

# **ABE English Articulation Working Group Committee MINUTES**

Room 826, Vancouver Community College (250 West Pender Downtown)

March 2 & 3, 2017

## **Thursday, March 2**

8:30 Meet and Greet; gathering with Indigenous, Math, Computer, and English working groups for Elder Prayer and Institutional Greeting from the Dean.  
Technology checks and wireless connections.

## **Attendees**

<b>REPRESENTATIVE</b>	<b>INSTITUTION</b>	<b>REP's Email</b>
Anna Wauthy (Chair)	University of the Fraser Valley	anna.wauthy@ufv.ca
Sandra McKay (Host)	Vancouver Community College	smckay@vcc.ca
Colin Gilker	Capilano College	cgilker@capilanou.ca
Carrie Leggatt	VCC	cleggatt@vcc.ca
Noreen McCaffrey	North Island College	noreen.mccaffrey@nic.bc.ca
Debbie Hlady	Camosun College	hlady@camosun.bc.ca
Sabrina Fox	Vancouver Island University	sabrina.fox@viu.com
Alison Daley	Selkirk College	adaley@selkirk.ca
Sharon Richardson	College of the Rockies	richardson@cotr.bc.ca
Cheryl Kachmarski (Recorder)	Northern Lights College	ckachmar@nlc.bc.ca
Jolene Loveday	VCC	jloveday@vcc.ca
Elle Ting (Guest)	VCC	eting@vcc.ca
Nuala Rochfort	Douglas College	rochfort@douglascollege.ca
Janet Mantyka	Okanagan College	jmantyka@okanagan.bc.ca
Julie Morris	Northwest Community College	jmorris@nwcc.bc.ca
John Patterson	VCC & Thompson Rivers University	jpatterson@vcc.ca; jpatterson@tru.ca
Gurinder Bains	Kwantlen Polytechnic University	gurinder.bains@kpu.ca
Carolyn Bax	College of New Caledonia	baxc@cnc.bc.ca

**1. Welcome and Introductions** Anna Wauthy called the meeting to order.

## **2. Approval of Agenda**

**Colin Gilker moved to approve agenda with the following modifications:**

- a) Late submission by VIU possible pending information sheet (tentatively scheduled for Friday 1:00). Sabrina Fox to verify.
- b) Transfer Guide update

**Sabrina Fox seconded. Motion carried.**

**3. Approval of Previous Minutes:** Electronically approved April 2016

**4. Articulation of ELSK 0930: Intensive Academic Reading and Writing (VCC)**

**a) Presentation** Carrie Leggatt (VCC Rep) and Gordon Cavenaile (instructor)

This 240-hour academic reading and writing course is designed to meet the needs of English as an Additional Language (EAL) students who wish to upgrade their academic English to the post-secondary level, and who want a grade as well as the Adult Dogwood Diploma. It is currently taught and used as bridging level integrating language support and academics.

**b) Discussion**

More detail was requested about the research paper and presentation. Students use the research process on aboriginally-themed topic to produce 1500 to 2000-word essay in MLA style. Students must submit a research portfolio and do an oral presentation, but only the research paper itself is graded since this course focuses on reading and writing. Students already have the prerequisite of a strong listening/speaking component. Most of the literature is short stories as these students are less familiar with fiction – its components and concepts – so literary analysis is challenging.

Concern was expressed that two literary essays are missing. Reps offered some suggestions based on previous courses and the need for transferability. Clarification was sought around the percentage match between course submissions and the articulation guide. An 80% match is needed between ABE and Ministry of Ed courses and 100% match between the institution course and the articulated course in the ABE Articulation Handbook and transfer guide.

**Sharon Richardson moved that ELSK 0930 not be approved for the provincial level with the following recommendation:**

Incorporate a more extensive literature component including the required literary essays, and include genres poetry and drama.

**Sabrina Fox seconded. Motion carried.**

A short discussion arose around the curriculum changes at the 10-12 level in the Ministry of Education. It was generally agreed by the committee that we see the changes fully implemented at these levels before considering any implications of the changes.

Anna thanked VCC for the submission and all the reps for their input.

10:50-11:05 BREAK

**5. Presentation of Institutional Reports**

Time was available for half of the reports. Time was set Friday afternoon to finish off the rest. It was recommended that one rep from each institution submit one institutional report for next year's articulation meeting.

12:00 – 1:00 LUNCH

**6. Common meeting** with Indigenous, Computer, and Math working groups (Room 112).

- Report from the Ministry of Advanced Education
- Report by Ruth Erskine from BCCAT
- Report from ABE Steering Committee: Allison Alder and Colin Gilker

Institutional course needs to be dated and linked to the course outcomes in the manual for the year the course was articulated. All manuals are available online.

ABEABC Information on upcoming conference was made available to attendees. These reports were followed with a presentation by Bob Aiken from the School of Instructor Education at VCC: “Update on Research and Effectiveness of Instructional Design and Curriculum Development in the College Classroom.” His main message: Caring and empathy make all the difference to student success.

