



Building Greater Campus and Community Engagement and Connection

September 2004 is coming to a close. By any measure, September has been a truly eventful and unforgettable month. With Divine intervention, our campus, together with our community, weathered Charlie, Frances, Ivan and Jeanne well. Amid preparing for and



Dr. Shouan Pan

dodging these ruthless hurricanes, I see our campus coming together closer. In fact, I am thrilled to see the increasing amount of campus and community engagement and connection.

First, we are serving a greater number of students at South Campus. With a 5 percent increase in headcount, our faculty and staff are engaging an increased number of students in a

life-changing journey. By doing that, we are making a greater impact in our community.

Second, our CLASS—short for a Learning Community, entitled Community of Learners Achieving Student Success—is up and running with 24 students engaged in building their reading, writing, and life skills. This cohort of students is quickly connecting to each other and taking responsibility for their own learning and development.

In the meantime, faculty and staff members involved in the CLASS Project are engaged as a community in support of the students. Prof. Gary Kay, Prof. Ray Dunn, Prof. Tracy Brunner, Prof. Sharon Rifkin, Prof. Mary Smith, Prof. Ellen Glazer, Prof. Pat Ellingham, Counselor Ione Turpin, Counselor Susan Malter, Student Success Coordinator Clive Scott, Deans Debbie Sloan and Terri Justice, Associate Deans Kevin O'Rorke and Joyce Nemeth and other members of the Learning Community, have been working closely on behalf of these students. It is truly exciting to witness the energy and commitment coming from all corners of the campus that promotes greater student success.

Third, on Monday, Sept. 20th, Professor Pat Ellingham, Professor Steve Godby, and Professor Kyra Belan collaborated on a stimulating presentation about the best-selling book *The Da Vinci Code*. They engaged students and the

Continued on Page 2

continued from page 1

community in a scholarly discussion of many aspects of this controversial book.

Fourth, on Thursday, September 23rd, South Campus Student Government Association collaborated with Dean Hank Martel and Professor Steve Davis, Professor William Walker, and Professor Ronald Feinman on a pre-election Town Hall meeting. Candidates from both political parties and an independent candidate who are running for US Congress and Florida State Senate positions were gathered before students, faculty, staff, and community folks in a meaningful discussion of important issues confronting the nation and our state. Students observed first hand political leaders in action and received valuable real-life education.

Fifth, in celebrating the Hispanic History Month, the Campus Gallery witnessed the opening of traveling Contemporary Latin America Art VII Exhibition on September 9. Through the coordination of Professor Kyra Belan, works of celebrated Hispanic and Latin artists were put on display. The Exhibition will be on until October 28, 2004.

Sixth, Thursday, September 30th, the Division of Student Life and Student Government Association sponsored the Hispanic Heritage Luncheon. Mr. Jose Basulto, Founder of the Brothers to the Rescue, was on hand to discuss the on-going humanitarian missions undertaken by the Brothers on behalf of Cuban rafters in the Florida Straits.

Finally, under the leadership of Dean Albert Smith and Professor Yanick Daniel, the Campus Spirit Committee is engaging the campus community in a hurricane relief drive. A local shipping company has agreed to donate a shipping container that will be used for collecting donations and shipping them to Haiti where Hurricane Jeanne caused the death of over 1,500 people and left over a quarter of a million

homeless and in desperate need of food, water, medicine and many daily necessities for survival.

These and many other activities in September 2004 provide a shining testimony of who we are as a community college campus. It is clear that we are an engaged and connected community of educators and learners; we are a campus where there are plentiful of intellectual, cultural, political, and civic excitement and exchange. Further, we are a community full of humanity where people do not hesitate to extend a helping hand to others in need.

I love BCC South Campus. I love our Campus Community.

Shouan Pan
Campus Provost

Correction

In the September edition of *Southern Breezes*, reference was made to the retirement of Judy Nichols. Inadvertently, the number of years she taught English at BCC was inaccurate. As opposed to 34 years as indicated, Ms. Nichols was actually an instructor here for 39 years. We apologize for this error.

Southern Breezes will be published monthly on South Campus. Information, announcements, photographs, and anything else of interest are welcome. Send your work to Dr. Patrick Ellingham, pellingh@broward.edu.

SOUTH CAMPUS HAS CLASS

This fall, South Campus embarked on an innovative project designed to help students negotiate the difficult demands of their first year in college. The project, CLASS (community of learners achieving student success), involved recruiting a group of students who tested into all three college preparatory areas. These agreed to follow a prescribed curriculum for one year and to adhere to several requirements. They were to be provided with many benefits: a series of workshops on a variety of topics relating to academic success; a study hall, where they could study individually and collaboratively (often with the help of an instructor) on assignments and quizzes, assistance from mentors and tutors; career counseling; a “classy” shirt and binder; and, of course, dedicated instructors who would meet biweekly to discuss their progress.

