



THE COMMUNICATOR

MiraCosta College Noncredit
ESL Department, Spring 2023



WELCOME TO SPRING 2023!

We are excited to begin the Spring 2023 with progressive changes as we increase our number of courses offered through our Noncredit ESL program. While we continue to accommodate the community members who request courses in the Zoom modality, we are also transitioning courses back to the Community Learning Center campus for both in-person and Hyflex modalities (meaning a modality of courses offered on-Zoom or in-person simultaneously).

--Tricia Hoste, ESL Department Chair

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CHAIR NEWS

*by Tricia Hoste, Noncredit ESL
Department Chair*

With the increase of student enrollment, we have transitioned more than half of our level and elective courses back to the Community Learning Center campus as well as reopened our course offerings at off-site locations in Oceanside, Carlsbad, and soon in Encinitas. As all of our courses expand, we have hired 11 new instructors to begin with us in the Summer 2022 and Spring 2023 semester to accommodate these growing needs! It is an honor to be engaging in this expansion of courses and staff.

FALL 2022 REPORT

PERSISTENCE & PROMOTION DATA

Term I (Fall 2022)	Promotion %	Persistence %
Morning ESL Classes	37%	89%
Evening ESL Classes	37%	94%
Term II (Fall 2022)	Promotion %	Persistence %
Morning ESL Classes	55%	93%
Evening ESL Classes	41%	90%

In the table above, you will find data from our Fall 2022 semester that reflects on the promotion and retention rates of students in our morning and evening Noncredit ESL sessions. These classes met up to four days per week for eight-week or 16-week sessions last semester at the Community Learning Center campus in Oceanside.

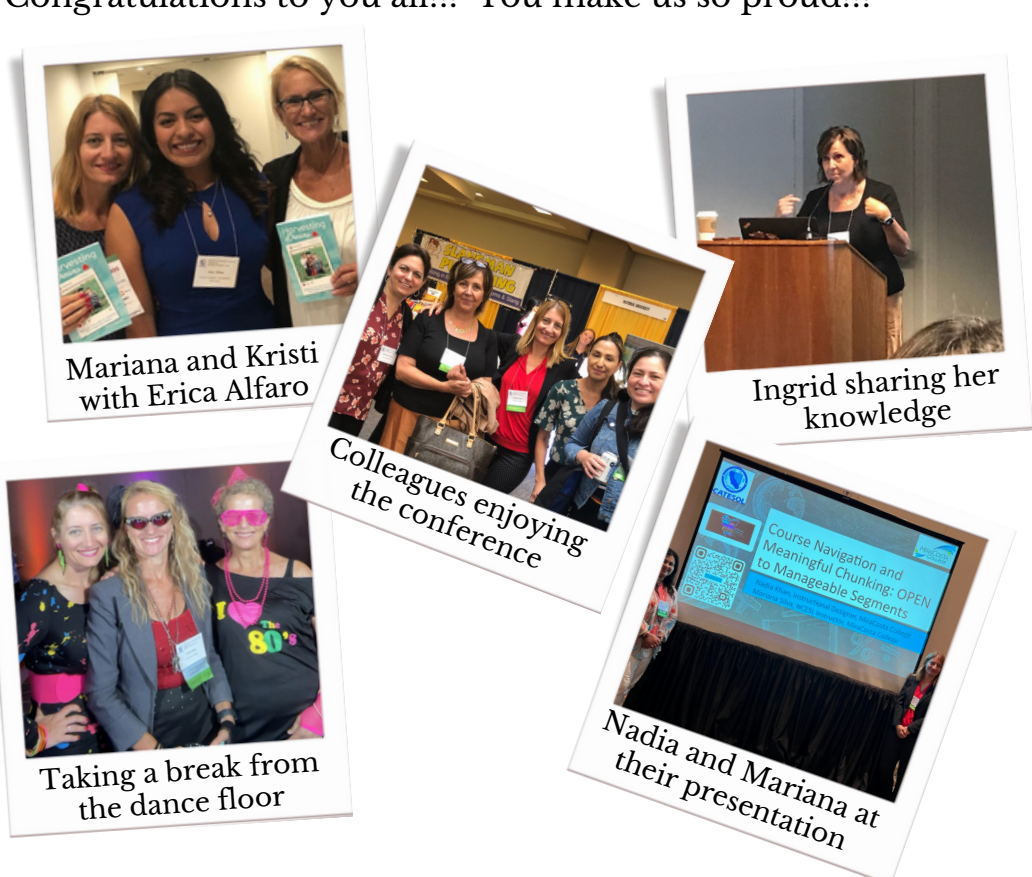
As you can see, 89% - 94% of our students in the Fall 2022 completed full terms for the classes they were enrolled in, and 37% - 55% of our students were promoted to a higher level within our program. The increase from Term 1 to Term 2 also shows the influx of returning students and increased achievement of learning outcomes.

We have also gradually increased our assessment numbers, including an increase of testing and EL Civics assessment commitments from our dedicated teachers and students. The support of instructors to encourage students to assess (as well as the tireless effort of our Adult Ed Office staff) have contributed to this improvement in numbers as our program. We look forward to a new semester of continued growth!



CELEBRATING OUR COLLEAGUES

The 2022 CATESOL State Conference was held in Pasadena, and the program was co-chaired by our very own Kristi Reyes and Katrina Tamura. Erica Alfaro, former Oceanside grad, ESL student, and MiraCosta grad was the Friday night keynote speaker. We also had a significant number of faculty represent us with presentations and poster sessions. They were the following: Christian Vela Che, Katrina Tamura, Mariana Silva, Tricia Hoste, Ryan Detwiler, Ingrid Bairstow, and even though she no longer teaches with us, Nadia Khan also represented MiraCosta along with those listed above. Congratulations to you all!!! You make us so proud!!!





INTEGRATING TECH

Giving the Gift of Digital Literacy

by Kristi Reyes, Noncredit ESL faculty

Being an adult ESL teacher these days no longer means that we just teach the English language so that our students can use it to effectively communicate in the United States in their roles as students, employees, parents, and members of their communities. “Literacy” has become more than traditional reading and writing literacy; in today’s world, our students need to be equally adept at using technology to succeed in the daily tasks they need to do in their many roles. For our students, we are the frontline on surviving and thriving in the United States, and if we don’t help our students gain digital literacy, who will?

What Does it Mean to Be Digitally Literate?

CATESOL President and OTAN Technology Specialist Anthony Burik gave this Tech Talk, [Acquiring Digital Literacy Skills](#) (YouTube video, 18:25 minutes), last year and dispensed accompanying [resources](#). He provided a definition of digital literacy from the American Library Association as follows:

“Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.”

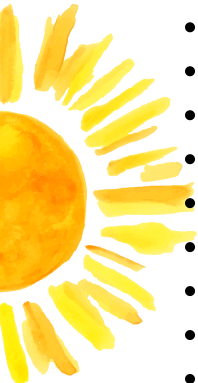
Burik’s handout references the National Digital Inclusion Alliance, which describes a digitally literate person as someone who:

- Possesses the variety of skills – technical and cognitive – required to find, understand, evaluate, create, and communicate digital information in a wide variety of formats.
- Is able to use diverse technologies appropriately and effectively to retrieve information, interpret results, and judge the quality of that information.
- Understands the relationship between technology, life-long learning, personal privacy, and stewardship of information.

