

The Nuts and Bolts of Teaching Integrated Reading and Writing



**CONFERENCE ON ACCELERATION
IN DEVELOPMENTAL EDUCATION
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Presenters



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Presentation Overview



- Introduction to ACLT 052
- Course Design Process and Faculty Collaboration
- Skill-embedded Curriculum
- Thinking-focused Pedagogy
- Growth-centered Assessment
- Student Success Data
- Professional and Student Development
- Discussion and Questions

Developmental Reading and English at CCBC



- Reading 051 –5 hours (36-60)
- Reading 052—4 hours (61-78)
- English 051—4 hours (up to 57)
- English 052—3 hours (58-89)
- Reading 052/English 101 Learning Community—8 hours
- English 052/101 Accelerated Course—6 hours

What is ACLT 052?



- 5-hour integrated Reading and English course focused on critical thinking
- Students with the following placements are eligible to enroll in ACLT 052:

ENGL 051 and RDNG 051

ENGL 051 and RDNG 052

ENGL 052 and RDNG 051

ENGL 052 and RDNG 052

- Successful students move directly into credit courses with developmental reading and English pre-requisites

Success in ENGL 101 for 051 & 052 Students



Fall 2010 Semester	Number of students Enrolled	Number of students who then enrolled in ENGL 101	Pass Rate for those who enrolled in ENGL 101	Passed rate in ENGL 101 for those in the original cohort
Students Enrolled in all combos of 051 and 052 (except for double ENG/RDNG 052 placements)	711	26% (182) By Spring 2012	67% (of the 182 students from the original cohort of 711 students)	17% (122) In 4 semesters

Students with an 051 placement—**the most at-risk group**—were NOT getting through the developmental Reading and English sequence. There were too many exit points.

Benefits of ACLT 052



Authentic college-level
experience

Multiple low-risk
opportunities for
students to discuss,
think, and write

Increases students'
familiarity with
academic culture by
attending to the
affective domain

Eliminates exit points
and shortens pipeline
for students

Lowers cost of
developmental
coursework for students

Capitalizes on the
heterogeneous class
environment and
eliminates the mental
classifications of 051
and 052

Think, Pair, Share



- What are the greatest needs amongst developmental reading and writing students at your institution?
- What are the challenges and/or barriers to integrating developmental reading and writing instruction at your institution?

How Do We Do It?



Embedded Skills



Academic
literacy and
academic
discourse

The reading-
writing process

Critical reading,
writing, and
thinking

Reader
response

Using source
materials

Writing and
evaluating
arguments

Grammar,
punctuation,
spelling, and
usage

Audience
awareness

Essay
organization
and
development

Grading



- Successful completion requires 70% average
- research-based project synthesizing 3+ sources
- in-class writing assignments
- individual presentations
- technology-based assignment
- four (4) essays that use a variety of rhetorical modes to make a convincing argument
- common end-of-semester portfolio assessment worth 30% of the final grade

Unit Format



Themes and
Texts

Unit Exam (In-
class Writing
Assignment)

Essay

Reading/Writing
Skills Mini-
Lessons

In-class, Post-
reading Activities

Pre-reading/Pre-
writing Activities

Independent
Reading w/
Guide Questions



Skill-Embedded Curriculum



Guiding Principles: Curriculum



- Not based on the outcomes for the existing courses
- College-level tasks with an emphasis on English 101 and other 100-level credit courses
- Students “practice college” instead of working on pre-college skills
- Whole, complex reading instead of paragraphs
- Address affective issues through course assignments and activities
- Not a literature course

“We Don’t Need No Education”: The Politics of Schooling

Essential Questions:

- Does education really empower us?
- What purpose does education serve in our society?
- Is education truly the “great equalizer”?

Reading/Writing Skills:

- Academic Habits of Mind
- The Reading-Writing Process

- **Essential Questions**—provide the larger context for critical thinking and discussion
- **Embedded Skills**—introduce students to the “academic state of mind” and basics of academic reading and writing

“We Don’t Need No Education”: The Politics of Schooling

Texts:

- “Living in Two Worlds” (Marcus Mabry)
- “Social Class and the Hidden Curriculum of Work” (Jean Anyon)
- “Against School” (John Gatto)
- “I Just Wanna Be Average” (Mike Rose)
- “The Achievement of Desire” (Richard Rodriguez)
- **Affective Issues**—address lack of “student posture”, provide space to interrogate previous educational experiences, and provide an opportunity to create a new “narrative”
- **College-level Texts**—examine various educational narratives as a springboard for self-examination

“We Don’t Need No Education”: The Politics of Schooling



Unit Essay—focus on “big ideas” and critical thinking

- Horace Mann, an advocate of American public education declared that, *“education...beyond all other devices of human origin, is a great equalizer of conditions of men --the balance wheel of the social machinery...It does better than to disarm the poor of their hostility toward the rich; it prevents being poor.”* Guided by this idea, most Americans still believe that education leads to self-improvement and can help us empower ourselves—and perhaps even transform our society.
- The reading selections in this unit present several different perspectives on the “politics of schooling” and offer insight on the impact of education. Using these reading selections as a lens, discuss whether or not Horace Mann’s idea of education as the “great equalizer” is a myth or a reality.

