

ACLT 052: Integrating Reading, Writing, and Thinking for Student Success



THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

Presenters



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Workshop Overview



- Background Information
- Skill-embedded Curriculum
- Thinking-focused Pedagogy
- 15-Minute Break
- Growth-centered Assessment
- Success Data
- Professional Development and Student Development
- Discussion and Questions

Got Questions?



- Well, we have answers!
- As questions arise, please make note of them.
- We will answer 2-3 **pertinent** questions after each segment.
- We have allotted plenty of time for discussion and questions at the end of the workshop.

Background Information



Traditional Developmental Reading and English



- 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

Why Rethink Developmental Reading?



- Successful accelerated courses in developmental English and math
- Persistence issues—compounded by multi-level sequence
- Problems with placement testing
- Affective issues and changing student population

Why Rethink Developmental Reading?



- Lack of skill transfer from developmental reading to credit courses
- The Completion Agenda
- Changes in federal aid guidelines
- Senate Bill 740/State-level Legislation
- Post-secondary literacy research findings

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.

Developing and Implementing the Model



Discipline-wide discussion:

- Collaborating with another discipline
- Naming the models
- Determining student eligibility
- Establishing a failure/repeat policy
- Marketing the courses
- Collaborating with other areas of the college
 - Testing
 - Academic Advising
 - Registrar's Office
 - Student Support Services

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

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

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

Skill-Embedded Curriculum



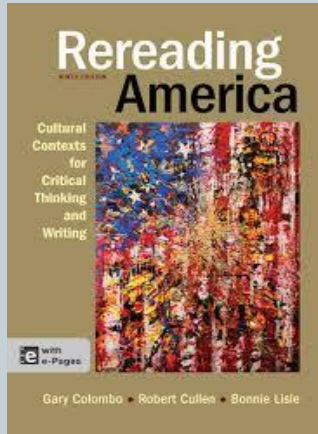
Guiding Principles: Curriculum



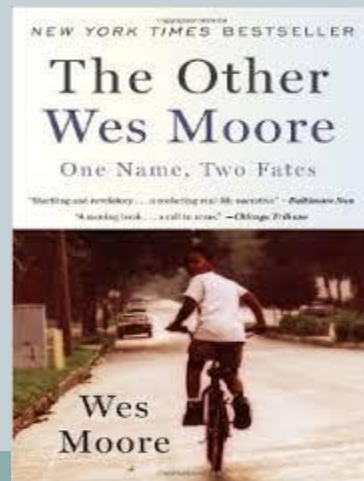
- Not based on the outcomes for the existing courses
- College-level tasks with an emphasis on English 101 and other 100-level credit courses
- Students “practice college” instead of working on pre-college skills
- Whole, complex reading instead of paragraphs
- Address affective issues through course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

Course Texts and Unit Plans

- *Rereading America*



- *The Other Wes Moore*



- Unit 1

- The Politics of Schooling

- Unit 2

- Choices, Chances, and Opportunities

- Unit 3

- Gender in American Society

- Unit 4

- Money and Success

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



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

“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.

Skill-Embedded Curriculum Practice



- Think of an affective issue or topic that is relevant to your students. Then, turn this into a unit theme.
- Develop 2-3 essential questions.
- What skills might you embed?
- What reading selections might you assign?
- Develop a final essay prompt that focuses on “big ideas” and critical thinking.

QUESTIONS?



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 Syllabus



Scavenger Hunt

- What happens if you and your friend “share” the answers to a homework assignment?

Scenarios

- Your friend, Mario, asks to see your homework. He tells you that his mother was sick and he had to take her to the hospital and couldn't do it. He promises that he'll only ask to copy this one time if you would just help him out now. How do you respond to his request?

Warm-Up



There are three switches downstairs. Each corresponds to one of three light bulbs in the attic. You can turn the switches on and off and leave them in any position. How would you identify which switch corresponds to which light bulb, if you are allowed only one trip upstairs?