- Uses these skills and the appropriate technology to communicate and collaborate with peers, colleagues, family, and on occasion, the general public.
- Uses these skills to actively participate in civic society and contribute to a vibrant, informed, and engaged community.

What Do Adult Learners Need to Be Able to Do with Technology?

To answer this question, we can start by making a list of what we do with technology on a daily basis. Perhaps your list may look something like this:

- 
- Read and reply to work email
 - Read and watch news updates
 - Check the weather forecasts
 - View children's grades online and email teachers
 - Text family, friends, and colleagues
 - Make medical appointments and check medical test results
 - Compare prices and shop online
 - Check bank accounts, balances, and pay bills online
 - Search for recipes for meals
 - Search for information and advice
 - Sign up for classes and webinars
 - Register for new accounts
 - Take and share photos, make videos, and share the
 - Make travel plans and reservations
 - Entertain oneself
 - Set reminders for yourself and wake up with your alarm
 - Learn anything and everything online

What else would you add?

Well, if these are the sorts of activities and tasks we do online, then we need to ensure that our adult students can do all of these with comfort online as well. Where do we start? We can start with skills building.

What Are the Specific Skills Necessary for Navigating the Digital World?

These skills are numerous, of course. [Seattle Digital Equity Initiative Digital Skills Framework](#) provides a list of 10 domains:



Communication

Communication: Exchanging information with others on digital platforms using various strategies to collaborate, share, and communicate.



Creation

Creation: Engaging in digital spaces to design, create, and revise content online.



Device Ownership

Device Ownership: Practices that support device longevity, including physical care, protective software, and using technical support.



Gateway Skills

Gateway Skills: Foundational skills required to use a device and participate online



Information Skills

Information Skills: Skills to apply, evaluate, and manage information across digital and physical environments.



Lifelong Learning

Lifelong Learning: Engagement in self-assessment of digital skills. Using self-reflection to tailor accessible digital environments and continue digital skills learning.



Mobile

Mobile: Understanding basic functions of a mobile device to communicate and access goods and services.



Online Life

Online Life: Access to online resources that support digitalization of daily tasks and socialization within a broader digital community.



Privacy + Security

Privacy and Security: Maintenance of practices to secure digital identity, recognize threats, and understand the broader safety implications of working in a digital environment.



Workplace

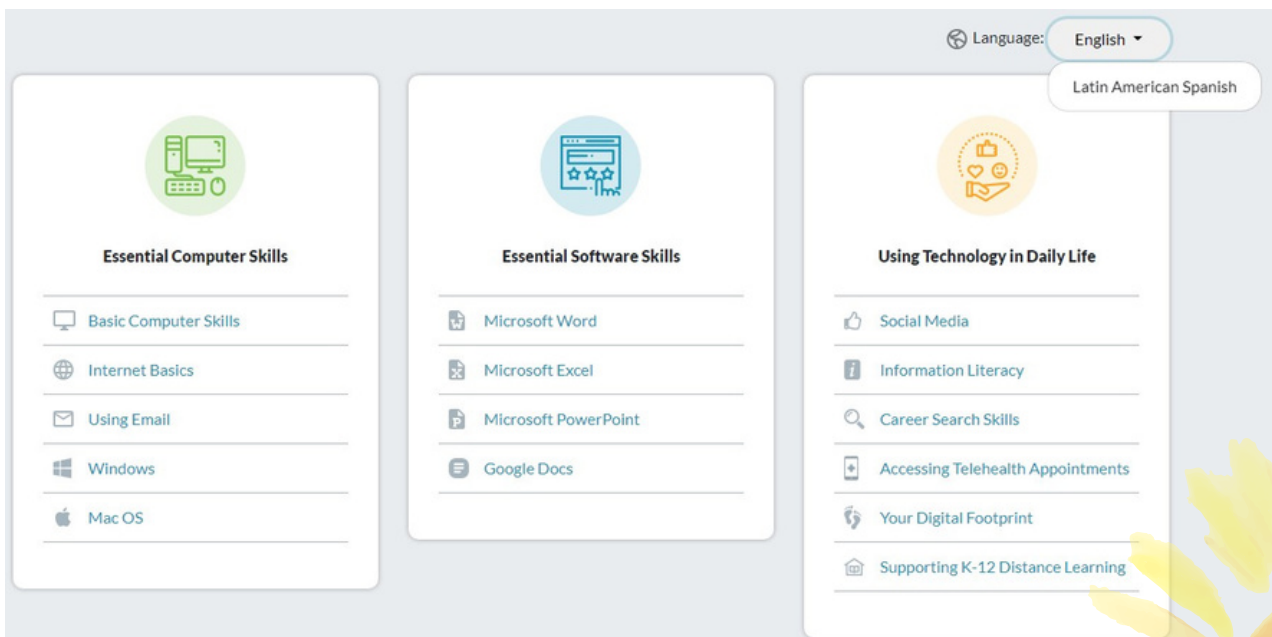
Workplace: Advancing workplace success and professionalism through engagement with an organization's online tools and other supportive digital systems.



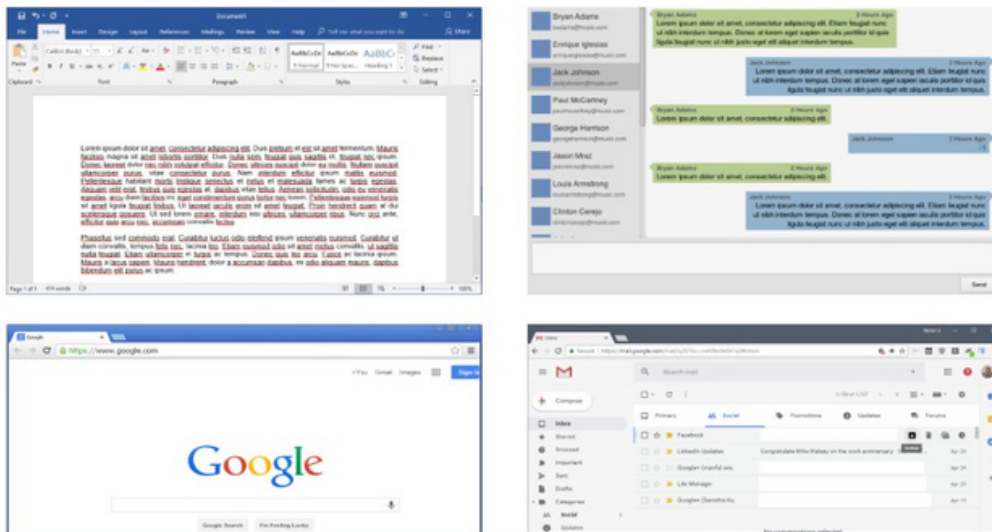
Within each domain, there are three to 12 specific skills. For instance, in the domain “Online Life,” the skill of “Find Services” provides this descriptor: Access and use of social & consumer services (housing, childcare, health/mental health, consumer/legal).

Now, this list could be overwhelming. Do we need to teach students everything in all the domains?! Let’s start with student need. There is a companion [checklist](#) for students, teachers, and employers to rank their skills. This could be used to identify overall class needs and set priorities for tech integration. However, to further limit the checklist, include only domains and skills based on learner type and goal. The framework document has done the work of separating out the specific domains with skills for employment, senior citizens, parents, and education.

If students are unable to identify what skills they need whether because of a lack of language comprehension or because they don’t know what they don’t know, another useful tool for diagnosing digital literacy needs is the [Northstar Digital Literacy Assessment](#). View the website’s [learning objectives](#), which can also become a checklist for needs identification.



