Oxnard College Sabbatical Proposal
Proposed Project: Instructional Video Library for English Composition
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Request for Sabbatical: Spring 2020
Previous Sabbatical: Spring 2008

Background:
Education reform has changed everything. In October of 2017, AB 705 Seymour-Campbell Student Success Act of 2012 was passed. This law, in short, requires massive reforms to education in English. No longer are assessment tests to be administered. No longer are students to be placed in a writing sequence. Essentially, all incoming students have the right to be placed into transfer-level composition, and they have one academic year to complete transfer-level English composition. Students entering English 101 College Composition will need even more extra help and support to succeed. Creating high-quality English composition videos will help students to achieve success under the mandates of AB 705 in the era of education reform. These videos can also supplement other disciplines that wish for their students to have a composition review before writing essays. Many students still require additional instruction and respond better to short videos in addition to the classroom learning environment. Short instructional videos will reinforce classroom learning for all students in an English class whether it is a traditional face-to-face class or a distance education class. The need for *quality* short instructional videos is crucial to support students. While there are many videos available on YouTube that, theoretically, could achieve a similar purpose, these have incorrect or inconsistent content information, do not have content specifically for Oxnard College students, do not have subtitles or captions, or if there are captions, they are incomprehensible to sparse and inaccurate. The videos on YouTube do not address the mandates or needs of education reform, and the extant videos are poor quality.

I have been a composition and literature instructor for twenty-five years, and I have been using distance education for over a decade. In all that time, I have not found one video that is suitable for use in my classes. As the Course Outline of Record is demanding and full, as education reform mandates many changes to instruction and support, I often only have limited time in class to explain the fundamentals of composition instruction. Of course, we reinforce and review these as a class throughout the entire semester, but students would benefit from more composition instruction. Quality videos they could watch and re-watch, with accurate

captions, created specifically for Oxnard College students, created in light of the new law mandating innovation for supporting students and leading them to success within one-year, would be a benefit for all students taking any composition class, and by extension, for any student who wanted a review for writing an essay in any discipline outside of English that requires a written composition.

Overview:

This sabbatical project would be for the purpose of creating a quality English composition video library to be housed on a dedicated YouTube channel so that any student at Oxnard College, and any college in the district, would have access to the English composition videos. Furthermore, any district instructor or employee would have access to the videos should they wish to use them. These videos would be short instructional videos covering the basics of written composition in a transfer-level English composition class.

Proposal:

This sabbatical would enable me to make an English composition video library that I would house on a YouTube channel that I would create. I will create no less than 10 videos for written composition, and given that there is more time, I would like to create introduction to literature videos. This project would address the mandates of AB 705 by providing extra help and support for the purposes of achieving education reform, and it would fulfill the VCCCD/AFT contract by providing the opportunity "for professional growth leading to . . . a dynamic faculty, one equipped . . . to provide exceptional service to the students of the District in an era of constant change" (50).

I have experience with video production already. About eight years ago, when the district was using Desire2Learn, I began an extensive video project with OCTV; however, I did not complete this project because the switch to Canvas happened, and it was no longer relevant or necessary.

As a result, I already own all the necessary software and hardware to make quality videos (Camtasia, Final Cut Pro, a professional recording microphone), yet what I lack is the time to create the video library I wish to create. Each approximately ten-minute video can take upwards of thirty-five hours to produce. For example, a video I made to introduce students to how to use Canvas (specifically in my class) took about thirty-five hours to produce, and this video itself is only seven minutes.

Each video would entail the following: writing a script, creating background images or animation, filming, editing for picture and sound quality, adding accurate and correct captions/subtitles, and posting to YouTube. The video library I propose to create will be comprised of short English composition videos that cover the basics of the writing process from the initial idea gathering phase through composing and revising an essay as well as Modern Language Association basics and an introduction to research. I will consult with my English colleagues for their input and advice prior to the creation of these videos for inclusivity and valued feedback.

