

**TO:** R. Ray Somera, Ph.D., Vice-President, Academic Affairs

**FROM:** Elizabeth A. Paulino Diego, Ph.D., Associate Dean

**SUBJECT:** CCS – Developmental Education Pilot English Courses

**DATE:** April 13, 2017

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Academic Affairs Division  
Vice President's Office

As per your instructions, attached you will find a brief report of the activities of the Developmental Education group to date. Specifically, you will find the proposed course schedule for Chalani 365 for the next academic year and course descriptions of the proposed pilot English courses for Fall of 2017 and Spring of 2018, and data for the Accelerated MA100a course that was just completed this semester. The second accelerated course (MA100b) is currently being piloted. Data analysis for these pilots will be completed at the end of the semester and a report will be submitted for your review.

This memo seeks approval for the following:

1. Revised Developmental Education Reading and Writing courses to become Integrated Reading and Writing (IRW) courses.
2. To pilot the IRW courses beginning in the Fall 2017 Semester to address ACCJC Standard IIA2.
3. To approve the proposed timeline of the implementation of IRW for Academic Year 2017-2018 for the purposes of testing approaches that may yield data to inform improvement.

These changes once finalized, will be shared with relevant departments and faculty at a later time.

/✓/ Approved / /Disapproved

  
R. Ray Somera, Ph.D.

4/13/2017  
Date

**School of Career and College Success (CCS) Developmental Education Report**  
(As of April 1, 2017)

Developmental Education Faculty have been meeting regularly on Fridays from 9-12 p.m. During the last semester, intense effort has been poured into studying best practices and looking at successful programs of some colleges in the mainland. Although work to examine our existing developmental program began in the Fall of 2016, it was just in the Spring 2017 Semester that significant analysis over developmental education models took place. Throughout the semester, a number of models were deconstructed to begin to understand their nuances. These models fell under one of four categories (please see attachment): avoidance models, acceleration models, contextualized instruction, and supplemental supports.

A number of key individuals were invited to participate in the weekly developmental education meetings to determine current initiatives impacting the program. Dr. Mike Chan for example was invited to speak about his efforts about alternative assessment models that can have students avoid developmental education altogether. He shared that he was looking into other alternative assessments such as GPA, last math class taken, etc. and looking at the data of students who have successfully completed college level math. In addition, avoidance models also include dual enrollment programs and summer bridge programs. The group discussed briefly about summer bridge programs and then eventually shifted to a more detailed discussion on immediate intervention programs. One of the discussion points is to not wait until the end of the semester for intervention. Acceleration models which we looked at included fast-track courses, modularized courses, and mainstreaming into college level courses. The focus of most of the discussion was on accelerated formats. The other is the compressed format in which meetings are regular as well as held over an extended period in class but over a shorter period of time (ie: 8 weeks). Students then move onto the next level over the next 8 weeks. The goal is to get the students through the requirements in a compressed time as opposed to an extended period over several semesters.

Contextualized instruction was also looked at. Discussion about contextualized learning in vocational programs and learning communities were briefly discussed. The integrated model was also closely examined and the possibility in the future of English and Math instructors being placed in learning communities with CTE instructors.

Another critical area that was discussed is the supplemental supports and the changes in this area that are needed to provide concentrated student support for developmental education. Dedicated and separate reading, writing, and math labs and tutoring specifically for developmental education students were discussed. Also, enhanced advising and the idea of developmental education instructors advising their own students were discussed. The affective domain is another area that was examined. Research points to the critical need to address this area of the learning domain. The discussion included the existing course with Adult Education and the course under the Criminal Justice and Social Science Department. It was recognized that developmental education did not want to add another

course to the existing structure but rather consider the integration of college and career ready success skills into developmental education courses. Further discussion will take place in this area.