There are three assessments: Essential Computer Skills, Essential Software Skills, and Using Technology in Daily Life. The assessments can be taken in Spanish and have audio. This is a view of the first question in the Using Email assessment, which prompted, “Click on the picture of email” in text and audio.



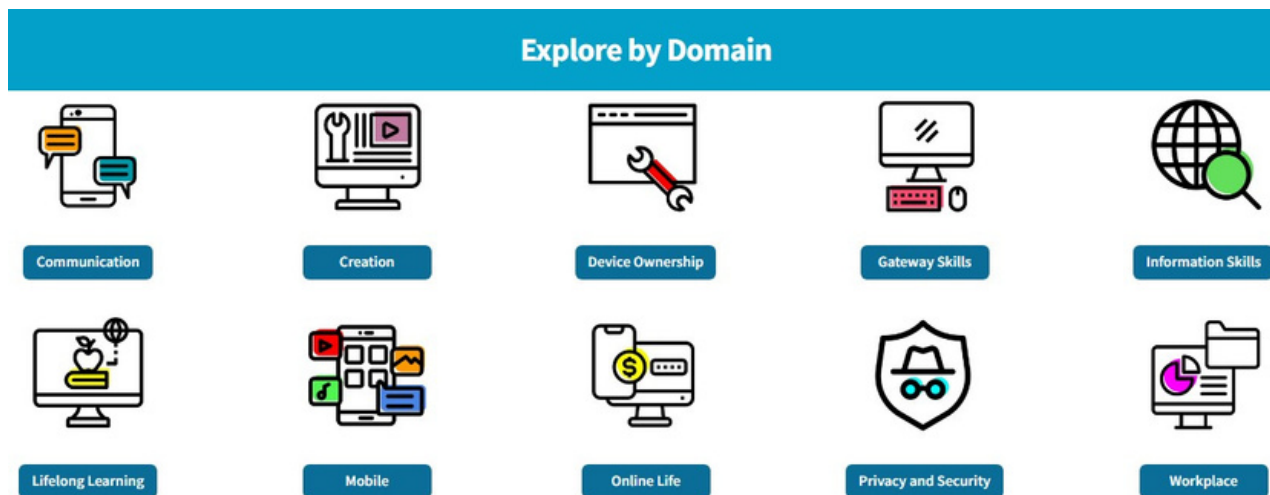
After completing an assessment, students see a list of mastered skills and a list of skills to improve (or questions answered incorrectly or unanswered).

MASTERED SKILLS	SKILLS TO IMPROVE
<i>You answered all questions correctly for the skill standards below</i>	<i>You answered one or more questions incorrectly for the skill standards below</i>
<ul style="list-style-type: none"> ✓ 1 Define email and identify common email clients. ✓ 2 Tell the difference between a URL and an email address. ✓ 3 Register for a new email account, using a professional user name and a strong password. ✓ 5 Create and send an email, including recipient address, subject, and message. 	<ul style="list-style-type: none"> ✗ 4 Log into email. ✗ 7 Understand why and how to reply, reply all, and forward an email. ✗ 10 Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists. ✗ 11 Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line, understanding when it's ok to forward messages, knowing who to cc or bcc, etc.).

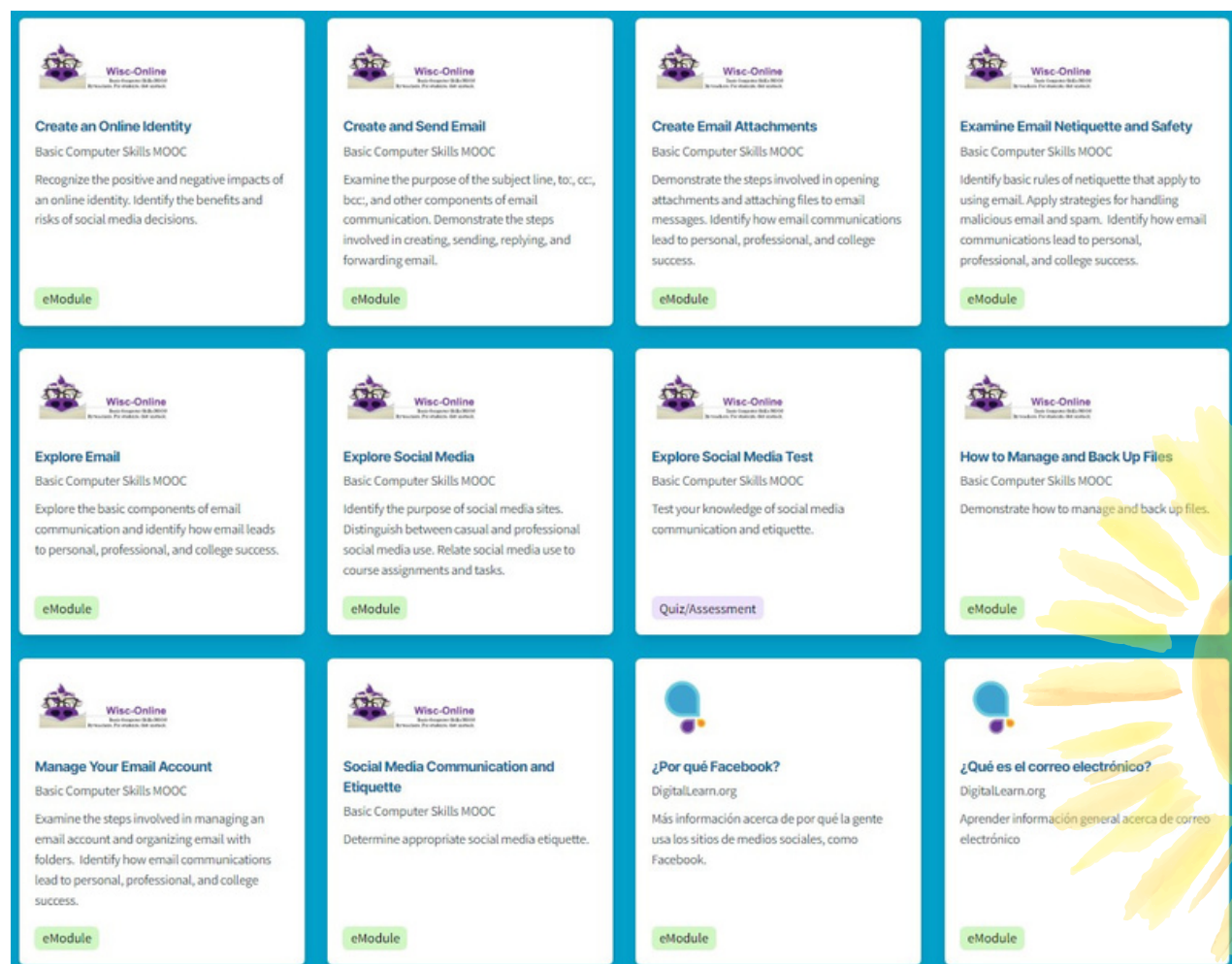
The results can be saved as a PDF and/or printed. As a test of their learning, students can send you the results as an attachment to an email!

What is the next step? Once specific student needs are identified and a couple of skills within a few domains are targeted, we can start with our lesson planning. While some tasks are easy to replicate in our classes, others (such as making and online medical appointment) are harder to make authentic. However, with all the tools available at our disposal – from Google and Office 365 Forms to Canvas surveys, discussion boards, and assignments; and Pronto and email and YouTube – we can try!

