Affective Learning in the Accelerated Learning Program for Developmental Writing Students

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Accelerated Learning Program for Developmental Writing Students

ALP at Middlesex Community College (MCC)

Overview of ALP

- An ALP student is one taking ENG 101, College Composition, and a special course called ENG 099, Writing Skills Seminar, during the same semester.

- The ENG 099 class is designed for students whose reading placement score is above 68 but who still need developmental writing.

- ALP students take special sections of ENG 101 where they study with ALP students as well as with other traditional ENG 101 students who are not taking ENG 099.
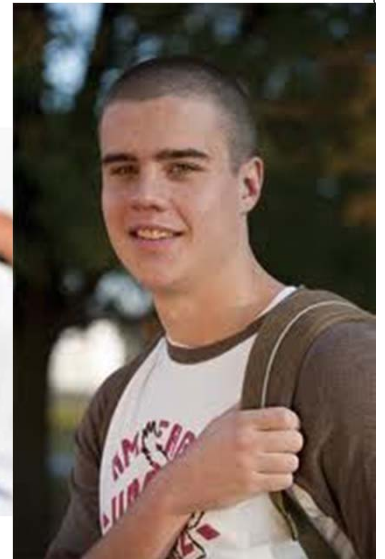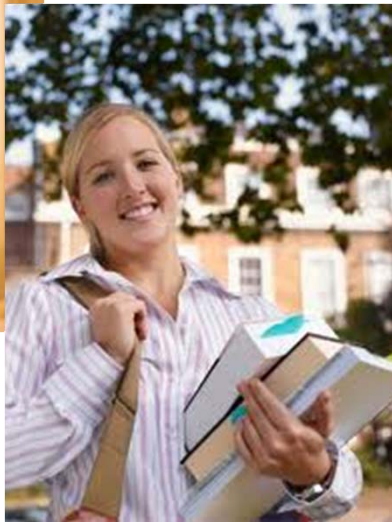
Placement of Students in the Writing Sequence at MCC

Students are placed into Writing Courses based upon the following formula:

(3 x WP) + (.4 x RD) = English Placement Score

WP = Writeplacer score

RD = Computerized Reading Test Score

The cutoffs for placement are as follows:

ALP ➡️

ENG 065	less than 30
ENG 071	30 – 47
ENG 099	30--47 & RD>=68
ENG 101	48 – 59 & RD>=68
ENG 101 Honors	60 and above & WS>=7

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ENG 099—Writing Skills
Seminar

* 12 Developmental Writing
Students
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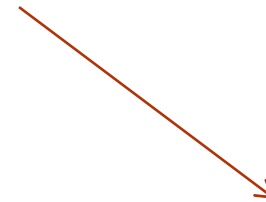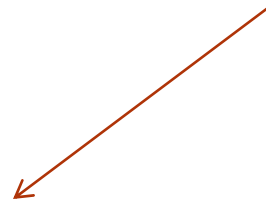
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ENG 101—College Composition I

• 6 Developmental Writing
  Students from the cohort
  enrolled in ENG 099

+

• 16 Traditional Comp I students

=

      22 Students Total
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Three Guiding Principles of ALP

- Empower students to take responsibility for their learning

- Scaffold Comp I assignments
to make them more manageable

- Build sentence level skills by
spending at least one hour per week
with the instructor in a computer lab.

The First Principle

Empower ALP students to revision themselves as facilitators of their own educational and life experiences by developing problem-solving, personal responsibility, and self-assessment skills which will enable them to be successful in their academic pursuits.

The Problem

- In the Spring of 2011, one other instructor and I each piloted a section of twelve ALP students.

- Two of my students remained in and successfully completed both classes.

- Four of the other instructor's students successfully completed both classes, and one successfully completed

  099, but not 101.*

*In our program, it is possible to pass
ENG 099 if a student achieves a passing grade
in ENG 099 and passes a final writing exam
which is scored holistically by two other
instructors in a group grading session.

Some Investigation

- After talking with the non-successful students, we were able to conclude that the majority of them withdrew or stopped attending due to personal reasons.

- This led us to conclude that since students who test into developmental classes, and are therefore, candidates for accelerated learning programs, often face significant challenges balancing work, personal, and academic commitments, they often feel overwhelmed.