What resulted from the research, readings, and discussion in the Fall of 2016 was the decision to pilot two accelerated Math courses this Spring of 2017 and to continue its pilot in the Summer semester. In addition, pilot courses for English and Math will also be implemented fully (all teachers testing a format) for the Fall of 2017. The goals of the pilot courses are to test the models, tweak the instructional approaches, and collect data on their effectiveness with our student population.

One of the discussions centered around integrity of math content and rigor. Math content has not changed in the re-design of the courses. What has changed is the approach to instruction. One of the major goals of the Developmental Education program is to shorten the time students spend at the pre-collegiate level. This was the impetus for combining MA085 with the first portion of MA095 and the second portion of MA095 with MA108. The acceleration of the two pilot courses this semester also includes regular meetings of the classes from Monday through Thursday. This is another effective approach that has been cited in the research and is a proven successful practice with the colleges whose programs we have reviewed. All three courses in the current accelerated model can potentially be completed in one semester.

In the Fall of 2017, all math instructors will be piloting one of two approaches: flipped learning, the accelerated model, and modular format (or self-paced). The decision to keep the "traditional" mode of instruction will be retained for a few classes. This is to assist those students through the transition from the old format to the new formats. These will be completely phased out in the Spring 2018 Semester.

The seamless flow of modules provides a significant benefit to the student in that the student can begin at the level where they are at, at any given time during the semester.

To reflect the changes to the courses, the courses have been renumbered and re-named. MA085 and the first portion of MA095 will now be identified as MA100, Pre-Algebra. The second portion of MA095 and MA108 will now be identified as MA100B, Intermediate Algebra.

Another approach that is being tested is the flipped classroom format. This pedagogical approach applies the instruction in the reverse. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. This is the second year this is being tested by one particular instructor who is actively collecting the data.

The English instructors examined closely a number of successful programs as well as models from a number of colleges. After much discussion, pilot classes include a compressed model and integrated model. The compressed model will be eight-week long sessions while the integrated model will follow the traditional semester schedule. The reading and writing classes under the integrated model essentially means that both classes

will no longer be separate. A few writing classes will be offered in the Fall to accommodate those students completing their reading class requirement. These classes however, will be completely phased out in the Spring of 2018.

English developmental education courses will have new courses numberings to reflect the integration. They will now be called Integrated Reading and Writing (IRW) Levels a, b, and c. After much discussion, it was decided that IRW Level II will be piloted in the Fall 2017 Semester with several EN100W classes to absorb students who are completing EN100R classes this semester.

The Developmental Education Faculty have decided that IRWb would be the most viable course to pilot for the Fall 2017 Semester. The English Faculty would like to meet with you to explain the proposed pilot on a Friday during their usual meeting time. There is still much work to be done and we will continue to work on the Course documents and collect data.

Please see attached proposed pilot schedule for Fall 2017 and Spring 2018.

Beginning Fall 2017, Career and College Success English Faculty will pilot three levels of integrated reading and writing classes that will combine the currently offered EN100B, EN100R and EN100W courses into three levels - a beginning level and an intermediate level, as well as an advanced course. To ensure that most students can complete developmental English coursework within a year, this integrated approach streamlines the developmental experience with content that reflects what precollegiate students will need to succeed in at the college level.

### **Course Descriptions**

#### **IRWa: Integrated Reading and Writing: Level A (Beginning): 6 credits**

Provides integrated reading and writing instruction for students who require extensive preparation to succeed in college-level English courses or in certification into the workforce. Students place into this course based on an Accuplacer Reading and Sentences score of 74 and below. Upon successful completion and faculty recommendation, students will move into IRWb (if they require additional preparation) or into college-level English (if they require no additional preparation).

#### **IRWb: Integrated Reading and Writing: Level B (Intermediate): 3 credits**

Provides integrated reading and writing instruction for students who require intermediate preparation to succeed in college-level English courses or in certification into the workforce where applicable. Students place into this course based on an Accuplacer Reading and Sentences score of 75 or higher. Upon successful completion and faculty recommendation, students will move into IRWc (if they require additional preparation) or into college-level English (if they require no additional preparation).

