

Pre-conference Workshops: Monday, June 15th

PRE-CONFERENCE SESSION 1 9:00-12:00

Time	Event	Location
8:00 –9:00	Conference Check-In	TBA
8:00 –9:00	Continental breakfast	TBA
9:00-12:00	<p>Title: Nuts and Bolts of ALP Dr. Haleh Azimi and Professor Elsbeth Mantler are the current Co-directors of ALP at The Community College of Baltimore County. This interactive workshop will focus on the essential elements of the ALP model including, but not limited to: Integrated Reading and Writing, thematic units, non-cognitive issues, and structuring the course. The lecture will also bring in institutional data from CCBC’s 10+ years of ALP to understand how this model has and is impacting students. This session will be helpful for faculty, staff and administrators as it is focusing on both andragogy and data to paint a picture of ALP from many facets of the institution. Presenters: Haleh Azimi, Co-Director ALP, CCBC Elsbeth Mantler, Co-Director, ALP, CCBC</p>	TBA
9:00-12:00	<p>Title: Telling (and Illustrating) Stories with Data There is a great deal of focus in higher education on data-driven decision making. However, data can be intimidating and many practitioners feel overwhelmed by collecting, analyzing, and presenting data about their programs and reform efforts. In this workshop, participants will learn a simple model for storytelling with data, including the types of data they could gather and how to use data to effectively tell their story to a variety of audiences, with an emphasis on data visualization and reporting strategies. Foundational concepts in data visualization including choosing fonts wisely, using color effectively, formatting tables and graphs, and improving PowerPoint presentations will be addressed. Presenter: Dawn Coleman, Independent Evaluation Consultant</p>	TBA
9:00-12:00	<p>Title: Accelerating policies, practices and pedagogy to support linguistic diversity: A Critical Language Awareness approach What does Acceleration mean in the context of linguistic diversity? This session applies the philosophical principles of acceleration to consider how our policies,</p>	TBA

practices and pedagogy impact multilingual students. Participants will rethink definitions of linguistic diversity and explore how language ideologies inform our work in higher education, often serving as linguistic gatekeeping practices that disadvantage multilingual students. Presenters advocate using basic principles of linguistics to increase knowledge and thus empower multilingual students, with an emphasis on access, student agency and support.

Through engaged discussion, attendees will deepen their understanding of linguistic principles and consider how to apply them in their own contexts. Specific strategies to support linguistic diversity inside and outside of the classroom will be discussed, with special emphasis on developing critical language awareness. Through interactive activities, participants will explore how a critical language awareness approach can foster greater appreciation for linguistic diversity and effect structural change at institutions.

Presenters: Rachele Lawton, CCBC, Professor, English for Speakers of Other Languages, Chair, Academic Literacy and Languages Department

Christa de Kleine, Ph.D
Professor of TESOL
Notre Dame of Maryland University

9:00-12:00

Title: A Successful Integrated Reading, Writing, and Critical Thinking Literacy Model for Developmental and Co-Requisite Classes

TBA

The Academic Literacy Model of integrated reading, writing, and critical thinking has proven successful with developmental classes and first year composition co-requisite configurations. Presenters will describe the methodology used to create engaging thematic units which integrate literacy competencies and share actual classroom experiences that foster critical reading and thinking to facilitate academic writing. The workshop will include an overview of backwards design and components of effective thematic units, sample IRW thematic lesson activities, and a brainstorming session in which participants share ideas for adopting IRW thematic units in their respective classrooms. Participants and

presenters will also have intermittent opportunities for questions and discussion.

Presenters: Sharon Moran Hayes, Director of Academic Literacy

Denise Parker, Academic Literacy/ALP Faculty

Nancy Parker, Academic Literacy/ALP Faculty

12:00-1:00 Lunch Break on Your Own

PRE-CONFERENCE SESSION 2 1:00-4:00

Time	Event	Location
1:00-4:00	<p>Title: The Development and Evolution of an Accelerated Mathematics Model</p> <p>Are you tasked with developing a mathematics co-requisite model and do not know where to begin? Start here! This sessions describes the Accelerated Mathematics Program (AMP) at the Community College of Baltimore County (CCBC). This cohort model primarily serves STEM track students and is often easy to replicate at other institutions. Presenters will discuss a detailed description of the model, best practices for AMP pedagogy, data collected over the past decade, reforms made to placement, and the unique advantages of integrative learning.</p> <p>Presenter: Jesse Keifner, Director of AMP, CCBC</p>	TBA
1:00-4:00	<p>Title: Constructing the Syllabi and Course Plan for Paired Co-Requisite Writing Courses</p> <p>In this workshop, first, I will walk participants through how I would organize the syllabi for the first six weeks for an ENG 101 course and for the paired co-requisite course. Both courses will be organized around a theme and will include multiple readings and writing assignments and will include active learning examples, integration of reading and writing, and attention to non-cognitive issues. Following this demonstration, participants will work in groups on designing syllabi for the first six weeks of courses they plan to teach in the fall.</p> <p>Presenter: Peter Adams, Founder of ALP, Professor Emeritus, CCBC</p>	TBA

1:00-4:00

Title: Flippin the Script: Equitable Structures, Equitable Practices, Equitable Outcomes

TBA

In this workshop we ask how more equitable structures, like ALP and placement reform, can and should lead to more equitable practices in the classroom. By changing how we place students and how we structure classes, we can move toward pedagogical practices that foster radical faith in what students bring to the classroom. Speakers will discuss different approaches to encouraging self-directed writing projects that make use of students' own interests and experience, including their history with language, and antiracist writing assessment, including student-generated grading contracts. This workshop will be interactive.

Presenters: Kris Messer, Assistant Professor, CCBC ALP faculty

Jamey Gallagher, Associate Professor, CCBC ALP faculty

Elizabeth Hart, Instructor, CCBC ALP faculty
