**Beyond the Pilot Stage:**

**Supporting Faculty to Expand Successful**

**Accelerated Courses**

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Here is a space to write down any questions you have for us.

We will do our best to address questions at the end of the presentation.

If we do not get to your question, feel free to email us.

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**Strategies for Addressing Affective Issues**[[1]](#footnote-1)

1. Establishing & Maintaining Positive Relationships

*Community-building activities (e.g., ice breakers, early group projects); building in time for one-on-one work with students; watching out for our own emotional reactions and establishing a routine for talking individually with students who are exhibiting behaviors that impeded their own or other students’ learning*

1. Providing Class Time for Students to Process Content & Practice Skills

*Small group discussions, speed dating activities, student presentations, debates, independent and group activities in computer lab*

1. Regular Opportunities for Students’ Metacognitive Reflection

*Providing materials on topics connected to learning and asking students to write about how these connect to their experience; quick self-assessments connected to key assignments; longer self-reflection pieces; providing samples of strong student work and asking students to write about how they can improve their own performance next time*

1. Incentives and Accountability for Coming to Class and Doing the Work

*“Fess up” routines for when students haven’t done assignments; incentives for perfect attendance, firm policies on attendance; limitations on turning in late work*

1. Intrusively Intervening when Students Show Signs of Struggle or Disengagement

*Keeping a “worry list” and reaching out by email, initiating one-on-one conversations after class; monitoring who has turned in work and touching base with those who haven’t; asking students to reach out to those who miss class*

1. Maintaining a “Growth Mindset” Approach to Feedback and Grading

*Syllabus policies that allow students to recover from a weak start; providing feedback that explicitly appreciates the thinking/skills students are exhibiting and guides them re: next things to work on; intentionally using re-do’s and rewrites to foster growth; expectations that progress through major assignments over term*

Fullerton College

English 99 Training

Day One, Monday, August 11, 2014

Agenda

Facilitators: Jeanne Costello and Tamara Trujillo

Topic: Introduction to Acceleration: Background and Pedagogy

**9:00 – 9:30:** Introductions and icebreaker

**9:30-9:45** Setting norms

**9:45-10:00**: Community of Practice overview

**10:00-10:15:** English 99 Training Program Design

**10:15-11:00:** Reviewing the Case for Acceleration

* The Problem

--Basic Skills Pipeline Data/Basic Skills Cohort Tracker Activity

* Acceleration as Solution

--Models of acceleration & California Acceleration Project Website

* Results

--RP Group study findings discussion & FC data activity

**BREAK 11:00- 11:10**

**11:10-11:50:** Pilot Course Adoption – FC Community of Practice

--Panel Discussion with Q & A

**11:50-12:00:** CAP Principles of Instructional Design -- Overview

**12:00-12:30:** 1. Backwards design from college-level courses

--Course outline review activity

**LUNCH: 12:30-1:00**

**1:00-1:30:** 2. Relevant, thinking-oriented curriculum

--Course theme activity

**1:30-1:50:**3. Just-in-time remediation ‘

--Assignment review activity

**1:50-2:20**: 4. Low stakes collaborative practice

--Instructional Cycle activity

**2:20-2:50:**  5. Intentional support for students’ affective needs

--“Brainology” discussion activity

**2:50-3:00:** Feedback

Fullerton College

English 99 Training

Day Two, Tuesday, August 12, 2014

Agenda

Facilitators: Bridget Kominek and Mike Mangan

Topic: Course Planning and Design

**9:00-9:30**: Icebreaker: “Golden Line/Problem Passage” of RP Group’s analysis of Scalability of Acceleration.

**9:30-10:45**: What does this class actually look like?

* + Sample Syllabus
  + Sample Prompts
  + Sample Instructional Sequences for early and late semester units

**BREAK: 10:45-11:00**

**11:00-12:30**: “What do you when…”: Discussion and Activity to troubleshoot the following common problems:

* Students arrive to peer response day without drafts.
* Students arrive without having done the reading.
* Students are expression significant frustration/anger/despair/fear.
* Students have significant learning disabilities or behavioral issues.
* Students have significant ESL problems (in speech, writing or both).

**LUNCH: 12:30-1:00**

**1:00-2:45:** Addressing the Affective Domain: How to support students to help them persist?

* Mike and Bridget will share some different approaches they’ve utilized.
* Group Activity/Discussion: Strategies that might be used to help specific students (sample scenarios).