#### **IRWc: Integrated Reading and Writing: Level C (Advanced): 3 credits**

Provides integrated reading and writing instruction for students who require minimal preparation for college-level English but still need some preparation to succeed. Students place into this course based on an Accuplacer Reading and Sentences score of 75 or higher and an WritePlacer (essay) score of 0-5. Upon successful completion and faculty recommendation, students will move into college-level English.

### **Student Learning Outcomes**

1. Use pre-reading, reading, and post-reading skills with college-level texts
2. Pre-write, draft, revise, edit, and proofread college-level texts
3. Expand vocabulary by using various methods
4. Identifying rhetorical strategies and apply them to college-level texts
5. Analyze college-level texts for stated or implied main idea and major and minor supporting details
6. Demonstrate critical thinking skills when reading and writing college-level texts
7. Write well-developed, coherent, and unified college-level texts, including paragraphs and essays

## General Information About the Courses

### Progression Through Levels:

Based on their English placement scores, students will navigate through the following pathways that lead to college-level English: (1) a one-semester 6-credit course designed for students who require extensive preparation to succeed in college-level English; (2) a one-semester 3-credit course designed for students who require intermediate preparation to succeed in college-level English; (3) a one-semester 3-credit course designed for students who will need additional support beyond the first two levels.

### Placement:

Reading Score + Sentence Skills Score + WritePlacer (Essay) Score = Placement

75 or higher	75 or higher	0 - 5	IRWc
52 or higher	0 - 74	(Not eligible For Essay test)	IRWb
0 - 51	(Not eligible for Writing test)	(Not eligible for Essay test)	IRWa

### Grading:

Currently, the grading system for developmental courses is P=Pass, Z=Progressing, and F=Fail.

### Repeating Levels:

Students may make only two attempts at any given level before a student must seek special permission to repeat a course.

## Student Learning Outcomes and Learning Tasks

**IRWa: Integrated Reading and Writing - Beginning Level (6 credits)**

<b>Student Learning Outcomes</b>	<b>Suggested Time</b>	<b>Specific Student Learning Outcomes</b>
Apply pre-reading, reading, and post-reading skills with college-level texts	<b>13</b>	<ul style="list-style-type: none"> <li>• Use titles, subtitles, illustrations, and text to make limited predictions about text</li> <li>• Develop a reading strategy</li> <li>• Identify vocabulary that is appropriate to topic</li> <li>• Identify topic, purpose, audience, and main idea with limited accuracy</li> <li>• Highlight and annotate the main ideas and the major supporting details</li> <li>• Answer content questions about a text: who, what, when, where</li> <li>• Use recall and summation to identify major points</li> <li>• Respond to a short text on literal level</li> <li>• Read a short text and formulate one question about it</li> </ul>
Pre-write, draft, revise, edit, and proofread college-level texts	<b>12</b>	<ul style="list-style-type: none"> <li>• Identify topic for a given writing prompt</li> <li>• Generate and gather ideas for writing</li> <li>• Write clear, complete, and varied sentences</li> <li>• Write a series of related statements that advance a point</li> <li>• Revise for meaning and detail with limited competency</li> <li>• Distinguish verb tense as well as singular and plural forms of nouns and pronouns</li> <li>• Proofread to identify and correct the most obvious errors such as typos, punctuation, and appropriate formatting, with limited competency.</li> </ul>
Expand vocabulary by using various methods	<b>9</b>	<ul style="list-style-type: none"> <li>• Use dictionary to find meaning of new words</li> <li>• Use context clues</li> <li>• Identify unknown vocabulary in text</li> <li>• Use vocabulary for daily, oral communication</li> <li>• Use synonyms, antonyms, and word parts</li> <li>• Distinguish between denotation and connotation</li> <li>• Apply word relationships</li> <li>• Select logical meanings for familiar words and phrases</li> </ul>
Identify	<b>7</b>	<ul style="list-style-type: none"> <li>• Identify audience, purpose, tone, and meaning of a</li> </ul>