- They also see themselves as captives of their past learning experiences and struggle to revision themselves as capable and even successful students

Addressing the Affective Domain of Learning

By offering these students assignments and activities that enable them to self-assess and take responsibility for their own lives, students develop tools for problem solving and self-motivation and feel more capable of appropriately managing their time commitments and achieving their goals.
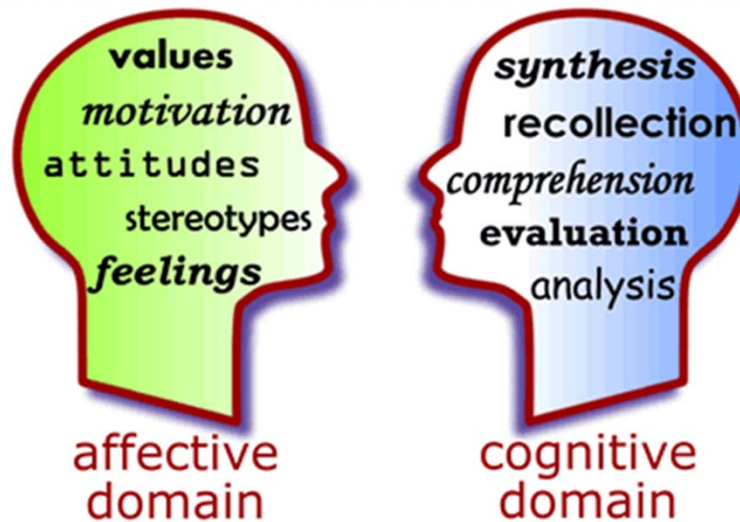
What is Affective Learning?

Image by Karin Kirk, SERC

Affective Learning Theories

- Affective learning refers to the way a person learns to change his or her values, attitudes, or behaviors with regards to a particular person, situation, event, etc.

- **"Affective-cognitive consistency theory** examines the relationship between attitudes and beliefs and posits that individuals are in an unstable state when their attitudes towards an object, event or person and their knowledge about that object, event, or person are inconsistent."

- In this unstable state, individuals can begin to reform their attitudes and beliefs in connection with new experiences and metacognitive exercises.

(Miller 2001)

Assignments and Activities

- Reading, journal assignments, and class discussions based on Skip Downing's *On Course* textbook.

- Correlations between affective learning and writing skills instruction. Example: Late Paper Case Study and Point of View Paragraph

- Connections between the students and the college environment. Example: Student Success Quest

- Time management strategies. Example: Time Commitment Rubric

- Enhancing Personal Responsibility Semester Assignment

On Course Textbook

- This textbook provides readings, journal prompts, and case studies on topics like:

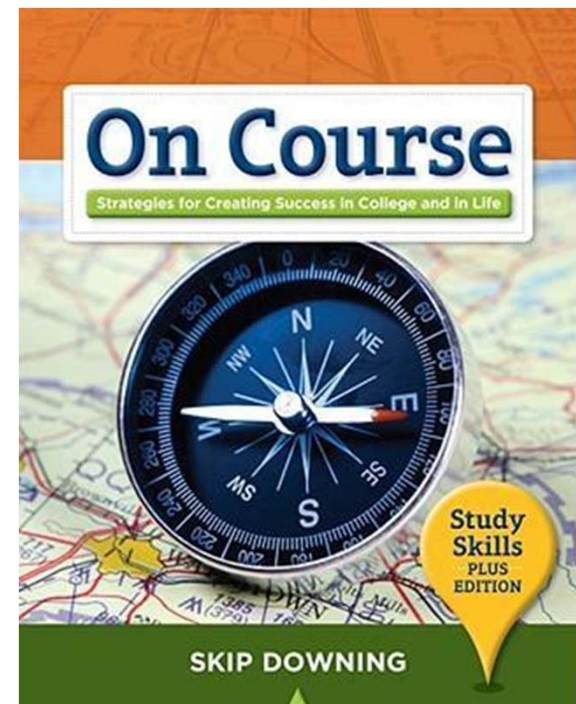   Personal responsibility

    Self management

    Self motivation

    Emotional Intelligence

    Interdependence

    Life-long learning

Creating Seamless Transitions between Affective and Cognitive learning

- The Late Paper Case study creates an opportunity for class discussion about a student's own personal responsibility for his or her learning.

- This turns into a quick-writing prompt: *Write about a time when you made a choice that had negative consequences.*

- Class community is built through sharing of written responses.

- Student are then given a short lecture on paragraph structure and asked to revise the quickwrite into a paragraph.

- The next class session includes a lesson on shifting point of view from first to third person, an introductory peer workshop lesson, and an opportunity to reflect on what was learned about point of view.

Connections to the College Community

- The Student Success Quest is a scavenger hunt which encourages classroom community and familiarizes students with college resources.

Time Management

- In order for students to understand the value of time spent on schoolwork, we have them complete an assignment called The Time Management Rubric.

- This assignment is given at least twice in the semester so that students can then complete a follow-up writing assignment which encourages them to reflect on changes in their attitudes and behaviors.

Personal Responsibility

- The Enhancing Personal Responsibility Assignment is a semester long tool for the student to self-assess his or her growth and development in areas related to personal responsibility.