Thinking-Focused Pedagogy



Guiding Principles: Pedagogy



- Turn our assumptions on their head or “before they can do this, they have to do this.” Start with the real academic tasks right away—not baby steps
- Use a thematic approach
- Use active learning techniques
- Use triage to deal with student areas that need support rather than lowering the entire curriculum to sub-skills—“just in time remediation”
- Have a “growth mindset” towards students and their progress
- Help grow student sense of responsibility

Typical Class



Quiz on
homework

Small group
comprehension-
based activity

Quick-write on
theme-related
critical thinking
question

Mini lesson on a
timely
reading/writing
skill

Exam
preparation

Essay planning
and drafting

Peer editing

Instructor-
student
conferencing

**Every day is different
“No Autopilot”**

The 'So What?' Factor: “The Ghetto Made Me Do It”



Quiz Questions

- Who is Felicia “Lisa” Morgan?
- What is the “ghetto defense”?
- Why was PTSD mentioned in the article?

Critical Thought Questions

- What does “cultural psychosis” and “psychosocial history” (8) have to do with Morgan’s ghetto defense?
- Which of the criticisms against the “ghetto defense” is the most disconcerting? Why?
- What relationship exists between the “ghetto defense” and society’s responsibility?
- What implications does the ghetto defense have for the debate over the death penalty?

Writing an Essay Conclusion



Deductive Instruction

- Discuss the purpose and characteristics of a good conclusion.
- Provide a handout with strategies for writing a good conclusion.
- Instruct students to use one of the strategies.

Inductive Instruction

- View the last scene of *The Sopranos*.
- View the last scene of *The Wire*.
- In groups, decide what makes a good conclusion.
- As a class, compose a list of characteristics for essay conclusions.

Test Response



Question

Bonus: Choose one concept from Paolo Freire’s “The Banking Concept of Education” and relate it to one of the other assigned reading selections. Ideas could include: banking education, problem posing education, humanization, consciousness.

Answer

In “The Banking Concept of Education,” Paolo Freire favored the problem-posing method of education. This meant the students needed to be a part of what they are learning. It also relates to the world around them. People need to be a part of the world and not just in the world. This is also something that Frederick Douglas realized. He was just another slave, but then he educated himself. He knew he had to do something with his knowledge so when he learned the word “abolish” and he became an abolitionist and a key person in the freedom of slaves. Everyone needs to learn to be a part of their surroundings and not just in them.

Growth-Centered Assessment



Guiding Principles: Assessment



- Holistic approach to assessing student work—look at content as well as grammar and mechanics
- Progressive approach to grading: tolerance for less than perfect work early in the semester
- Provide a lot of “low-risk” opportunities to talk, think, and write before graded, higher-stakes assignments
- Embrace 3 Goals:
 - Independently read and understand complex academic texts
 - Critically respond to the ideas and information in those texts
 - Write essays integrating ideas and information from those texts

Assessment



While reading, focus on...

- Engaging with ideas
- Assessing comprehension
- Identifying emergent skills
- Targeting areas for improvement

While still being aware of:

- Audience and tone
- Sentence complexity and structure
- major grammar and mechanical errors

Assessment



After reading comments:

- What stands out about the writing?
- With what ideas is the student engaging?
- What are the essay's strengths?
- What 1-2 areas would most improve the essay?

- Encourage appropriately
- Give specific suggestions

The Grammar Question

- Triage / Just-in-time
- Most urgent needs first
- Assess group needs
- One-on-one or brief lectures
- Always practice grammar in context

Assessment



Walmart founder Sam Walton once said, "I pay low wages. I can take advantage of that. We're going to be successful, but the basis is a very low-wage, low-benefit model of employment." So what does that tell you? Well I can tell you, what I think of that statement. I think that, If Wal-Mart wants to continue making thousands of dollars per year, than Walmart should not only worry about how much money Walmart can make, but how successful Walmart employees could be, what they can learn, and employees can make more money by working full time schedules, if that's what the employee prefers.

- Incorporating quotes.
- Engaging with those statements.
- Drawing inferences.

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- “Thousands of dollars”?
- How do you think Walton feels about the “low-benefit model”?
- Should you introduce the paragraph material first?
- Tone.

# QUESTIONS?



# Think, Pair, Share



- What were your “aha moments” today?
- What 1-2 things can you take back and implement immediately?
- What questions do you still have?

