

Appendix C
Success of Full E-mersion Model
2003 Letter Nominating Chris Juzwiak
for David R. Pierce Faculty Technology Award

It is my pleasure, as the Superintendent/President of AACC-member Glendale Community College, to nominate William Chris Juzwiak for the 2004 David R. Pierce Faculty Technology Award. As a full-time member of our English Department in good standing, Chris is a leader in our efforts to implement innovative and effective uses of instructional technology, and we are grateful for the services he has provided as a role model and mentor to colleagues across campus. His leadership was recognized by the full faculty this past year when he won the 2003 Craven Award for exemplary teaching of composition. He is an outstanding teacher who has inspired faculty and students alike to overcome limitations and recognize the power of technology to help them excel.

Though Chris teaches and uses technology to great advantage in advanced courses for our most accomplished students as well, he specializes in courses for developmental students. As at other colleges across the nation, our developmental courses enroll a disproportionate number of traditionally underserved students, including Hispanic, Black, and the disabled. **Developmental students come to college ill-prepared for success, not only because they lack reading and writing skills, but often because their self-perception, motivation, attitudes, and behaviors have not served them well in school. Chris' innovative uses of technology empower these students and move them forward. Students succeed in his developmental English classes at a rate 8% higher than the departmental average and outperform students from other classes in the next level as well. Chris's students complete the Associate Degree level English course at a rate 7% higher and succeed in that course at a rate 11% higher than students who begin their work without benefit of his technology-reliant methodology and the inspiration he provides them to overcome obstacles, persevere, and succeed.**

Let me share with you just a little about his history and methods. Chris was an early adopter of the WebCT course management system. Though he had few technology skills when he began, he quickly honed innovations that effectively address the special needs of developmental students. Spurred by the unprecedented enthusiasm and progress of his students, he quickly learned PowerPoint, Frontpage, HTML, and the full suite of WebCT tools. He recognized the extraordinary potential of web-based instruction to promote an essential revision of developmental instruction by 1) revitalizing the materials; 2) making repetition engaging; 3) personalizing the learning experience; 4) bridging course content with broader life experience; and 5) leveling the playing field among students of diverse skill levels and learning styles. With his objectives clearly defined, Chris forged an educational experience that motivates his students, enhances their comprehension and retention of course content, and nurtures their life-long learning abilities.

His classroom activities and class websites incorporate robust multiple media. He has transformed PowerPoint slide shows into interactive grammar and composition lessons with sound, color, and movement that his students can access independently. He also provides lecture slides, streaming video, photo galleries, film clips, hyperlinked writing samples, and numerous quizzes in WebCT that allow students multiple opportunities to learn from their mistakes, take alternate versions, and demonstrate their incremental mastery of each skill. Alert to the limitations of standard textbooks to engage developmental learners, Chris has converted much of the course textbooks to electronic format, rendering them interactive and embedding them with supplemental material. In addition, of course, Chris links the students to the publishers'

companion website, where they complete various activities. Furthermore, to provide the resources and motivation necessary for writing assignments, Chris has assembled “the best of the World Wide Web,” linking students to outstanding grammar sites, databases, library catalogs, cultural and political sites, and humanitarian organizations such as Greenpeace, Amnesty International, Tolerance, and Biogems. Each week, he posts outstanding student work, highlighting the strengths within these examples. By clicking on an “Email the Author” link on each, other students provide feedback easily and directly. Chris even creates a communicative bridge from one semester to the next, as he presents his new students with online advice from previous students called “Passing the Torch.” To help his students develop attitudes and self-knowledge that will allow them to be successful in all future endeavors, Chris engages them in a variety of web-enhanced activities exploring their goals and the steps that will lead them to goal achievement, as well as their emotions, values, and use of time.

As a result of these many activities, Chris’ students acquire the skills they need to comprehend difficult text, evaluate it, and use it to support reasoned positions in well-written, grammatically correct essays. This is a remarkable achievement for students who begin Chris’s classes reading and writing somewhere between a 3rd and an 8th grade level. Equally remarkable is the fact that the preponderance of electronic materials has never presented a sustained barrier to this vulnerable student population. Instead, through a structured, seemingly seamless incorporation of technology, Chris moves his students to unanticipated levels of competence and achievement before they have an opportunity to doubt their ability.

Chris has generously shared his innovations. As Chair of the Developmental Writing Committee, he has been tireless in his campaign to educate and rally developmental faculty to tap into the vision and contribute their own innovations. Currently, four out of five of our full-time Developmental English faculty use variations of Chris’s websites in their classes, and the momentum is growing. As a result, an ever-larger population of formerly underserved students is receiving cutting-edge educational opportunities. Chris has conducted many on-campus multidisciplinary workshops and presented at the Academic Senate for California Community Colleges’ 2001 Curriculum Institute and the 2002 ECCTYC Conference. He is now preparing workshops for faculty at our feeder high schools and the English Department at California State University, Northridge and for a presentation, “The Full E-mersion: Developmental Deep Space and Beyond,” at the 2004 League for Innovation Conference.

I can’t imagine a better candidate for the David R. Pierce Faculty Technology Award than W. Chris Juzwiak, and it is with great pleasure that I forward this nomination.

Sincerely,

John Davitt
Superintendent/President