If specific instructional resources are needed, the EdTech Center @ World Education has created a [Digital Skills Library](#), an open repository of free learning resources designed to help all adult learners develop the digital skills needed to achieve their personal, civic, educational, and career goals. The resources are organized around the domains of the Digital Skills Framework. Select a domain.



This is a view of the resources provided after the domain “Communication” is selected:



These resources provide useful ideas for teaching or can be assigned for student learning.

To summarize:

1. Diagnose and identify students' digital literacy needs.
2. Plan your lessons with your usual life skills and academic themes, integrating technology activities students need to know how to use in their everyday lives. Use authentic tools when possible. Refer to EdTech learning resources or assign students to use them.
3. Enjoy the fruits of your labor, as you are teaching TWO languages at once and giving adult learners confidence to use both!

Want to learn more about teaching digital literacy?

ISTE offers a free self-paced online course, [Digital Literacy in the Classroom](#).

OTAN now also offers two free online courses, the self-paced [Technology Integration Program Support](#) (TIPS) and the Building an EdTech Strategy Toolkit (BEST), a cohort-model course that will be offered this spring, and don't forget the free hybrid [Tech and Distance Learning Symposium](#), March 3-4, an in-person and online event to be held in Chula Vista.



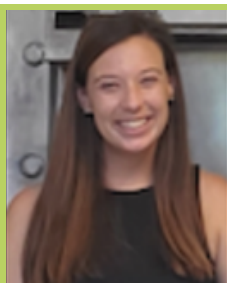


RUTH'S REFLECTIONS

NCESL Grows at MCC

by Ruth M. Gay, Noncredit ESL faculty

For the last three semesters, after the marked dip in numbers due to the pandemic, we have been experiencing a good problem – an increase in the number of students wanting to join our program. ESL programs in Adult Schools across the state, country and world have been encountering this “problem” as well. Looking at this trend, it would be normal to wonder why is this happening, but we don’t have to try too hard to be reminded that English continues to establish itself as a global language with it being the language of business, technology, and aviation. In a [survey](#) conducted this year (2022), it was estimated that approximately 1.5 billion people around the world speak English to some extent, and other estimates put that number slightly higher at 1.75 billion. So, what does this mean for us in our corner of the globe? It has meant a scramble to hire new teachers, and I would like to introduce them to you here.



This is Lindsey Helms. Lindsey grew up in Arkansas and has been teaching ESL for the last eight years. In addition to teaching for us, she also works with an ELD program at a high school in Oceanside. She lived in Guadalajara, Mexico for three years and speaks Spanish. She lives in Oceanside with her husband and dog, Daisy.

This is Joselita Dunn. Joselita comes to us from Brasilia, Brazil, and she has been teaching ESL for 15 years. She currently also works at Mt. San Jacinto College. In her free time, she enjoys reading the Bible, spending time with her husband, tending her garden, visiting friends, and/or walking on the beach. She identifies with the following quote: " If you can't fly, then run. If you can't run, then walk. If you can't walk, then crawl, but whatever you do, you have to keep moving forward." - Martin Luther King Jr.





Madelynn (Maddy) Hoard is the next teacher that I would like to introduce to you. Maddy grew up in Seattle, Washington and has been teaching ESL since 2015. She works with both the credit and noncredit programs at MCC and also teaches at Palomar College. She is filled with gratitude to be working at MCC.

This is Leah Cooper. She grew up on the Central Coast of California, on a ranch in the Carrizo Plain, San Luis Obispo County. She has been teaching ESL for 12 years and also works at Grossmont College. She is a Native Californian. Her family roots here go back to before California was a state. She is also Native American-registered with the Salinan Tribe of San Luis Obispo County. She loves to share her culture and history with students whenever the opportunity arises. She recently learned how to make pine needle baskets from her mom!



Next, we have Laura Waterman. She grew up in Vista and has been teaching ESL since 2010. In addition to MCC, Laura also works at Palomar College. She is very close to finishing a single subject teaching credential for the state of California to teach Spanish and ESL in high school. She started her ESL journey in Barcelona, Spain and married a Spaniard. They have a multilingual, multicultural family which Laura thinks is awesome because they get to celebrate holidays from both cultures.

Lisette Abondanza is next. She was born in Los Angeles, grew up in San Marcos, and drove to Guadalajara, Mexico every summer with her family. Her childhood memories are marked by those road trips and summers in Mexico. She began teaching ESL to adults in 2007. In addition to MCC, she is teaching with a nonprofit organization called Canal Alliance based in San Rafael, CA. She is also a Writing Coach in the MiraCosta Writing Center, and has been enjoying working with students at the CLC, and is very excited to have the opportunity to be a part of the Noncredit ESL Department team.





This is Hannan Hawari. Hannan grew up in Stockton and Sacramento and has been teaching ESL for six years. She taught EFL (English as a Foreign Language) in Israel for three years but is just focused on MCC right now. She loves how dynamic and challenging teaching ESL is—"every day is different!" She also loves how it has the power to bring people together in a safe space where their voices are heard, and their life possibilities are widened.

Next, we have Ilana Janete Uziel Norris. Ilana comes to us from São Paulo, Brazil and has been teaching EFL since 1995 and ESL since 2016. In addition to MCC, Ilana also teaches ESL at the Escondido Public Library. She has been living in the USA since 2015, and she says that "it has been a wonderful experience."



Finally, this is Ecenur Sivri. She has a B.A. in Sociology and an M.S. in Education with a certificate in TESOL. She was born in the US and grew up on the East Coast. She lived in four different states: Connecticut, Vermont, New Jersey, and California. Currently, she lives in Irvine, California. She moved to California in 2015 and fell in love with the weather. She has been here ever since. She started teaching English and Speech in 2018 to children of various age groups. In 2020, she started to work in Adult Education. She has a passion for teaching and learning. She has taught all levels of ESL — beginning, intermediate, and advanced. Her nationality is Turkish, and she speaks the language fluently. She is married and lives with her husband. Some hobbies she enjoys include going to yoga, and ceramics.

In addition to these nine wonderful new colleagues, Catherine Tapia and Aaron Kilmer also joined our team. Please join us in welcoming them all!





COLLABORATIONS WITH MARIANA

Have you ever...? Project Across Levels

Zoom and In-person Collaboration between
NCESL 22 and NCESL 40

by Mariana Silva, Noncredit ESL faculty



Hillary Hartman with her NCESL 22 students on Zoom and Mariana Silva with NCESL 40 students at the CLC

Rationale

Working with a colleague is always a great way to learn from each other and with each other. In addition to the faculty collaboration, students get to strengthen their connections to a larger community and have the sense of belonging to our NCESL family. They also get to know new faces, recognize others, develop relationships, and persist in our program. If you haven't collaborated with another class in a while, I urge you to consider it.