The California Community College Chancellor's Office states in its Vision for Change that "More than just offering courses, colleges need to be . . . providing supports for students to stay on those paths until completion" (CCCO Vision for Change). These videos are intended to help students stay on their educational path and empower them to complete their educational goals.

The timeline would be as follows:
Week One: Create a YouTube channel. Create and copyright the logo for the channel. Research background images for each of the videos, seek copyright permissions if necessary, begin to create original background images or animation for the videos.

Weeks Two and Three: Video #1 - The Writing Process: This would be an overview to writing and written communication. More detailed and specific videos for each part of the writing process would follow: prewriting, drafting, and revising.

Week Four: Video #2 – Prewriting: This video would go into depth of the various prewriting techniques and offer suggestions and examples for how to use each technique effectively and for various writing projects.

Week Five: Video #3 – Drafting: This video would instruct viewers how to take their prewriting and create a working draft of their writing project.

Week Six: Video #4 - Revising: This video would explain how to craft the working draft once the writer has something to work with. It will offer techniques for crafting language, overall organization, and provide an introduction to the basics of proofreading and editing.

Week Seven: Video #5 – Introduction to Basic Essay Format: Viewers would learn about the overall structure of an essay and the purpose of having a clear, coherent, and unified structure to their written composition. Additionally, this video would address the need for audience awareness and crafting an essay for a specific type of rhetorical mode and circumstance.

Weeks Eight, Nine, and Ten: Videos #6, #7, and #8 – After the basic essay format video is created, specific videos on each part of the essay will be produced. There will be a video for the introduction and thesis statement, one of the most important parts of a written composition. This video will provide multiple ways to create a thesis statement and introduction depending on the purpose of the writing scenario. The next video would focus on the body, or discussion, section of the essay, and detail the use of transitions, organization of paragraphs and paragraph groups, and work towards proving and supporting the thesis and introduction. Finally, there would be a video dedicated to concluding an essay. Perhaps just as important as writing the introduction, this video will feature different techniques for writing a conclusion that do not focus on rephrasing the introduction paragraph.

Week Eleven: Video #9 – Modern Language Association Format – This video, quite simply, will focus on how to format the essay document and include some basics about how to create a document on a computer.

Week Twelve: Video #10 – Modern Language Association Format – Research and Documentation. Students need to know how to represent work they use after researching. As MLA format is what is required to teach in transfer-level English composition classes, this video will focus on the basics of correct documentation for quotes, paraphrases, in-text citations, and creating a Works Cited page as well as reviewing the basics of research.

Weeks Thirteen and Fourteen: Reviewing all the videos. This is a huge part of the process. Reviewing all the videos created for accuracy, technical specifications, proofreading all the captioning, the timing of the videos, synching animation or background images to speech and captions, if applicable, and other areas of production as they become evident or necessary.

Week Fifteen: Uploading all the videos! It can take several hours to upload one short, ten-minute video to YouTube. After viewing all the videos again and proofreading them, as it were, in weeks thirteen and fourteen, this week would be dedicated to uploading the videos and addressing any technical glitches or hiccoughs that may occur.

Weeks Sixteen, Seventeen, and Eighteen: These final weeks in the semester would be included as a buffer if production runs long on some of the videos. Given that everything works perfectly, these weeks will be dedicated to creating Introduction to Literature videos. The first would be a general introduction to literature, what it is, the purpose of literature, and a very basic introduction to the multiple genres studied in an Introduction to Literature Class. Other introduction to literature videos would each be dedicated to the various genres: the genre of poetry, the genre of fiction, the genre of drama. And if there is still more time, I would create a video for how to read critically, how to research on the internet, and the value of non-fiction reading in a college composition class and in an introduction to literature class.

Expectations and Outcomes:
The expectation is that these videos would be high-quality and accessible for wide usage among a diverse audience. The outcome would be a more supported and solidly educated student body.

The use of these videos is easily tracked on YouTube or on Canvas if an instructor wishes to use one or several of these videos. Each class has different outcomes, but tracking the success of the classes in which these videos are used is something achievable via working with the office of Institutional Effectiveness.