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<p>rhetorical strategies and apply them to college-level texts</p>		<p>text</p> <ul style="list-style-type: none"> <li>Identify rhetorical patterns such as narration, description, and process</li> <li>Summarize, paraphrase, and respond to general-audience texts with limited accuracy</li> <li>List facts in text</li> <li>State and support an opinion about text</li> </ul>
<p>Analyze college-level texts for stated or implied concepts</p>	<p>23</p>	<ul style="list-style-type: none"> <li>Identify topic and main idea in a text</li> <li>Identify major supporting ideas in a text</li> <li>Identify minor supporting ideas in a text</li> <li>Create an outline with main idea and major supporting details</li> </ul>
<p>Synthesize information when reading and writing college-level texts</p>	<p>10</p>	<ul style="list-style-type: none"> <li>Identify audience and purpose in a text</li> <li>Identify the definition of fact versus opinion</li> <li>Draw logical conclusions when given questions related to a text</li> <li>Identify specific ideas that are addressed in a text when given questions</li> <li>Write coherent sentences</li> <li>Recognize coherent paragraphs when given examples of paragraphs</li> </ul>
<p>Write well-developed, coherent, and unified college-level texts, including paragraphs and essays</p>	<p>16</p>	<ul style="list-style-type: none"> <li>Respond to a prompt and write a paragraph related to a single idea</li> <li>Create topic sentences</li> <li>Support text through the use of reasons and examples</li> </ul>

## Student Learning Outcomes and Learning Tasks

**IRWb: Integrated Reading and Writing - Intermediate Level (3 credits)**

Student Learning Outcomes	Suggested Time	Specific Learning Objectives
Use pre-reading, reading, and post-reading skills with college-level texts	2	<ul style="list-style-type: none"> <li>• Apply a pre-reading strategy to discover how a text is organized</li> <li>• Identify the overall subject</li> <li>• Establish what type of text</li> <li>• Look for logical division of topic ideas</li> <li>• Identify the connections between reading and the assignment</li> <li>• Apply reading strategies</li> <li>• Identify topic, purpose, audience, and main idea</li> <li>• Analyze text using simple outlining and note-taking strategies</li> <li>• Answer basic content questions based on facts, some context clues, some connotations, and general structure</li> <li>• Summarize, paraphrase, and respond to a paragraph</li> <li>• Create coherent questions about a text</li> </ul>
Pre-write, draft, revise, edit, and proofread college-level texts	6	<ul style="list-style-type: none"> <li>• Identify topic and purpose required for a given writing prompt</li> <li>• Generate ideas and categorize them into separate concepts</li> <li>• Write well-developed paragraphs appropriate to a given rhetorical situation</li> <li>• Revise for meaning and detail with some competency</li> <li>• Identify and correct basic errors in grammar, mechanics, and usage with some competency</li> <li>• Proofread to identify and correct "accidental" errors such as typos, punctuation, and appropriate formatting, with some competency</li> </ul>
Expand vocabulary by using various methods	3	<ul style="list-style-type: none"> <li>• Use dictionary, thesaurus, and reference materials to determine appropriate unknown word meaning based on context</li> <li>• Use context clues to discern meaning in texts of low-to-moderate difficulty</li> <li>• Use word analysis skills to decode some general-purpose vocabulary</li> <li>• Distinguish between informal and formal vocabularies</li> </ul>