RESPONSIBILITY:
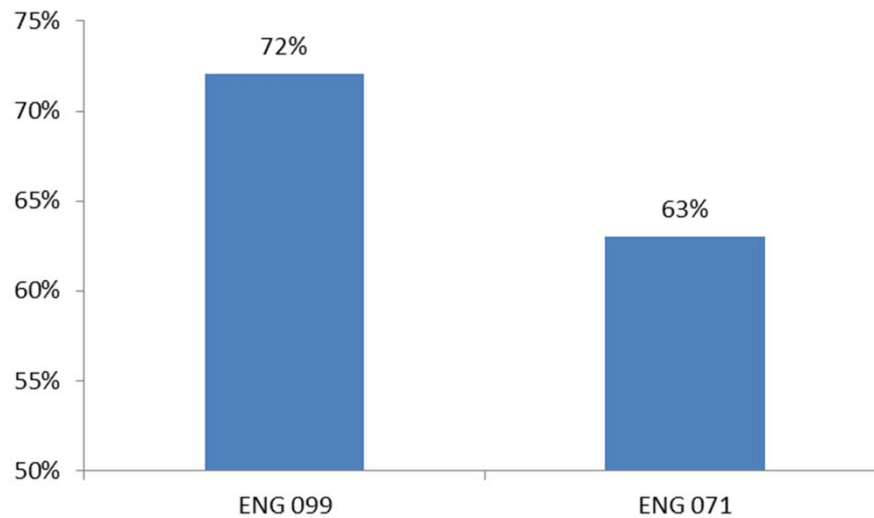THE ABILITY TO
CHOOSE
YOUR RESPONSE.
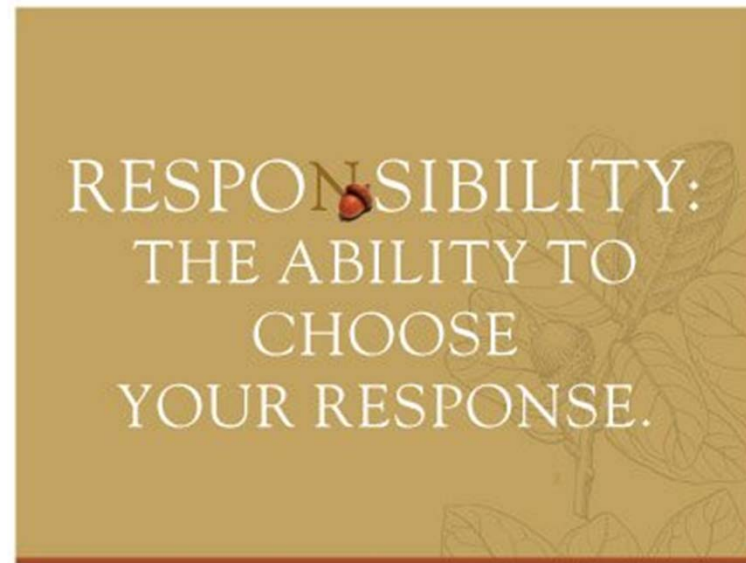
The Data—Some Encouraging Results

Course Completion Rates for Fall and Spring, 2011-12

- Students taking ENG 099 are more likely to complete the course (72%) than students taking ENG 071, traditional Basic Writing, (63%) during the same semester

Fall 2011: Grade in ENG 101

- ALP students were more successful in ENG 101 than Non-ALP students, based on earning a grade of C- or better in ENG 101

- 71% of ALP students received a C- or better in ENG 101 compared to 58% of Non-ALP students

		ALP			Non-ALP		
Students Success (ALP versus Non-ALP) Based on Grade of C- or Better in English 101							
Fall 2011							
	Total N	N	N	%	N	N	%
		Enrolled Eng 101	C- or Better Eng 101	% C- or Better Eng 101	Enrolled Eng 101	C- or Better Eng 101	% C- or Better Eng 101
Group 1	47	12	11	**92%**	35	25	**71%**
Group 2	45	12	8	**67%**	33	11	**33%**
Group 3	41	10	5	**50%**	31	16	**52%**
Group 4	44	12	12	**100%**	32	23	**72%**
Group 5	41	12	6	**50%**	29	10	**34%**
Group 6	44	12	8	**67%**	32	26	**81%**
Total	262	70	50	**71%**	192	111	**58%**

THE BIG QUESTION

Did the affective learning assignments from ENG 099 impact the students' success and persistence in courses beyond the Fall 2011 semester?