**2:45-3:00**: Q & A and Feedback

Fullerton College

English 99 Training

Day Three, Wednesday, August 13, 2014

Agenda

Facilitator: Doug Eisner

Topic: Supporting Reading

**9:00-9:15**: Reviewing the past two days and preview of today

**9:15-10:00**: Sample English 99 readings and small group discussion

**10:00-11:00:** Creation of Reading Activities and Written Assignments

**BREAK: 11:00-11:10**

**11:10-12:00:** Creation of Reading Activities and Written Assignments (continued)

**LUNCH: 12:00 – 12:30**

**12:30-1:30:** Group Presentations

**BREAK: 1:30-1:40**

**1:40-2:15:** Creating Units for Primary Texts

**2:15-2:50:**  Group Presentations and Question & Answer

**2:50-3:00:** Feedback

Fullerton College

English 99 Training

Day Four, Thursday, August 14, 2014

Agenda

Faciliator: Kim Orlijan

Topic: Understanding Student Writing Development and Responding to Student Work

**9:00-9:15:** Review of yesterday and preview of today

**9:15-9:45:** English 99 SLOs and Course Objectives

**9:45-1**0:30: Tracking Student Progress

**BREAK: 10:30-10:40**

**10:40-11:15:** Group Discussion on Student Progress

**11:15-12:00:** Reading Student Portfolios

**LUNCH: 12:00-12:30**

**12:30-1:00:** Group Discussion on Portfolios

**1:00-1:30:** End Comments

**1:30-1:45:** Group Discussion on End Comments

**BREAK: 1:45-2:00**

**2:00-2:45:** Closing Activity

**2:45-3:00**: Program Feedback

## Fullerton College

## English 99 Training

## Faculty Agreement

**Summer 2014**

We are delighted that you have agreed to participate as a faculty member in the English 99 Training. We look forward to building a Community of Practice around accelerated pedagogy with a group of instructors committed to creating a rigorous and supportive learning environment for the students in our new English 99 course. With a cadre of trained instructors, we will be able to scale up our offerings for students in the spring semester. Should you have any questions about your participation, please contact Jeanne Costello at jcostello@fullcoll.edu.

Please read the following statements and print and sign your full name at the end of this agreement. Your signature indicates your commitment to fulfilling this agreement.

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| Training Dates:  Attend all sessions of the English 99 Training:   * Four 5.5-hour sessions (with ½ hour for lunch): Mon., Aug. 11 to Thu. Aug. 14 from 9 am to 3 pm * Two hours of classroom observation of English 99 during Fall Semester (To be arranged) | | | |
| Recommended Follow-Up during Fall Semester:  Work with a mentor from the English 99 Level Committee to do the following:   * Develop ideas for course readings and assignments in preparation for teaching English 99 * Receive feedback on course readings and assignment drafts * Participate in the English 99 group portfolio grading session on December 12, 2014 | | | |
| Future Teaching Commitment:  By participating in this training, I am expressing my willingness to be assigned an English 99 for Spring or Fall 2015. | | | |
| Compensation:  For my participation in the English 99 Training Program, I will receive an hourly, professional expert rate of $20.00 per hour, for a total of 24 hours for the week. | | | |
| Printed Name: |  | Date: |  |
| Division: |  | Department: |  |
| Signature: |  | | |

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Department\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

Butte College 118 Training Record

12 hours of Training

|  |  |  |
| --- | --- | --- |
| **Session** | **Date** | **Notes** |
| Training Session #1 --- The Intro |  |  |
| Training Session #2 – Reading |  |  |
| Training Session #3 – Writing |  |  |
| Training Session #4 – The Wrap Up |  |  |

6 hours of observation (done in one- or two-hour blocks depending on what you work out with the 118 instructors you observe)

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| --- | --- | --- | --- |
| **Instructor** | **Date** | **# of Hours** | **Notes** |
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Participation in Portfolio Grading

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| --- | --- |
| **Date** | **Notes** |
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**When complete, submit this form to your department chair for approval.**

Approval\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Questions? Contact your department chair.

Irvine Valley College’s Collaborative Training Model

During the first semester they teach the accelerated course, instructors agree to use the same:

* 1. Theme
  2. Full-Length Texts
  3. Articles
  4. Videos
  5. Essay Units & Assignments
  6. Reading Quizzes
  7. Activity Format
  8. Timelines & Calendars

Beginning in semester 2, instructors are welcome to change materials. Last year, most simply modified the curriculum for their classrooms, rather than deviate from the shared resources.