		<ul style="list-style-type: none"> <li>Identify synonyms, antonyms, and word parts</li> <li>Explain the difference between denotation and connotation</li> <li>Apply some strategies for learning new words.</li> </ul>
Identify rhetorical strategies and applying them to college-level texts	4	<ul style="list-style-type: none"> <li>Identify audience, purpose, tone, and meaning of a text</li> <li>Identify some rhetorical patterns, such as narrative, description, process, and comparison/contrast</li> <li>Identify and use some organizational patterns/rhetorical modes in the context of reading as well as in writing</li> <li>Annotate, summarize, paraphrase, and respond to general-audience texts with some accuracy</li> <li>Identify the logic of a text</li> </ul>
Analyze college-level texts for stated or implied concepts	4	<ul style="list-style-type: none"> <li>Identify the topic and explain the stated or implied main idea in a text</li> <li>Explain major and minor supporting details</li> <li>Create an outline with main idea and major and minor supporting details</li> </ul>
Demonstrate critical thinking skills when reading and writing college-level texts	7	<ul style="list-style-type: none"> <li>Identify audience, purpose, and point of view in a text</li> <li>Distinguish fact from opinion in a text</li> <li>Identify valid points of supporting evidence for a text</li> <li>Draw conclusions and make inferences using textual support</li> <li>Give examples of facts and opinions in texts</li> <li>Analyze short texts addressing the same topic and identify the similarities and differences</li> <li>Identify several patterns of organization</li> <li>Explore ideas in a text and present new, related ideas</li> <li>Given a topic, write a sentence using an assigned tone and a particular point of view</li> </ul>
Write well-developed, coherent, and unified college-level texts, including paragraphs and essays	4	<ul style="list-style-type: none"> <li>Respond to a prompt</li> <li>Write three or more coherent and unified paragraphs on a single main idea, supported by relevant details</li> <li>Identify a text's purpose and intended audience</li> <li>Create paragraphs to include the use of topic sentences and appropriate transitions</li> <li>Utilize patterns of organization</li> </ul>

## Student Learning Outcomes and Learning Objectives

IRWc: Integrated Reading and Writing - Advanced Level (3 credits)

Student Learning Outcomes	Suggested Time	Specific Learning Objectives
Use pre-reading, reading, and post-reading skills with college-level texts	2	<ul style="list-style-type: none"> <li>• Use titles, subtitles, illustrations and text to make general predictions about the text: topic, purpose, audience, tone, and main idea</li> <li>• Adjust reading strategies according to text</li> <li>• Identify the topic, purpose, audience, stated and implied main idea, and key details</li> <li>• Use a graphic organizer or outline to show structure of text</li> <li>• Answer content and inferential questions based on facts, opinions, context clues, connotation, and structure</li> <li>• Annotate, summarize, paraphrase, and respond to text</li> <li>• Interpret content</li> <li>• Make connections to other texts, situations, or disciplines</li> </ul>
Pre-write, draft, revise, edit, and proofread college-level texts	6	<ul style="list-style-type: none"> <li>• Identify audience, purpose, and topic for a given writing prompt</li> <li>• Generate, gather, plan, and organize ideas for writing for a specific audience or purpose</li> <li>• Compose a draft of three or more paragraphs appropriate to a rhetorical situation</li> <li>• Revise for content, clarity, structure, and unity</li> <li>• Edit to correct most basic errors in sentence structure, agreement, consistency, usage, spelling, and mechanics</li> <li>• Proofread to identify and correct "accidental" errors such as typos, punctuation, and appropriate formatting</li> </ul>
Expand vocabulary by using various methods	3	<ul style="list-style-type: none"> <li>• Use dictionary, thesaurus, and reference materials to determine appropriate unknown word meaning based on context</li> <li>• Use context clues to discern meaning in difficult texts</li> <li>• Use and explain word analysis strategies to decode general-purpose vocabulary and some specialized/academic vocabulary</li> </ul>