Some expected and documented outcomes of the project include the following:

- 1) a greater sense of connection to the college,
- 2) reduced feelings of isolation and anxiety,
- 3) a greater desire to motivate oneself and others,
- 4) integration of learning across several disciplines,
- 5) a sense of personal empowerment,
- 6) a love of learning and its potentialities,
- 7) Success—academic, professional and personal.

The teaching faculty for the fall: Sharon Rifkin—Wellness; Ray Dunn—Student Success; Gary Kay—Reading and English, have already noticed some promising developments: student attendance is better than in regular classes, there are fewer tardies, and students have already formed strong bonds. In addition, we have already helped one student to sort out transportation problems, and another who had difficulty receiving financial aid. We also have adopted several strategies to integrate skills across the three subject areas. Ray will incorporate concepts in Sharon’s Wellness class into his unit on

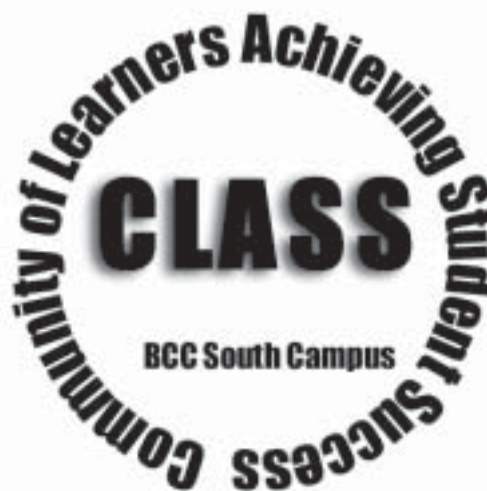
health, and I will xerox pages from the wellness text and use them to teach comprehension and vocabulary.

Since college preparatory students have difficulty transferring skills from one course to another, it was decided that I would teach students both reading and English. Instructing students one day in reading and the next in English would help create a reading/writing connection that would be sustained and consistently reinforced. I also have a more ambitious goal: to help students discover that reading and writing are connected to something larger—language, the “stuff that thoughts are made of.”

It’s hard to guard against “irrational exuberance” in the learning community market. So far, there is no need. For members of the learning community, the pedagogical glass is half full and rising.

We invite all faculty, administrators and support staff to contact us with comments, questions, and suggestions. Feel free to contact Gary Kay at ex. 8912; Debbie Sloan at 8903; Terri Justice at 8863.

Gary Kay



Learning Community Symposium

To BCC Faculty and Staff,

As one of the many “pockets of innovations,” learning communities (LCs) are gaining momentum at BCC. Faculty and Student Affairs staff at all three campuses are working creatively to organizing a variety of LCs which involve new and resourceful approaches to delivering instruction and student support services.

To further the institutional understanding of what LCs are, what they can do, and how best to organize them, the LC Steering Committee is pleased to invite you to the fall 2004 LC Symposium. Featuring four distinct tracks, including a keynote session by Dr. Jean Henscheid, Senior Fellow of National Resource Center for the First-Year Experience, the Symposium offers a unique opportunity for exploring LC theory and practice.

This Symposium is scheduled for 10:00 a.m.-3:00 p.m., Friday, October 22 on Central Campus in the Library (17/146). Because of space limitations, you are encouraged to register early by logging on to:

http://www.broward.edu/departments/staffdev/enrollment_form_LearningCommunity.htm. Lunch is provided for the Keynote Session, 11:45 a.m.-1:30 p.m. All sessions are pre-approved for professional development credits.

Shouan Pan, Ph.D.
Chair, LC Steering Committee
Provost, South Campus

Preparing for the Vote

A town hall meeting was held for candidates running for the US House, Florida Senate and US Senate on September 23rd in the mass media room at South Campus. The event was sponsored by Student Government and Academic Affairs. Dr. Hank Martel and Susie Hing served as co-moderators.

Among those present were State Representative Nan Rich (D) and businessman Fabio Andrade (R), who are running for the State Senate. The lone US Senate candidate was independent candidate, Mark Stuftt. His card stated that he had no party affiliation.



Margaret Hostetter (R)

The featured guests were Florida Senator Debbie Wasserman-Schultz (D) and Margaret Hostetter, both running for Congress, seeking the US District 20 seat vacated by Peter Deutsch (D).