# How Is It Working?



# ACLT052 cohorts by success rates in ACLT052, English 101 and enrollment in English 101



| <b>ACLT052 Cohort</b> | <b>Number of students enrolled in ACLT</b> | <b>ACLT052 success (Satisfactory)</b> | <b>Enrollment in English 101 up to 3 semesters after initial enrollment</b> | <b>English 101 success rates (A-C) up to fall 2013</b> |
|-----------------------|--------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Spring 2012</b>    | 68                                         | 40% (27)                              | 56% (15)                                                                    | 33% (5)                                                |
| <b>Fall 2012</b>      | 177                                        | 58% (102)                             | 75% (77)                                                                    | 62% (48)                                               |
| <b>Spring 2013</b>    | 163                                        | 39% (64)                              | 53% (34)                                                                    | 53% (18)                                               |
| <b>Fall 2013</b>      | 348                                        | 58% (201)                             | NA*                                                                         | NA*                                                    |
| <b>Spring 2014</b>    | 260                                        | 53% (137)                             | NA*                                                                         | NA*                                                    |
| <b>Fall 2014</b>      | 561                                        | 58% (323)                             | NA*                                                                         | NA*                                                    |



# Success in ENGL 101 for 051 & 052 Students



| Fall 2010 Semester                                                                         | Number of students Enrolled | Number of students who then enrolled in ENGL 101 | Pass Rate for those who enrolled in ENGL 101                       | Passed rate in ENGL 101 for those in the original cohort |
|--------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------|
| Students Enrolled in all combos of 051 and 052 (except for double ENG/RDNG 052 placements) | 711                         | 26% (182)<br>By Spring 2012                      | 67% (of the 182 students from the original cohort of 711 students) | 17% (122)<br>In 4 semesters                              |

Students with an 051 placement—**the most at-risk group**—were NOT getting through the developmental Reading and English sequence. There were too many exit points.

# ACLT 052 Compared to the Traditional Pathway



| <b>Semester<br/>and Group</b>                                                     | <b>Enrolled</b> | <b>Enrolled in<br/>ENGL 101</b> | <b>Pass Rate in ENGL<br/>101</b> | <b>Passed ENGL 101<br/>of original cohort</b> |
|-----------------------------------------------------------------------------------|-----------------|---------------------------------|----------------------------------|-----------------------------------------------|
| <b>Fall 2012<br/>Enrolled in ACLT<br/>All combos except<br/>052</b>               | 118             | 45% (54)                        | 61%                              | 28% (33)<br>in 2 semesters                    |
| <b>Fall 2013<br/>Enrolled in ACLT<br/>All combos except<br/>052</b>               | 212             | 49% (104)                       | 55%                              | 27% (57)<br>in 2 semesters                    |
| <b>Fall 2010<br/>Enrolled in<br/>all combos of 051<br/>and 052 except<br/>052</b> | 711             | 26% (182)<br>By Spring 2012     | 67%                              | 17% (122)<br>In 4 semesters                   |

# Student Feedback



- All of the students reported that they would recommend ACLT 052 to other students.
- All of the students felt that the 5-hour, integrated course was more effective than taking stand-alone courses.
- All of the students felt that while the course work was very challenging, it was useful in preparing them for 100-level courses.
- Most students enjoyed the readings, activities, and assignments.
- Most students expressed that as a result of this course, they feel prepared for credit coursework.
- Some students did not feel ready to move on to credit coursework, but they feel like this course put them on the right track.

# Scaling Up



| Semester    | Number of Sections | Students Served |
|-------------|--------------------|-----------------|
| Spring 2012 | 5                  | 68              |
| Fall 2012   | 11                 | 177             |
| Spring 2013 | 11                 | 163             |
| Fall 2013   | 21                 | 348             |
| Spring 2014 | 19                 | 260             |
| Fall 2014   | 35                 | 561             |
| Spring 2015 | 25                 | 450             |
| Fall 2015   | 45                 | 810             |

# How Is This Possible?



# Professional Development



- Monthly Faculty Inquiry Group (FIG)
- Cross-training
- Shadowing
- Collaboration
- Summer Training Institute

# Student Development



- Advising, Advising, Advising!
- Utilize the Writing Center
- Specialized Tutors
- Intrusive Teaching Techniques
- Financial Literacy
- Counseling and other Student Services

85% of ACLT 052 students placed in our lowest level of developmental reading!

# How to Get Started with an ACLT Model



- Know the political landscape
- Connect with administrators
- Assemble a core group
- Decide on outcomes—“backward mapping”
- Develop guiding principles
- Work on common course outline
- Develop curriculum plan
- Run a small pilot
- Assess the pilot and refine the model
- Spread the word—build buy-in
- Scale-up



# QUESTIONS?



# Contact Information



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