Project

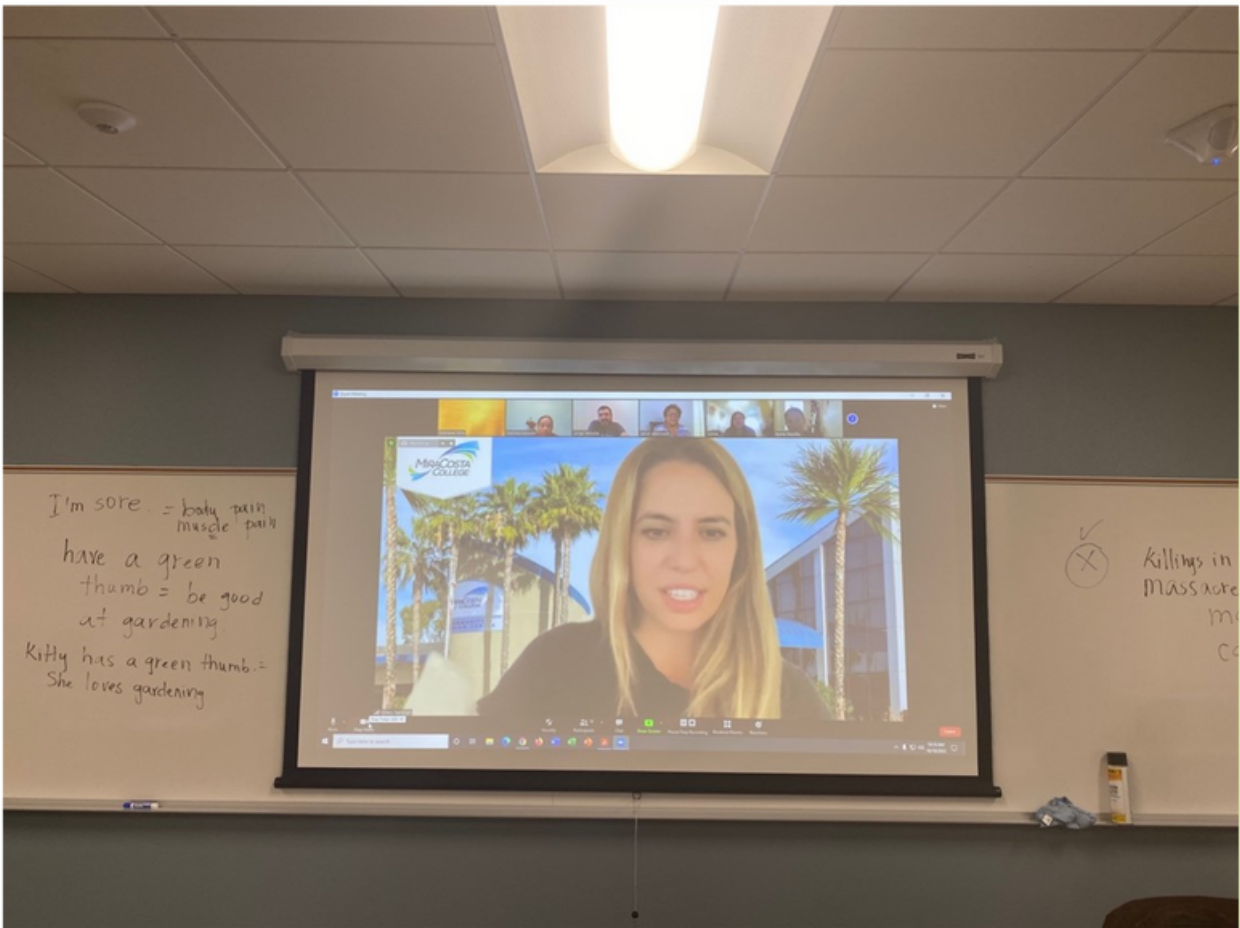
In this engaging collaboration between ESL level 3 & 6, students took the time to share questions and answers with one another using the present perfect simple tense. First, Hillary and I brainstormed ways to engage our classes, and we decided on a grammar topic, the present perfect simple. Then, we met to figure out the logistics and moved forward with our class collaboration. Both of us prepared our students separately by doing various activities and games with this tense. In addition, Hillary and I crafted a slideshow with slides containing “Have you ever...?” questions followed by images and examples. Before the actual activity, both classes reviewed the present perfect and went over some different example answers that students could share. We explained the premise of the project, and that we would be connecting with another class via Zoom. On the day of the project, both NCESL 22 and NCESL 40 had a lot of fun conversing, sharing life experiences, and using accurate grammar. Since a picture is worth a thousand words, just glance at the photo above to get a sense of what I am attempting to describe. Sharing the same space during this class project, students enjoyed a warm, engaging conversation with one another while also practicing their language skills.



"This activity provided a unique opportunity for two classes to learn more about one another while simultaneously fostering a strong sense of community as MiraCosta College students," Hillary stated.

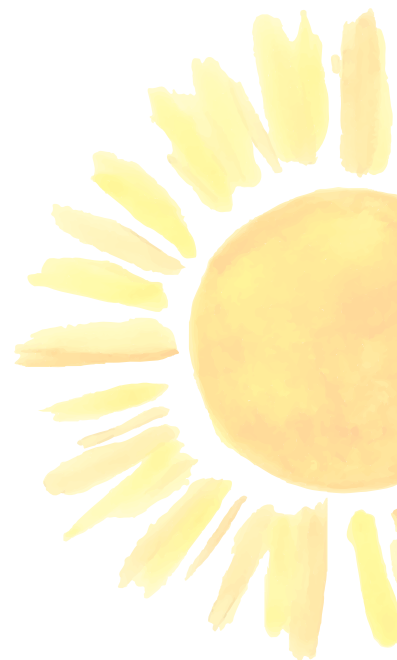
Feedback & Reflections

Once the one-hour project was over, one of the level 3 students expressed that she was happy she “got to meet the level 6 teacher.” She went on to share that one of her goals is to continue her studies in our program and eventually enroll in level 6. Participating students in both courses displayed patience, repeated questions or answers, asked for clarification, and overall, boosted their self-confidence in their English skills. They realized they can ask a question, they can be easily understood, or they could ask a follow-up question if necessary. Everyone relished getting to know more about each other and sharing life experiences. This collaboration was a fun and engaging way to practice grammar and conversation skills while building a deeper and stronger community within our program and college.



Instructor Hillary Hartman is giving instructions to her NCESL 22 students via Zoom

Here is our slide deck if you want to explore it with your class or emulate our collaboration with another class: [Have You Ever..?](#)





CELEBRATING EXCELLENCE

NCESL Associate Faculty Contribution

ESL Meets AI: How We Can Make Our Lives Easier with ChatGPT

by Ryan Detwiler, Noncredit ESL Associate Faculty and Kristi Reyes, Noncredit ESL Faculty

ChatGPT (Generative Pre-trained Transformer), a form of Artificial Intelligence, was launched on November 30, and in no time, many high school and college teachers panicked. LinkedIn posts and newspapers all decried the impact of the tool on original writing, the inability of plagiarism checkers like Turnitin to contend with student cheating, even the death of the college essay! In short order, a college professor reported nationally that a student had used ChatGPT to submit a class assignment.

Meanwhile, other EdTech specialists reminded educators in their social media posts and blogs that similar fears had been around as long ago as with the invention of the typewriter and as recent ago as the widespread 1:1 computer use that cheap Chromebooks afforded students during the pandemic and are still in use in classrooms. Many tech enthusiasts who are also educators profess that the next logical step is to teach students about ChatGPT and how to use it effectively, tempering its usefulness with its limitations and teaching about that.

As teachers of adult ESL in a noncredit community college, we believe ChatGPT can be leveraged to help teachers save time, come up with new ideas, create teaching materials, and provide a valuable language teaching and learning resource for both teachers and students.

When we asked ChatGPT how to use it in our teaching, this was the response:



How can ChatGPT be used to teach English to adult immigrants living in the United States?