## **Friday, March 3, 2107 (Room 826)**

**Attendees:** Gurinder Bains (KPU), John Patterson (VCC), Julie Morris (NWCC-PR), Nuala Rochfort (Douglas), Carrie Leggatt (VCC), Colin Gilker (Capilano), Sharon Richardson (COTR), Alison Daley (Selkirk), Carolyn Bax (CNC), Janet Mantyka (Okanagan), Cheryl Kachmarski (NLC), Noreen McCaffrey (NIC), Sandra McKay (VCC), Anna Wauthy (UFV), Debbie Hlady (Camosun).

- 1. Call to Order:** Anna Wauthy called the meeting to order.
- 2. Articulation of English 091 and English 093: Composition and Literature (Camosun)**
  - a) Presentation**

Debbie Hlady (Camosun Rep)

Through intensive consultation with members of First Nations communities in our area and with the students themselves, these courses have been developed for delivery to indigenous students in the Saanich area to help students better prepare for the demands of first year courses. The courses are more academically rigorous and outcomes match the handbook exactly. Literature is embedded throughout. Indigenous components such as orature and presentations by members of local FN communities are integrated in these courses. Students must take English 091 followed by 093 to receive full credit for provincial-level English.

- b) Discussion**

An indigenous component has been added to some of the learning outcomes, as well as learning activities (literature circles, guest speakers, sharing circles, and oral stories).

There is a novel study in both courses to get students to read more - a recommendation that came out of the consultative process. The committee noted that the literature as well as essay component looks good: English 091 has four essays, and English 093 has four (short story, novel, and poetry). In English 093, the novel essay is further developed into a research essay. Concern was then expressed about the intensity of the course, but the number of essays includes on-demand and in-class assessment essays. The fall English 091 went very well, and the students did manage it. The English 093 is currently in progress. There was some discussion about the intermediate-level prerequisite.

**Janet Mantyka moved that English 091 and English 093 be approved for the provincial level with the following recommendation:**

Remove references to the technical and professional language components as shown in the below.

**Debbie Hlady seconded. Motion carried.**

1. Critical and Creative Thinking

- Recognize voice and tone, including irony and understatement in poetry, short stories, drama ~~or writing for technical and professional purposes~~
- Recognize structural elements associated with particular standard formats for literary ~~or technical and professional communications~~
- Demonstrate an awareness and understanding of the power of language in literary ~~or in technical and professional communications~~

**c) Follow-up Discussion:**

Concern was raised with the way three provincial-level English courses – literature, business/technical, and essential – are blended together in the articulation guide. Perhaps they should be listed separately. Concerns were also expressed around the level of detail expected in submissions to the articulation committee. Colin reminded reps that the purpose of articulation is to ensure that courses are transferable to other institutions, so the details can be very helpful. However, when courses are re-articulated, it is not time efficient to review every course syllabus that individual instructors are using, only the outline approved by EdCo or Senate is required.

It was noted that only a handful of reps are using Moodle and others have had some trouble getting into it. Sandra suggested that there could be a separate sheet on how to use the Moodle for articulation information.

**ACTION:** Sandra and Colin will look at the information on the Moodle site to see if a separate sheet can be added.

10:00-10:15 BREAK

### 3. Articulation of English 050 Academic Writing Skills (Yukon College)

#### a) Presentation

Katie Zdybel and a colleague, Jamal, presented via teleconference.

We followed learning outcomes closely. The submission (outline, information sheet, and detailed syllabus) shows how each learning activity connects to a learning outcome. An intermediate-level course is the prerequisite. Graphic textbook called *Understanding Rhetoric* uses a comic strip format to teach concepts. The research project covers four steps of the research process. Students will submit a document that shows they have done the research process-related activities but not an actual essay product. Students are supported with peer-to-peer writing workshops leading into individual conferences with the instructor.

#### b) Discussion

The creative writing assignment was discussed. It was generally agreed that this is an important aspect to incorporate in English courses.

**Colin Gilker moved that English 050 be approved for the advanced level.**




**Julie Morris seconded. Motion carried.**

Anna expressed appreciation to Yukon College for the level of detail in the submission.

### 4. Presentation by the Indigenous ABE Working Group (11-noon)

The following IABE reps joined the meeting: Dennis Contois (NEC), Barbara Bailey (Okanagan), Addie Dawe (NLC), Lynda Sampson, Janet Sinclair (VIC), Wilma Keitlah (NIC), Sheryl Newton (UFV), Allison Alder (Selkirk)

Sheryl Newton responded to the key question: What are the best practices for indigenizing curriculum? Colin reminded the reps that the need for this workshop stems from discussions the last few years on the process of indigenizing English courses. There were some larger questions as well: How are learning outcomes met? Does articulation meet the needs of indigenous people? Is there a colonizing impulse in the process? Do we add course outcomes? Sheryl clarified:

-  Regardless of whether a course is indigenized or not, all students still need to know certain things (learning outcomes)
-  A process is expected for indigenization that is mandated by IABE
-  If the English course is specifically a First Nations course, then it is first articulated through the Indigenous working group (IABE). Afterward, it proceeds to the English working group.