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		<ul style="list-style-type: none"> <li>• Use vocabulary for informal and formal communication</li> <li>• Select appropriate word meaning based on context</li> <li>• Recognize synonyms, antonyms, and word parts</li> <li>• Analyze word parts to discern meaning of new words</li> <li>• Make a distinction between denotation and connotation</li> <li>• Apply strategies for learning new words</li> </ul>
Identify rhetorical strategies and applying them to college-level texts	4	<ul style="list-style-type: none"> <li>• Identify audience, purpose, tone, and meaning of a text</li> <li>• Identify many of the rhetorical patterns, such as narrative, process, comparison/contrast, and persuasive</li> <li>• Identify and use a variety of organizational patterns/rhetorical modes in the context of reading as well as in writing</li> <li>• Annotate, summarize, paraphrase, and respond to more complex texts</li> <li>• Evaluate the appropriateness of text to audience</li> <li>• Evaluate the logic of text</li> </ul>
Analyze college-level texts for stated or implied concepts	4	<ul style="list-style-type: none"> <li>• Identify accurately and consistently the topic</li> <li>• Explain the stated or main idea in a text</li> <li>• Differentiate between major and minor supporting details accurately and consistently</li> <li>• Create an outline with main idea and major and minor supporting details</li> <li>• Identify patterns of organization</li> </ul>
Synthesize concepts when reading and writing college-level texts	7	<ul style="list-style-type: none"> <li>• Identify audience, purpose, tone, and point of view in a text</li> <li>• Distinguish fact from opinion in a text</li> <li>• Identify valid points of supporting evidence for a text</li> <li>• Identify tone in text</li> <li>• Make valid inferences in a text</li> <li>• Use analysis, synthesis, and perspective to interpret texts</li> <li>• Identify a variety of patterns of organization</li> <li>• Develop a controlling idea or thesis statement in an essay</li> <li>• Provide logical and sufficient support of that idea or thesis</li> <li>• Apply appropriate language to achieve a particular tone and point of view when writing</li> </ul>

Write well-developed, coherent, and unified college-level texts, including paragraphs and essays	4	<ul style="list-style-type: none"> <li>• Respond to a prompt</li> <li>• Write a coherent and unified essay for an intended audience</li> <li>• Identify purpose in a text and intended audience</li> <li>• Use topic sentences and appropriate transitions</li> <li>• Utilize a variety of patterns of organization</li> </ul>
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# SY 17-18 Schedule of Classes for English