ChatGPT, being a language model, can assist in teaching English to adult immigrants living in the United States by generating responses to prompts that simulate real-life conversational situations. For example, a teacher or tutor could use ChatGPT to generate examples of idiomatic expressions, responses to common questions, or even complete dialogues, which the student could then practice and learn from. Additionally, ChatGPT could be used to generate quizzes or exercises that test the student's understanding of grammar and vocabulary. However, I would stress that this kind of language learning should be seen as complementary to learning with an experienced human teacher, as well as practicing with native speaker and learning the cultural context.

How does ChatGPT work?

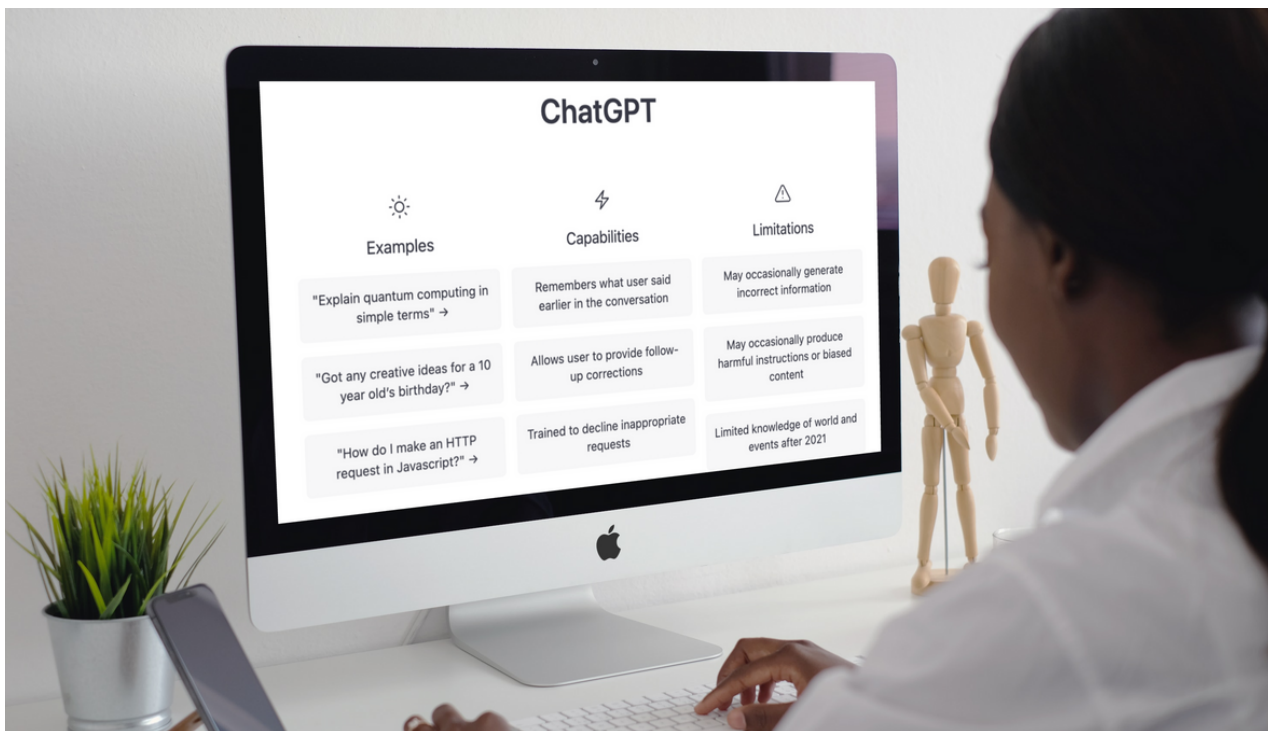
It's very simple and easy to use. It's not Google. Google is an index of results that when used finds key words and provides you a list of results, which, these days, include a page of ads to begin with.

In contrast, ChatGPT does not comb the internet as Google does. Its output is from information previously fed into the system by programmers and incorporated into its memory bank. Its answers are "intelligently" paraphrased, using the concepts it now "understands" after identifying them in your query and not just copied and pasted from another source. That said, ChatGPT output cannot be counted on to be 100% accurate or unbiased. Another limitation is that it does not contain a wealth of knowledge about anything that may have happened after the year 2021. It is free...for now.



Get Started

- Go to [ChatGPT](#) to create an account.
- Type in a question or command in the text box on the bottom of the screen. (In subsequent searches, select "New Chat" in the top left).
- If a result doesn't meet your expectation, provide feedback for changes you want and choose regenerate.
- You can copy and paste the text output.
- The left panel keeps your previous chat queries, which you can individually edit, delete, or clear completely.



Prompt Engineering

Do you remember the first time you used Google? Over the past several years, have you become “better” and writing queries that produce desired results? You’ll experience the same thing with ChatGPT. Here are a few things you can play around with:

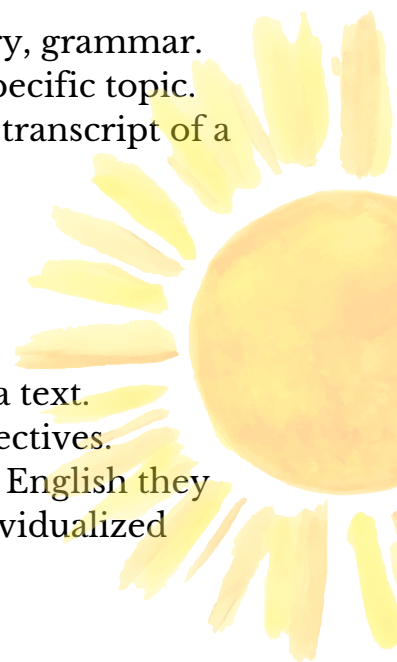
- Ask a series of questions about a topic to be answered in the response
- Ask ChatGPT to write in a specific tone (friendly, colloquial, formal, persuasive, argumentative, etc.)
- Ask ChatGPT to write for a specific audience (beginning ESL, Intermediate ESL, or different grade levels)
- Ask ChatGPT to phrase a response in the voice of a particular book author or character.
- Ask ChatGPT to write from a specific perspective. For example, “Act as a doctor, or, Act as a comedian, or, Act as an ESL teacher.”
- Instruct ChatCPT to format a response in a certain way (number of paragraphs, include vocabulary, 500 words, etc.)
- Ask ChatGPT to provide specific examples or scenarios. For example: “Write a short conversation between two landscapers about the plans for a backyard remodel. Write for a beginning level ESL audience.”

20 Ways ESL Teachers Can Use ChatGPT

We have brainstormed some ways we will be using ChatGPT in this list that shows example queries and sample outputs.

See the full article with screenshots of sample queries and outputs for each.

1. Write model dialogs with target vocabulary or grammar.
2. Compare register (formal v. informal forms).
3. Generate conversation questions for class topics, vocabulary, grammar.
4. Generate leveled articles via a series of questions about a specific topic.
5. Punctuate and format text. (In this case, an auto-generated transcript of a YouTube video.)
6. Scan text and list Academic Word List (AWL) vocabulary.
7. Generate multiple-choice quizzes.
8. Rewrite text for different levels.
9. Generate cloze / gap-fill activities.
10. Generate a list of vocabulary words and definitions from a text.
11. Summarize plot conflicts from different characters’ perspectives.
12. Ask students what they’re interested in or what workplace English they want to learn and then use ChatGPT to quickly create individualized material.



