simply impossible to keep up with the demand. We agree that we would need to devise some suggestions for the school to implement module work with students in a lab format.

4. Judy reported on progress in student papers from beginning to end of quarter and proposed that we study them as a group in an upcoming meeting so that we can present them as concrete evidence that the module work is necessary to student success.

5. We discussed the verb module need for format, what it would look like and that it needs to be foolproof so TAs will be completely clear on how to work with Ss on it. We noted that the modules would take much more time than we thought. Julie Pesano and Sartwell talked about the need for a model paragraph and some other changes. Julie Pesano agreed to write the model paragraph.

Prior to the Next Meeting:

- ❖ Julie S. and Ulysses will attend a meeting with Carolyn and people with FYE, Sankofa, Impact on Monday, Mar. 23
- ❖ Julie Pesano will meet with conference group
- ❖ everyone will work on modules

At the next meeting:

- ❖ We will revisit and revise the verb module
- ❖ We will go through Julie Sartwell's vocabulary module
- ❖ We will plan the Teacher Conference workshop.