These videos would also support the Academic Senate of California Community Colleges as they "advocate for the sustainable use of high quality OER resources" (ASCCC). These videos would be an OER resource created for Oxnard College students, and by extension, anyone in the district who might wish to use them.

Benefit to the student:
The benefit to the student is several-fold:
1. This English composition video library will be created to support students at Oxnard College.
2. It would reinforce what students are learning in their composition classes.
3. It would serve as a refresher for returning students or students who need to write an essay in a different discipline.
4. It is a free resource.
5. It will be clear, simple, and have accurate captions and clear background images or animation.
6. It will support the mandates of AB 705.

Benefit to the instructor:
The benefit for the instructor is several-fold:
1. This project would provide me with the opportunity to create high-quality videos.
2. I would be able to hone my instruction for a greater audience.
3. I would be able to use the software and hardware I already own and very much want to use to create such an instructional video library.
4. It is directly related to my assignment as an English composition instructor who has been teaching distance education classes for well over a decade.
5. It will improve and enhance my distance education and traditional andragogy.

Benefit to the Oxnard College:
This project will directly benefit Oxnard College in that it will:
1. Fulfill several components of the Oxnard College Mission Statement. The Oxnard College Mission Statement asserts that "Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success." Having an easily accessible English composition video library would reinforce the institution as learning-centered as all instructors and students on campus would have access to these videos.
2. Students would have reinforcement and/or enhancement to their classroom instruction, which would empower them to "embrace academic excellence" by using an additional, easily accessible resource.
3. These videos support the notion of fostering "multiple pathways to student success" because they would be available for use to any student or instructor at OC, and they would provide accurate, quality instruction in a high-quality video.
4. These videos would directly address the Oxnard College Strategic Plan's vision to "[pursue] excellence with a focus on preparing students for success in their educational and career endeavors" (5) by providing students with easily accessible, quality instructional videos that will be applicable to different writing situations.
5. This sabbatical project will support the Oxnard College Strategic Plan's Values and Shared Beliefs by "[s]upporting students' academic goals" and "promoting creativity and opportunities for innovative practices that consider potential impacts while maintaining purposeful and thoughtful use of resources" (5). This sabbatical project will empower

students, and it will fund a video library that can be used indefinitely by anyone on the Oxnard College Campus and, by extension, the entire district. The project is innovative in that those these videos can be available to share with the district. This can be a growing and developing video library that can be contributed to over the years. As far as I know, no other district has a resource like this. It is an opportunity for Oxnard College to lead the way to innovating useful resources for students on the campus and across the district.

6. Additionally, my sabbatical project would support several initiatives of Oxnard College as identified in the Strategic Plan:
    a. Initiative I: "Innovate to achieve equitable and inclusive student success" (12).
        i. I.C. "Accelerate student progression towards completion" (12), which directly addresses and supports the law as detailed in AB 705: "This bill would require a community college district or college to maximize the probability that the student will enter and complete transfer-level coursework in English . . . within a one-year timeframe." The videos I propose to create will aide students, and the college, in achieving this mandate.
    b. Initiative II: "Provide outstanding integrated college programs and services" (12).
        i. II.A "Strengthen the college's responsiveness to student needs" (12) and II.B "Focus on quality instruction" (12). These videos will be quality instruction that will be directly respond to student's needs and support the various programs who wish to use them.
7. Finally, my project would address the Letters Department Objectives in the Oxnard College Strategic Plan: "Increase affordable or free options for student's use of instructional materials. Measure its impact and effectiveness via CSLOs and departmental discussion" (18). My proposed project would do exactly this: provide additional free resources (OERs) for students that are easily measured by the CSLOs, and the department would discuss the use of the videos and their impact on students.