13. Generate sentences, paragraphs, and stories for vocabulary and grammar introduction, practice exercises, and quizzes.
14. Generate a text for students to introduce new grammar forms, modify (sentence combining and adding transitions), change verb tense, demonstrate how to summarize/paraphrase, rewrite with more formal, academic language.
15. Define vocabulary and idioms and give examples.
16. Answer hard questions about vocabulary, grammar, or other topics you may not be prepared to answer on the fly.
17. Generate writing assignment prompts and model paragraphs for writing assignments.
18. Write scenarios for discussion and [problem-based learning](#).
19. Create projects to practice ChatGPT prompt engineering.
20. Write lesson plans.



In addition, teachers AND students can use ChatGPT to get suggestions for improving written assignments by copying in students' written submissions and asking for targeted feedback. It can also provide grammar corrections and explanations, but the explanations are not always great. Chat GPT also does translations; a student could ask ChatGPT to explain text entered in English in another language. For workplace ESL, ChatGPT could be used to generate job- and career-specific vocabulary word lists and to help students write resumes. Try it yourself!

Are you interested in other uses of AI for instructional purposes?

[Futurepedia](#) is a directory of AI tools waiting to be explored and exploited for engaging language teaching and learning! There are tools that will paraphrase texts, create art and logos and avatars, make music including mixtapes and playlists, write better emails, convert video to text, create podcasts, design the interior of your home, create videos from scripts or blog posts using voices, allow you to have conversations with historical figures and have your text spoken by celebrities, even write newsletters like this one!

See also this compilation of other tools and resources: [Artificial Intelligence \(AI\) Tools for Teaching and Learning: List of Resources, Further Reading](#).

We are curious how you will use ChatGPT or any other AI tools you explore! Are you as excited as we are? This article focused primarily on how teachers can use ChatGPT. How would you have your students use ChatGPT and other AI tools? Share your ideas and experiences in our department Pronto exchange or in the fall newsletter!



LIBRARY NEWS

It's Our Crystal Anniversary

by *Richard Ma, Media Acquisitions, CLC Outreach & Displays Librarian*

As this new year unfolds, we also hope you will take some time to reflect with us on the significance of library resources and services for you and your students at the CLC.

Happy New Year!

2023 represents a milestone for library services at the CLC: It's our **15th anniversary** serving remarkable CLC students, staff, and faculty! Much has changed since that first day 15 years ago:

- Our tiny reference desk, equipped with a laptop, was located in the lobby of Building 100. We are now in a larger space in the Learning Commons, and our services are integrated with awesome partners from the Math Learning Center, TASC, and Writing Center.
- Only a few library books were checked out annually prior to our establishing service at the CLC, and on average, several hundred items now circulate.
- We were only able to allocate 10 hours of service per week then... definitely not enough to keep up with demand. Through the program review process and Bea Aguilar's magic, we now provide 28 hours of service per week. Here's hoping those extra hours can be institutionalized.
- I was the only CLC librarian at the time, and we have now grown to include other dedicated CLC librarians: Melissa Feinberg, Corinne Pitcher, Virginia Velati, Stacey von Winckelmann, and Alison Weitman.



Our stacks at the CLC

We certainly have come a long way, but we are definitely not resting on our laurels. Here's what we have in store for this new year:

Please let your students know they can visit us in the Learning Commons during our on-ground hours:

Mondays - Thursdays

9 am to 1 pm

5 pm to 7 pm

Students can also reach us via a dedicated CLC Zoom room:

Mondays - Thursdays

9 am to 1 pm

5 pm to 8 pm

[Click here to join](#)

Our [24/7 chat service](#) remains robust and can easily be accessed via any library page. A pop-up window invites visitors to “chat” with us for their information needs.

Please let your students know that we now have a lightning fast scanner that they can use to scan pages from a book, workbook, magazine, document, etc. accounts and/or download to a USB drive.

Please also let your students know that our Lending Library (vending machine for library materials) is up and running in the Student Lounge. Patrons can use their ID cards or input their ID numbers using the keypad to check out materials. Feel free to reach out to us to provide a demonstration on how to use this resource.

The Learning Commons will be hosting two new exhibits for Term 3: Amanda Gorman's Inauguration Poem and Term 4: Women in Comics created and produced by the WC's Sarah Pultz. Again, please encourage your students to visit us, use our services, and enjoy these new exhibits.



New scanner at the CLC



WRITING CENTER

Old Grammar Conventions, New Faculty Coordinator, and New Location!

by Sarah Pultz, Writing Coach

The Writing Center encourages the use of inclusive language in students' writing. This includes using "they" as a gender neutral third-person pronoun, rather than the awkward and less inclusive "he/she." Our [statement](#) supporting the use of "they" as a singular pronoun is available on the Writing Center website.

While this grammar convention may seem new, using "they" as a singular pronoun actually [dates back to the 14th century](#). Moreover, the singular "they" is recommended by the [Modern Language Association](#), the [American Psychological Association](#), the [Chicago Manual of Style](#), and the [Associated Press](#), as well as the [International Writing Center Association](#) and the [National Council of Teachers of English](#). The NCTE has helpful recommendations for usage and working with students.

The Writing Center recognizes that students may have learned other grammar conventions in the past, and we always invite them to talk over grammar or other language concerns with our consultants. Students can also work with one of our grammar experts on pronoun agreement, subject-verb agreement, or rewording their sentences to omit pronouns altogether. If students are concerned that they might be penalized for using the singular "they," we can help them draft an explanation to include with their writing assignments.

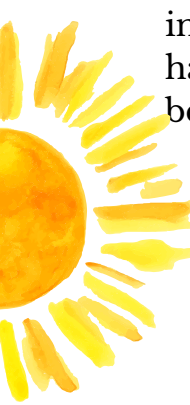
If you or your students are interested in learning more about gender-neutral pronouns, I highly recommend the non-fiction graphic novel *A Quick & Easy Guide to They/Them Pronouns* by Archie Bongiovanni and Tristan Jimerson. Both the [MiraCosta Library](#) and the [San Diego County Library](#) have this engaging and accessible resource available to check out as an eBook in Overdrive & Libby.

New Writing Center Faculty Coordinator



Moving from old grammar conventions to new team members, I'm pleased to share that we have a new Writing Center faculty coordinator, Jim Sullivan. As faculty coordinator, Jim will work closely with the Writing Center in our mission to provide all students with feedback and support in any step of their writing process. Our program manager, Jessica Perez-Corona, will still manage

our writing center staff and day-to-day operations. The Faculty Coordinator will also serve as a Writing Center liaison with other faculty and departments in both non-credit and credit programs. The Writing Center is excited to have Professor Sullivan working in this newly-created position as he has been a constant advocate for the Writing Center at MiraCosta. Jim says:



As I approach my twentieth year of teaching reading, writing, and thinking at MiraCosta, I am thrilled to have this opportunity to be part of our Writing Center team. From a faculty perspective, I have seen how our Writing Center consultants and coaches care deeply about helping students find their voices, succeed in their classes, and feel connected to our college community. I look forward to becoming a better informed and more effective teacher by learning about and from our Community Learning Center and the wonderful students who come to our campus to empower themselves, their families, and their communities.

New Writing Center Location

And finally, with HUB remodel starting at the Barnard Drive campus this spring, the Barnard Drive Writing Center has a new (temporary) location in the Administration Building (1000). All MiraCosta students are welcome to use the Writing Center at any location, and we train consultants at all our locations to work with all students. If you have students who prefer to visit us at the Barnard Campus, please share our new location, and if you are on campus, please stop by!