Texts Used at IVC

Full-Length Texts

* *Drive: The Surprising Truth about What Motivates Us*  by Daniel Pink
* *The Power of Habit: Why We Do What We Do in Life and Business*  by Charles Duhigg

Supplemental Articles

* “The Significance of Grit” by Deborah Perkins-Gough and Angela Duckworth
* “The Key to Success? Grit” Angela Duckworth’s TED talk
* “Brainology” by Carol Dweck
* “Habits of Mind” from *The Framework for Success in Postsecondary Writing*
* “I Just Wanna Be Average” by Mike Rose
* “The Science of Shopping” by Malcolm Gladwell
* “Rat Park: The Radical Addiction Experiment” and “In the Unlikely Event of a Water Landing: Darley and Latane’s Training Manual—A Five Stage Approach” from *Opening Skinner’s Box* by Lauren Slater
* “The Perils of Obedience” by Stanley Milgram

Book Club Memoir

* Students choose one of three memoirs:
  + *Wild* by Cheryl Strayed
  + *My Beloved World* by Sonia Sotomayor
  + *The Blind Side* by Michael Lewis
  + *The Other Wes Moore by Wes Moore*
  + *The Happiness Project* by Gretchen Rubin
  + *The Freedom Writer’s Diary: How 150 Teens Used Writing to Change Themselves and the World around Them* by Erin Gruwell and The Freedom Writers

Essay Units at IVC

1. **Educational Autobiography**— Students choose one trait or concept from the texts we read for the unit (grit, fixed and growth mindset, habits of mind, autonomy, mastery, purpose, or how students float to the mark teachers set), explain it for their readers, and discuss how this trait or concept has impacted their motivation as a student, using specific examples from their educational history to support this claim.
2. **Changing Habits**— Students explain how a habit they have (or have had) follows the habit loop as explained by Charles Duhigg in Chapters 1-3 of his book *The Power of Habit* and come up with a plan to change this habit (or explain how they already changed it) based on Duhigg’s discussion of habit change.
3. **Shopping Habits (In-Class)**—Students read Chapter 7, “How Target Knows What You Want before You Do” from *The Power of Habit* and “The Science of Shopping” by Malcolm Gladwell, visit a retail store, and analyze the effectiveness of the store’s marketing strategies based on the concepts in the texts.
4. **Individual Responsibility for Habits**—Students argue whether Angie Bachmann, whose story they read about in *The Power of Habit* Chapter 9 “The Neurology of Free Will: Are We Responsible for Our Habits?,” should be held accountable for her gambling debts based on what they learned about addictions from reading Lauren Slater’s “Rat Park: The Radical Addiction Experiment”
5. **Human Cruelty**—Students discuss the motivations behind the seemingly cruel acts they read about in “In the Unlikely Event of a Water Landing: Darley and Latane’s Training Manual—A Five Stage Approach” by Lauren Slater and “The Perils of Obedience” by Stanley Milgram, touching on how habits impact choices even in extreme situations.
6. **Book Club**—In small groups, students read a memoir of their choice (out of three options) and write about the message about motivation and change in their memoir by connecting to at least 3 of the texts we have read throughout the semester.
7. **Habits of Mind (In-Class)**—Students revisit the “Habits of Mind” excerpt and discuss how they have developed 3 of the habits discussed in the document over the semester, using specific examples from their experiences in the class.

Instructional Cycle for Irvine Valley College’s

WR 399: Accelerated Introduction to College Writing

Cycle repeated for each unit of the course

**Open Book Quiz**: Students move from informal and oral discussions to explaining key ideas in their own writing. The quiz also provides incentive and accountability for completing the reading.

**Post-Reading Activities**: In-class group activities for students to process, clarify, and engage with ideas from the readings. These practices include group discussions, debates, poster presentations and games, such as “speed-dating.”

**At-Home Reading Activities**: Students complete guided practices to increase their awareness of strategies for approaching academic reading, reasoning, and writing. These include writing directed summaries, completing double-entry journals, and annotating text.

**Pre-Reading Activities**: In-class activities or discussions to activate the students' background knowledge on the topic. The teacher provides guidance regarding what to pay attention to, key terms that may be unfamiliar, and portions of the text that students may find challenging.

**Essay Writing Workshops**: Students move from explaining discrete portions of the reading to integrating, synthesizing and building arguments. Students must articulate and support their own perspective while demonstrating a clear understanding of the readings. Students perform peer evaluations and self-evaluations while the teacher conducts one-on-one conferences to discuss preliminary drafts.

**Evaluation Process**: On the day the students submit the essays, the teacher initiates just-in-time remediation activities, allowing students time to edit their essays and write self-reflections on their writing process. As the next cycle begins, the teacher uses the common rubric to evaluate the essays, using a high pass, pass, low pass, and no pass model, providing comments that focus on strengths and look forward to areas of growth for the next essay assignment.

Adapted from the instructional cycle developed by Katie Hern, Chabot College, California Acceleration Project

1. Original handout developed by Dr. Katie Hern for a California Acceleration Project workshop. [↑](#footnote-ref-1)