The Integration



Focus on Reading

- Discussion of capital punishment
- Read “Death and Justice”
- Large group discussion of guide questions
- Small group discussion to identify thesis and major points
- Large group discussion of thesis and major points
- Assign next reading to identify thesis and major points

Reading and Writing

- Entry 1: Free write: “capital punishment”
- Discussion
- Entry 2: If you were the mayor of New York City, what concerns would you have about crimes of murder and justice for victims?
- Discussion
- Read “Death and Justice”
- Entry 3: What was Koch’s stance? What strategies did he use to support his argument?
- Discussion
- Entry 4: What is your response to Koch’s argument?
- Read “The Ghetto Made Me Do It”

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



Guide Questions

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

Critical Thought Questions

- How are ‘cultural psychosis’ and/or “psychosocial history” (8) part of Morgan’s 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 implication does the ghetto defense have for the debate over the death penalty?

Discussion Board Assignments



- How does this reading impact your thinking about the Koch article?
- What is your “take away” from this reading experience?

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.

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.

Formative Assessment



Instructor Focused

- Were you pleased with your test/essay grade?
- Why do you think you earned that grade?
- What would you like to see the instructor do differently?

Student Focused

- Why do you like or dislike your test/essay grade?
- What did you do/not do to get that grade?
- What should you do differently for the next test/essay?
- What can the instructor do to help you improve?

Thinking-Focused Pedagogy Practice



- Think of a lesson that you already use in class.
- Identify what the objectives of the lesson are.
- Summarize the steps in the development of the lesson. Decide the burden of responsibility for each activity in the lesson (teacher or student).
- Brainstorm how you can accomplish the objectives while at the same time transfer more responsibility to the students for learning.
 - Bloom's upper level (synthesize, analyze, evaluate, create)
 - Critical thinking

QUESTIONS?





15-MINUTE BREAK



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

Assessing Reading Comprehension



- Reading comprehension is assessed throughout each stage of the reading process
 1. Pre-reading
 2. During Reading
 3. Post-reading
- This assessment can be formal and informal.



Pre-Reading

Goal: *Tap into existing knowledge*

- Free-write
- Watch video
- Class discussion
- Key concepts and terms

Example: Prep for a unit on advertising and materialism in contemporary culture

- Free-write and discussion
 - ✦ How do we consume advertisements in 2015?
 - ✦ If I ask you to discuss some of your favorite advertisements, which ads immediately stand out to you and why?
 - ✦ During discussion:
 - What is branding and how do we construct our own identities through corporate brands?
 - Does branding have a positive or negative effect on our behaviors and self-image?



During Reading

Goal: Guide students to facilitate comprehension.

- Annotations
- Guiding Questions
- Dual-entry journals
- Written responses

First Article: “Branding and the Psychology of Color” Annotations

○ Guiding Questions:

- ✦ How do brands go about selecting colors for products and advertisements?
- ✦ What do bright colors convey about a product?
- ✦ What do earth tones convey about a product?
- ✦ What are some of the key brands that the article identifies with different colors. (For example, Pink=, Black=, Brown=)



Post-Reading

Goal: Assess comprehension and engage with concepts.

- Quizzes
- Response Papers
- Discussion
- Group activities
- Further Research

- Short Quiz:
 - The article presents color selection as one of the most important, if not the most important, component of a company's branding. Explore some of the colors the article discusses and tie the psychological "feel" that each color elicits, according to the author.
- Discussion:
 - Think back to the brands you discussed in pre-reading. What colors do they use?
 - Why might these brands use these colors? According to the reading, what does this color convey?
 - How can differences in color selection create very different brand identities between products, for example Diet Coke vs. Coke Zero?
- Follow-up:
 - What do the brands we buy say about our personal branding? How does this affect our relationships with one another?



Writing Prompts

- Integrated
 - Directly address content
 - Prompt sophisticated writing
- Critical Thinking
 - Students should cognitively engage with content(e.g. craft an argument)

Together, we reviewed several advertisements and discussed the various meanings of different ads. Now, find **two ads** for a single brand. For each ad, consider the following questions:

- What colors were used for this advertisement? Why were these colors used?
- How is this product “branded” through the colors and messages of the advertisement?
- Do you think this ad is effective?
- Do you think this ad is honest?

Assessing Writing



When 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

Assessing Writing



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

Responding to Writing



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.

# Growth-Centered Assessment Practice



- Review the student work samples
- What are class-wide strengths and weaknesses?
- What are strengths and weaknesses among individual students?
- How might you address these weaknesses—both on a class-wide level and an individual student level?

# QUESTIONS?





# The Numbers Crunch



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



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

# 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                   |

# 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
- Information Sessions
- 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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