- ✚ If it is an English course to which Indigenous content has been added, there is no need to articulate with IABE.

**Indigenizing a course means that there is respectful and relevant collaboration with the local First Nations people that addresses cultural relevance in the course.** It's all about relationship and reciprocity. NIC collaborated for two years with local communities and those principles of learning are embedded into its courses, which acknowledge local ways of knowing and being, including experiential learning, land-based knowing, storytelling, and working with Elders.

**The Indigenous working group must see that collaboration has occurred.** Sheryl suggested that institutions can show how they have met the guidelines in a course rationale, and by explaining how the learning outcomes are met.

**To indigenize, start with small steps.**

- ✚ First, be grateful to be on the land.
- ✚ Since you are building cultural competencies, create cultural practices in your classroom. Sit in a circle and have everyone say where they are from to give all present a sense of belonging and of safety.
- ✚ Don't try to change everything overnight. This is a process. As you begin reaching out, you will learn about and from your sources, and build the relationships.
- ✚ Slowly indigenize your teaching and learning sessions. If you are just starting, keep in mind that the building of relationship will take a couple of years.

**When submitting courses for articulation, consider both the discipline area and IABE.**

Flexibility/Circularity has been built into the process. Allison clarified: What we don't want is a course that calls itself indigenized, but has not yet received approval from IABE. We can say that we approve of a course, pending a small detail like EdCo/Senate approval, or a name change, or change of wording. Notify the chair to have the change approved before the next articulation meeting. The English working group may approve a course pending IABE approval; however, it will not be placed on the grid until IABE approval is given.

The lack of a First Peoples English course on the provincial grid was raised. Allison reminded reps that ABE courses don't necessarily follow Ministry of Ed courses, but there must be an 80% match with Ministry of Ed courses for the graduation certificate.

**Take advantage of professional development opportunities in indigenous education.**

Reps were invited to the following conference:

**S'TENISTOLW 2017 Indigenous Adult Education Conference, August 23-25, 2017**

*"A gathering for educators, scholars, and knowledge keepers working in Indigenous adult education"*

All participants and presenters must register by June 30, 2017. Location: Camosun, Lansdowne Campus

**Read the *Truth and Reconciliation Report*.** Become familiar with it, and check to see if your individual college has signed on to the TRC.

## **5. Next Meeting: Date and Location**

In consultation with the Indigenous working group, the date for next year's articulation meetings was set for **March 1 and 2, 2018, at Capilano College in North Vancouver** (approval sought by Colin Gilker and approved by Dean Brad Martin and VP Academic, Rick Gale). Second choice would be Kwantlen in Richmond.

12:00 – 1:00 LUNCH

## **6. Unfinished Business**

- a) Discussion about provincial English format. It is very confusing.

**Debbie Hlady moved that we separate the literature, business/technical, and essential English courses in the Articulation Handbook.**

**Sharon Richardson seconded. Motion carried.**

**ACTION:** Anna will reformat and separate the three courses for the ABE articulation handbook.

- b) Re-articulation of English courses.

**Alison Daley moved that we rearticulate Intermediate English at next year's meeting.**

**Janet Mantyka seconded. Motion carried.**

**ACTION:** Next year each rep to bring the official institutional course outline (already passed through EdCo) and one sample syllabus. We will present our outline and discuss how we teach the courses.

- c) **Discussion of Technical Provincial English.** Discussion around articulation of Technical English because there is a need for it. Many students who are upgrading for programs do not need the Provincial Literature and would find it more beneficial to gain technical writing skills that could be offered in a Provincial technical English – perhaps we can offer the Technical English provincially for face-to-face or online delivery. The EDCP provincial course currently being developed will be available to all colleges once it is finished. Perhaps we could develop a Technical English course using the same process. This initiative should go through Deans and Directors.
- d) **Institutional Reports** continued from Thursday.
- e) **Election of Chair and Vice Chair:** Anna Wauthy (Chair) and Sandra McKay (Vice Chair) will continue in these positions for one more year.
- f) **Presentation of Resources:**  
*History of Love* by Nicole Krauss; *Secret Daughter* by Shilpi Somaya Gowda; *Digital Ogichida* by Jordan Wheeler; *Son of a Trickster* by Eden Robinson.

Works by Duncan Campbell Scott and Armand Garnet Ruffo, Bob Dylan, Helen Knott (poet and activist from Prophet River FN), Marshal Davis Jones “Touchscreen” (American spoken word artist), and Shane Koyczan (Canadian spoken word poet and writer).

**Next year’s meeting: Capilano University 01, 02 March 2018**

**Meeting adjourned 3:00pm**