Candidates responded to questions that had been prepared for them (as well as to each other), and then the audience had the chance to also suggest questions. Clear differences were seen among the candidates, and students came away with a clearer understanding of their positions on a number of issues.



Debbie Wasserman-Schultz (D)

Growing Up

The Child Care Center is taking shape. The project is on track and is scheduled to be done by March 2005.



Another Reason to Love South Campus

The newest garden on campus outside Bldg. 70. Another job well done by the South grounds staff. R - L : Lori LaBontee, Steve Johnson, Albert Canosa, Noel Myrie, Laura Ozment, Oswaldo Gomez and missing from photo: Sandy Parrish



Student Affairs

News from the Advisement/Counseling Center

- 1) We will be hiring Faculty Advisors to assist students for the upcoming year. They have expertise in their field, and they will also be able to advise students related to educational planning and career counseling.
- 2) The counseling/advisement center is now taking appointments. Students don't need to wait in line; they can schedule an appointment!
- 3) New student orientation will begin in November and continue through Jan.
- 4) FAU transfer day is Oct 6th. They will set up tables and booths on the breezeway.
- 5) FIU day is Oct 11th. They will set up in the breezeway as well.

Kevin O'Rorke

New Addition

There is a new addition to the testing center. Veronn Benhamin comes to BCC from FAU with a Bachelor's in Social Work. She is originally from St. Croix in the Virgin Islands. She hopes to attain Master's Social Work or School Guidance. Veronn previously worked for the Testing Center at FAU, Davie.

Hispanic Heritage Luncheon

On Thursday, September 30th, SGA sponsored a luncheon for Hispanic Heritage Month. Guest speakers were Jose Basulto, Jorge Lares, and Hugo Cortez from Brothers to the Rescue.



Dr. Pan with Jorge Lares, Student Government President, Susie Hing, Jose Basulto, and Dr. Martel



Jorge Guerra, Dean of Aviation and Automotive Technology, addresses the group



Members of the group, including Senor Buford, enjoying the meal



BCC President, Larry Calderon, Speaks



MOVING IN CIRCLES

It's here, and it's certainly different. South Campus proudly announces a cutting edge innovation in its teaching of college composition. Our department of English now offers the instruction of ENC 1101 in the program called, "Writing Circles."

According to department head Dianne Lamb, "We're offering something a college student can usually only get at the most expensive, private universities in the country- a ratio of five students to one professor."

What exactly is this dynamic composition format, and how does it work?

"Writing Circles" is a learning community that has been implemented for the past five years at Florida International University. This program brings a style of instruction predominantly found in campus writing centers rather than in classrooms. Group conferences, called "writing circles," consist of five students and the professor. Each "circle" group meets with the professor for one hour in a suitable study room, once per week. Their text consists of a workbook-style portfolio, complete with tear-out sheets and interactive CD's.

The standard ENC 1101 composition course model typically has 25 students meet in a classroom a few times a week. It's desired that students pay close attention for the class duration, and also spend time and effort outside the classroom on assignments. Instead, within the circles groups students not only come prepared, but also spend every minute of class time working on their writing.

As Ms. Lamb stated, "Students can't tune out of a class when they've got four other students expecting them to critique their writing. The Writing Circles program demands that they stay involved."

The groups are lead through the six stages of the "Circles" writing process: Observe, Imagine, Model, Draft, Revise, and Evaluate. In their portfolio text, students complete readings and interactive exercises corresponding to every stage of the composition

sequence. Their work is prepared in advance of group meetings.

During the weekly sessions, each student gets a specified amount of time to review his or her draft with the other four students in the group. The professor guides and contributes, ensuring a productive discussion for everyone. The circle's workshop atmosphere has all students engaged in activities for the entire meeting.

Critiquing is clearly the centerpiece of the program's concept. This regular, cyclical feedback from both group and professor guarantees that instruction is provided throughout the writing process. In addition, the structure of the course mandates that students arrive fully prepared for oral and written exchanges.

ENC 1101 can often be a difficult course for our first year students. They may enter a crowded classroom worried and fearful of precisely how to compose college papers. Students in my own writing circles groups this term have responded positively to the new format. Their comments thus far indicate writing doesn't seem quite as confusing a task. They have also voiced enjoyment of the intimate conference-type setting.

This method of teaching composition may have found a home here at South Campus. "Students bond in these small groups, helping each other become better writers. They also learn to be good editors," noted Ms. Lamb. I echo her sentiments. Though the program name might suggest we're moving in "circles," we are indeed moving forward in our quest to better serve BCC students.

Lisa Biagi

