



P A L O V E R D E C O L L E G E

ACADEMIC SENATE

2010-2011

Dennese Lilley-Edgerton, President

Sheri Jones, Vice President

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RESOLUTION 2010:3

IMPLEMENTATION OF WRITING ACROSS THE CURRICULUM FOR PALO VERDE COLLEGE

FIRST READING: OCTOBER 26, 2010

WHEREAS, professional organizations including the AAUP and the California Academic Senate have long-established definitions of best practices in college-level education and emphasize that these practices strongly connect to the roles education plays in a modern democracy;

WHEREAS, these definitions of best practices include the principles that meaningful, college-level reading and writing assignments that stress critical thought and careful research are essential to student success in their coursework and later professional life;

WHEREAS, current research indicates that students enter community colleges with inadequate preparation in reading, writing and research skills, increasing the gaps between low income students on one hand and an emergent elite on the other;

WHEREAS, current research and professional commentary has insisted for over a century that reading, writing and research skills must be developed across the curriculum, and cannot be developed within any one department or discipline alone;

WHEREAS, students report on innumerable occasions that they themselves find a patchwork of different expectations, advisements, and requirements a positive detriment to their intellectual advance, persistence and graduation rates, transfer, and professional success;

WHEREAS, common-sense approaches to good pedagogy across the political and intellectual spectrum insist that students do best when institutions “speak with one voice” with regard to the development of reading, writing, and research abilities;

BE IT RESOLVED, the Palo Verde College Academic Senate endorses these concepts and principles with regard to student achievement in college-level reading, writing and research, and will immediately act in the following regards to support that endorsement:

1. To develop in tandem with the administration and individual divisions a “writing across the curriculum approach” for all college-level and transfer courses at PVC;

- 37 2. To require prerequisites in English and mathematics for every course at the College
- 38 ensuring that every student enters every course in every discipline fully capable of
- 39 reading the textbooks, taking meaningful notes, writing competent, college-level papers,
- 40 passing college-level exams, and focusing on the individual subject matter rather than
- 41 basic skills;
- 42 3. To require that every college-level and/or transfer level course given at PVC includes; a)
- 43 meaningful short essay assignments; b) a meaningful research requirement; c)
- 44 examinations in more than “multiple choice,” “true/false,” and, “fill in the blank,”
- 45 formats; d) some form of term paper assignment that requires the student to advance an
- 46 argument appropriate to their field of study, and defend that argument with good writing,
- 47 strong logical structure, and well-organized research;
- 48 4. To require that every college-level or transfer-level course at PVC given face-to-face
- 49 includes a one-hour per week Writing Lab component;
- 50 5. To investigate such recurrent problems as the failure rate for community students in
- 51 Distance Education classes, and immediately move to instituting such requirements for
- 52 students in terms of basic skills and overall GPAs as prove necessary.
- 53 6. To develop in tandem with CTA a set of expectations and requirements for faculty with
- 54 regard to student success in reading, writing, and research.

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RESULTS OF FIRST READING

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58 Motion: _____

59 First Motion: _____ Second Motion: _____

60 Discussion/Amendments:

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66 Proposed Second Reading: _____

67 First Motion: _____ Second Motion: _____

68 Approval: Aye: _____ Nay: _____ Abstain: _____