Fall 2011: Persistence Spring 2012

- ALP students were more likely to enroll in the spring semester than Non-ALP students

- 83% of ALP students enrolled in spring 2012 compared to 76% of Non-ALP students

	Total N	Students Success (ALP versus Non-ALP) Based on Fall 2011 to Spring 2012 Persistence							
		ALP				**Non-ALP**			
	Total N	N	N	N	%	N	N	N	%
		Enrolled ENG 101 Fall 2011	Returned Spring 2012	Did Not Return Spring 2012	% Returning	Enrolled ENG 101 Fall 2011	Returned Spring 2012	Did Not Return Spring 2012	% Returning
Group 1	47	12	8	4	**67%**	35	25	10	**71%**
Group 2	45	12	9	3	**75%**	33	24	9	**73%**
Group 3	41	10	9	1	**90%**	31	26	5	**84%**
Group 4	44	12	11	1	**92%**	32	22	10	**69%**
Group 5	41	12	9	3	**75%**	29	24	5	**83%**
Group 6	44	12	12	0	**100%**	32	25	7	**78%**
Total	262	70	58	12	**83%**	192	146	46	**76%**

Fall 2011 ALP Students: Continued Success in ENG 102: Introduction to Literature
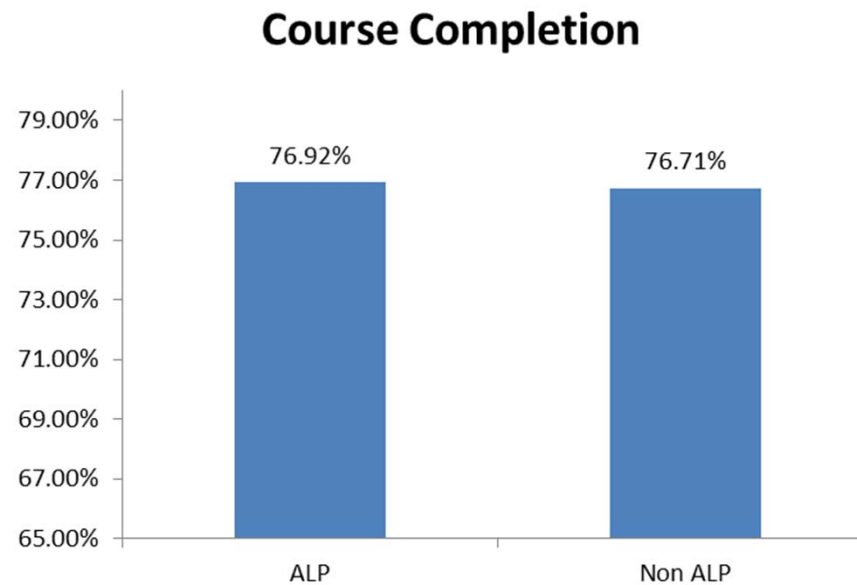
- 28 out of 42 (66.67%) ALP students received a C- or better in ENG 102 whereas 63 out of 90 (70%) non-ALP students received a C- or better in ENG 102.

- This data shows that the ALP students are performing at almost the same level of success as students who take a traditional path through the writing sequence.
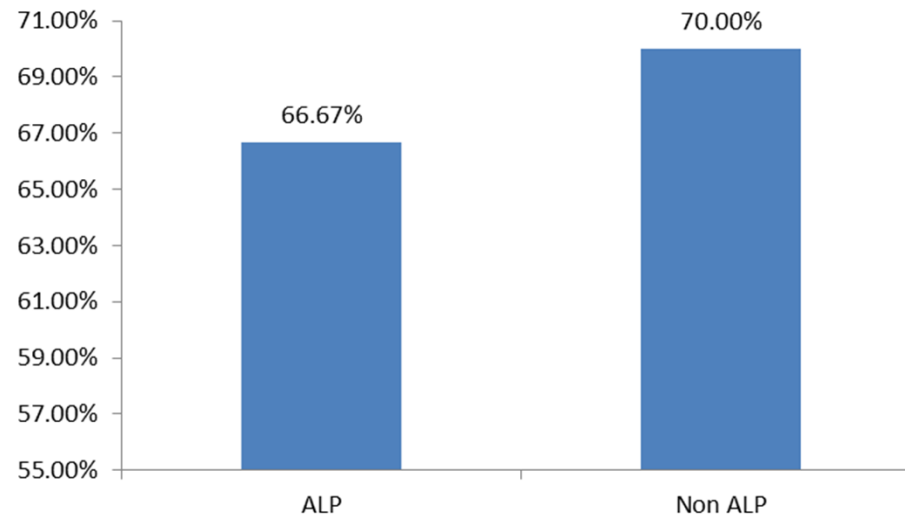
Fall 2011 ALP Students: Overall Course Completion during Spring 2012

- ALP students completed 130 out of 169 (76.92%) of their courses in Spring 2012.

- non-ALP students completed 280 out of 365 (76.71%) of their courses in Spring 2012.

Course Completion