Spring 2023 Writing Center Drop-ins Hours:

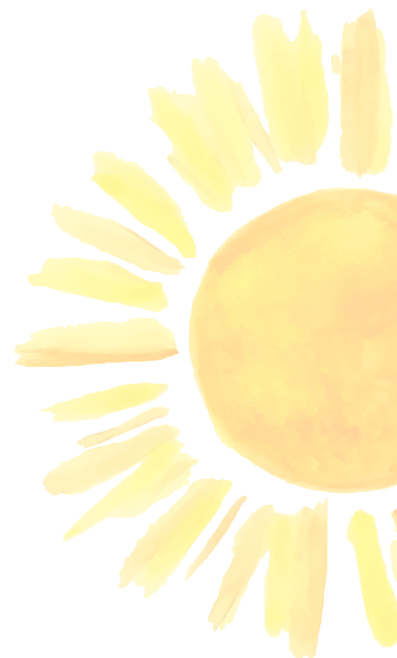
	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
CLC Learning Commons	9:00 am - 1:00 pm	9:00 am - 1:00 pm 3:00 pm - 7:00 pm	9:00 am - 1:00 pm 3:00 pm - 7:00 pm	9:00 am - 1:00 pm			
Barnard Drive Bldg 1000	9:00 am - 5:00 pm	9:00 am - 5:00 pm	9:00 am - 5:00 pm	9:00 am - 5:00 pm	9:00 am - 3:00 pm		
San Elijo HUB			9:00 am - 4:00 pm	9:00 am - 4:00 pm			
Online in Zoom	5:00 pm - 8:00 pm	5:00 pm - 8:00 pm	5:00 pm - 8:00 pm	5:00 pm - 8:00 pm	9:00 am - 4:30 pm	12:00 pm - 5:00 pm	2:00 pm - 7:00 pm

Links to our **Zoom Drop-ins** and to schedule **Zoom Appointments** or **Video Feedback** are all available on the [Writing Center Website](#).

CLC instructors can also contact our CLC writing coaches, Cynthia, Lisette, and Sarah, with any questions by emailing clwc@miracosta.edu.

Want to promote the Writing Center to your students?

- Email us to schedule a 15-minute introduction visit (in-person or in Zoom) or a tour of the new Writing Center.
- Share our [promo video](#).
- Add the [Writing Center information page](#) to your Canvas class in just a few clicks.
- Watch this [video](#) for a short tutorial on how.





ADVENTURES IN STUDENT CONNECTIONS

by Cole Bezzant, Career Services Specialist

We have all felt the challenge of reaching students in our own ways. Perhaps it was when filling a class, marketing our courses, encouraging former students to return to in person classes, or prompting them to engage with a student service that we know they need.

I wanted to reflect briefly on lessons I have learned or that I felt like I knew, but have been reinforced. Part of the challenge is getting stuck in our own mindset: if I needed a class, this would work for me! Regardless of the fact that method x would work for us, we still see examples of students every day who were told information in orientation, read the schedule, walked past flyers and bus ads, heard commercials and scrolled past social media posts, got an email from the college and their instructor and materials in the mail, but still didn't take that step. Yet when they're chatting in line at El Super, or walk past a chalkboard with some amazing art, they finally take that step to enroll in a class or make an appointment.

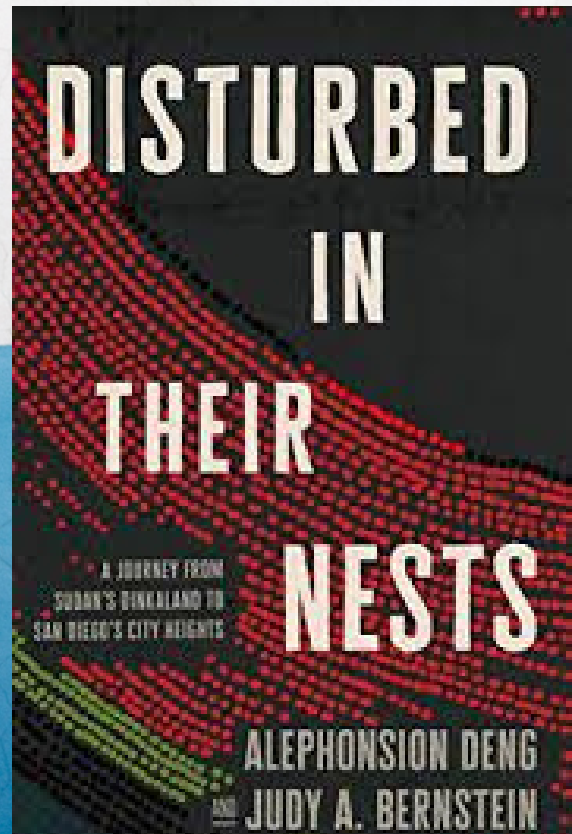
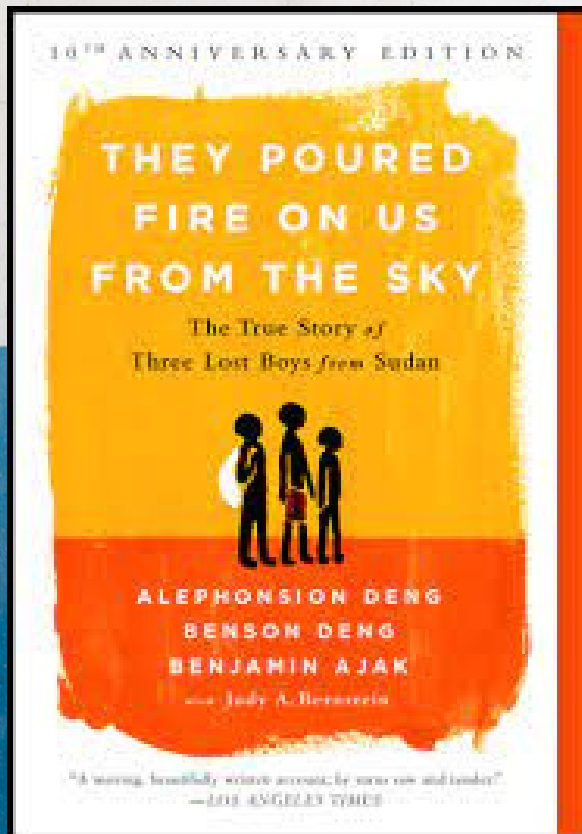
In the previous term, I collaborated with our Student Services team to proactively identify and reach out to students who had indicated certain needs in their Continuing Education applications. Many of the students contacted in this way ended up scheduling appointments to access additional services, leading to a noticeable bump in usage. Positive results are exciting, but I won't be running out to take flyers down, or stop visiting classes (email me at cbezzant@miracosta.edu to schedule a brief visit for next term!) because those efforts are better at reaching other students.

In another example, at a local homeless outreach event only a mile or so from our campus, I talked with many folks who did not know about the CLC at all – obviously a mailer was not going to work in this situation. However, a student from our Transitions program had been advocating for them to attend and that word of mouth coming from a trusted peer and advocate was spreading awareness.

I don't end with any enduring message or perfect solution, only that I was reminded no one method will work for every student and not to get stuck in my ways.

UPCOMING EVENT

READING FESTIVAL



March, 2023