Benefit to the VCCCD:
The District would benefit from these videos in several ways:
1. They support the VCCCD Mission in becoming "the leader in the development of high quality, innovative educational programs and services" as these videos would be available for use at each campus in the district.
2. "Keeping in mind that students come first," these quality instructional videos would place students' best interest at the fore of their intention. They would be easy to access, easy to understand, and easy to apply the concepts taught within the videos.
3. The district would be able to utilize the "best practice in instructional and service delivery, [and] student access" as these videos would be made at no cost to the district, other than the sabbatical, and the videos would be housed in an easily accessible place for everyone who may want to use them.
4. This project directly addresses the first Strategic Goal, item 1.1c, of the VCCCD Strategic Plan Goals and Objectives 2016-2019. Strategic Goal #1 States "Increase access and student success." By creating an English composition video library, I will be able to

contribute to item 1.1c: "Increase online course offerings to meet student demands and establish a range of online accessible degrees and certificates." The videos I will create can strengthen our existing online offerings, be accessible and available for use in any class, and contribute towards a student's goal of degree completion.

5. The VCCCD Strategic Goal #3 states: "Promote fiscal stability and the effective use of organizational resources." The videos I create will directly contribute to achieving item 3.5a: "Enhance and promote the use of technology as an educational communication tool." The videos will be captioned accurately, they will use current technologies to be created, they will be available for use by any who wish to use them for fundamental composition instruction.

The **California Community Colleges Chancellor's Office Vision for Success** includes the following goals that I believe my project will address and help Oxnard College in achieving. The CCCCO has set the goal to "decrease the average number of units accumulated by CCC students earning associate's degrees" (CCCCO Looking Ahead), which, supports the "the goal . . . to provide students with the essential skills necessary to be successful in [their] gateway English . . . course and beyond" as stated in the in the July 2018 memo from the CCCCO with recommended guidelines for implementing AB 705. These English composition videos will be available for use in all English classes and for anyone who may wish to use them thus reinforcing the students' learning and reducing the number of classes in which they would potentially enroll.

Additionally, the CCCCO has set the goal for California Community Colleges to "Reduce equity gaps . . . through faster improvements among traditionally underrepresented student groups." AB 705 is designed to minimize the disproportionate impact that previously used assessment measures and class sequences have had on students, particularly a demographic such as Oxnard College's. The English composition videos I propose to make can help empower students "opportunities for upward mobility" (AB 705) and achieve the minimization among equity gaps and access to instruction because students can receive consistent instruction that they can access multiple times should they wish to, and all students can have access to the videos. This will provide students, and all who wish to access the videos, opportunities to review and retain the information being taught in the videos, beyond the traditional classroom.

Dissemination:
Once completed, the videos will be housed on a dedicated YouTube channel. I will share this with my department, with other departments on campus, with the Oxnard College President's Office, I will present at flex activities, present the videos to the VCCCD Board of Trustees, and I will submit a written report to the district as per the contract requirements of the sabbatical.

Conclusion:
I believe my proposed English composition video library will be a successful contribution to the students of Oxnard College. These videos will also support the Oxnard College Strategic Plan as well as the VCCCD Strategic Plan, and, ultimately, contribute to supporting the CCCCO's Vision

for Success. Additionally, I believe this project will benefit Oxnard College as we move forward with implementing state mandated education reform as detailed in AB 705 Seymour-Campbell Student Success Act of 2012. Oxnard College students will reap the benefits first, of course, the college will be compliant with the law, and will provide innovative and useful teaching materials for all students and instructors who may wish to use them. The project will empower me to become more of an expert in my discipline as I create innovative means of communicating complex subject matter to a vast audience. I look forward to working on creating and developing a quality video library of fundamental English composition videos. Thank you for your consideration.

Respectfully submitted,
Elissa Caruth

Works Cited

Academic Senate for California Community Colleges

Academic Senate for California Community Colleges, July 2018 Memorandum: Assembly Bill (AB) 705 Implementation

CCCCO Vision for Success, "Looking Ahead: Goals for Meeting California's Needs."

CCCCO Vision for Success, "Vision for Change."

Oxnard College 2018-2023 Strategic Plan

Oxnard College Mission Statement

VCCCD/AFT Contract

VCCCD Mission Statement

VCCCD Strategic Plan