SEMESTER	COUR SE #	COURSE	SECTION	TITLE	# Of STUDENT S	CREDITS	DAY	TIME	ROOM	INSTRUCTOR	
Summer 2017											
Summer 2017	EN 100W		1	Fund of English-Writing	20	3	MTWR	1001-1200	C4	Wilson Tam	
Summer 2017	EN 100R		2	Fund of English - Reading	20	3	MTWR	1201-1400	6219	Wilson Tam	
Summer 2017	EN 100W		3	Fund of English-Writing	20	3	MTWR	1401-1600	C4	John Pereda	
Fall 2017											
Fall 2017	IRWa		1	Integrated Reading and Writing - Level a	20	6	MTWR	1001-1130	C-5	Rebecca Toves	
Fall 2017	IRWa		2	Integrated Reading and Writing - Level a	20	6	MTWR	1201-1330	6219	Wilson Tam	
Fall 2017	IRWb		1	Integrated Reading and Writing - Level b (8/16 - 10/9)	20	3	MTWR	0816-0945	C-5	Rebecca Toves	
Fall 2017	IRWb		2	Integrated Reading and Writing - Level b (8/16 - 10/9)	20	3	MTWR	1001-1130	6219	Wilson Tam	
Fall 2017	IRWb		3	Integrated Reading and Writing - Level b	20	3	MW	1201-1330	C-5	Rebecca Toves	
Fall 2017	IRWb		4	Integrated Reading and Writing - Level b	20	3	MW	1401-1530	6219	Vera DeOro	
Fall 2017	IRWb		5	Integrated Reading and Writing - Level b	20	3	MW	1601-1730	E203	Bertha Leon Guerrero	
Fall 2017	IRWb		6	Integrated Reading and Writing - Level b	20	3	TR	1601-1730	E203	Vera DeOro	
Fall 2017	IRWb		7	Integrated Reading and Writing - Level b	20	3	TR	1801-1930	E203	Vera DeOro	
Fall 2017	IRWb		8	Integrated Reading and Writing - Level b (10/11 - 12/5)	20	3	MWTR	1001-1130	E203	Vera DeOro	
Fall 2017	IRWc		1	Integrated Reading and Writing - Level c (10/11 - 12/5)	20	3	MWTR	0816-0945	E203	Bertha Leon Guerrero	
Fall 2017	EN100W		1	Fund of English-Writing	20	3	MW	0816-0945	C-4	Wilson Tam	
Fall 2017	EN100W		2	Fund of English-Writing	20	3	MW	1201-1330	C-4	Bertha Leon Guerrero	
Fall 2017	EN100W		3	Fund of English-Writing	20	3	MW	1601-1730	C-4	Vera DeOro	
Fall 2017	EN100W		4	Fund of English-Writing	20	3	MW	1801-1930	C-4	Luvin Gugin	
Fall 2017	EN100W		5	Fund of English-Writing	20	3	TR	1001-1130	C-4	Bertha Leon Guerrero	
Fall 2017	EN100W		6	Fund of English-Writing	20	3	TR	1201-1330	C-4	Rebecca Toves	
Fall 2017	EN100W		7	Fund of English-Writing	20	3	TR	1401-1530	C-4	Wilson Tam	
Fall 2017	EN100W		8	Fund of English-Writing	20	3	TR	1801-1930	C-4	Bertha Leon Guerrero	
Fall 2017	EN100W		9	Fund of English-Writing	20	3	F	0901-1200	C-4	John Pereda	
Spring 2018											
Spring 2018	IRWa		1	Integrated Reading and Writing - Level a	20	6	MTWR	1001-1200	C-5	TBA	
Spring 2018	IRWb		1	Integrated Reading and Writing - Level b	20	6	MTWR	0816-0945	C-5	TBA	
Spring 2018	IRWb		2	Integrated Reading and Writing - Level b	20	3	MTWR	1001-1130	6219	TBA	
Spring 2018	IRWb		3	Integrated Reading and Writing - Level b	20	3	MTWR	1201-1330	C-5	TBA	
Spring 2018	IRWb		4	Integrated Reading and Writing - Level b	20	3	MWTR	1401-1530	6219	TBA	
Spring 2018	IRWb		5	Integrated Reading and Writing - Level b	20	3	MWTR	1601-1730	C-5	TBA	
Spring 2018	IRWb		6	Integrated Reading and Writing - Level b	20	3	MW	1001-1130	E203	TBA	
Spring 2018	IRWb		7	Integrated Reading and Writing - Level b	20	3	MW	1201-1330	E203	TBA	
Spring 2018	IRWb		8	Integrated Reading and Writing - Level b	20	3	MW	1601-1730	6219	TBA	
Spring 2018	IRWb		9	Integrated Reading and Writing - Level b	20	3	TR	1001-1130	E203	TBA	
Spring 2018	IRWb		10	Integrated Reading and Writing - Level b	20	3	TR	1201-1330	E203	TBA	
Spring 2018	IRWc		1	Integrated Reading and Writing - Level c	20	3	TR	1601-1730	6219	TBA	
Spring 2018	IRWc		2	Integrated Reading and Writing - Level c	20	3	MW	0816-0945	C-4	TBA	
Spring 2018	EN100W		1	Fund of English-Writing	20	3	MW	1001-1130	C-4	TBA	
Spring 2018	EN100W		2	Fund of English-Writing	20	3	MW	1201-1330	C-4	TBA	

Spring 2018	EN100W	3	Fund of English-Writing	20	3	TR	1001-1130	C-4	TBA
Spring 2018	EN100W	4	Fund of English-Writing	20	3	TR	1201-1330	C-4	TBA
Spring 2018	EN100W	5	Fund of English-Writing	20	3	TR	1601-1730	C-4	TBA
Spring 2018	EN100W	6	Fund of English-Writing	20	3	F	0901-1200	C-4	TBA