A PANEL ON COREQUISITE COURSE DESIGN

Presented by the ACME English Team
ACME CO-REQUISITE PANEL

Christine Ruggiero, Middlesex Community College
English Faculty & English Discipline Coordinator
History: Goals of ALP

The primary goal is to increase the percentage of students completing and passing the first-year college-level composition course.

ALP, as conceived by CCBC, is based on six components:

- Students are co-enrolled in the support course and the college-level composition course;
- Students in the support course are enrolled in the college-level course so that at least half of their classmates are college-level writers;
- Both courses are taught by the same instructor;
- The size of ALP is no larger than 12 students;
- ALP instructors consciously and deliberately address non-cognitive issues;
- ALP supports ENG 101 through backward design so that the outcomes for the ALP course are the same as for the college-level course.
MxCC’s ENG 101/099A Course
A= Accelerated Learning Program (ALP)

1. English 101/099A (Composition with Embedded Support) meets for 5 hours a week: a 101 class meets twice-a-week for 1.25 hours and a support section (099A) meets twice-a-week for 1.25 hours.

2. English 101/099A is a comingled, embedded support model, with 12 students enrolled in 101 and 12 students enrolled in 099A. Only the 12 099A students stay for the 2.5-hour support section.

3. The support section immediately follows the 101 class and meets in the same classroom or computer lab.

4. The instructor for 101 and 099A is the same, so students have confidence that the support is aligned with the grading/grader.

5. English 099A does not assign additional work – only work in support of students meeting 101 learning outcomes.
What ALP Looks Like

- 101 and 099A caps are 12, not 10; placement is High School 
  GPA: 2.65-2.87; SAT Score: 420-449; or challenge essay
Sample 101/099A (ALP) Class Structure
Maximizing & Improving Students’ Learning Experience

- Requires a certain Openness:
  One and One: Go around the room and discuss one aspect of the 101 class that students understood and one they didn’t

- Requires a certain amount of Flexibility & Modification:
  Setting an Agenda: Set agenda for the class session according to the areas that students identify as wanting/needing more time on task and instruction to understand and complete

Example:

Student: “I was confused when you said Richard Wolf uses the analogy of the Civil Rights Movement to make his case against fining people for hate speech.”

Me: How many other students were confused by this part of the discussion of the reading?

Result: Agenda goes on the board and looks like this:

1. Review Richard Wolf’s article
2. Do close reading of paragraphs 10, 11, & 12
3. Look at sample summary & Guidelines for Writing Summary (*Writer’s Reference*)
4. Time to write, review, & workshop (volunteers needed)
Strategies for Success

- Offer supplemental, instructional support in completing assignments
- Address questions left over from the 101 class
- Strengthen comprehension of challenging texts
- Discuss ideas for the current essay and/or upcoming one
- Whenever possible, provide models (samples of student writing from previous semesters)
- Work on formative assessments (outlines for essays, etc.)
- Review chunks or drafts of essays the students are working on for 101
- Provide writing/lab time for short paragraphs or assignments preparing for what will be due/discussed in the 101 class
- Provide instant feedback on students' progress by reading and evaluating their work in real time
- Support personalized learning through feedback
- Offer one-on-one conferencing
- Discuss problems interfering with student progress in 101
- Use backward design (such as Wiggins Model)
- Scaffold longer writing assignments, such as essays, into discrete elements
Standard Course Planning vs. Backward Design

- Choose textbook
- Write syllabus
- Write/Revise lectures
- Prepare PowerPoints
- Write exams/problem sets
- Instructor centered

- Formulate broad learning goals
- Set specific learning objectives
- Design assessments (formative & summative)
- Develop learning activities (lectures, homework, etc.)
- Student centered


Rob Lue, NE SI, 2011
Backward Design Example
Scaffolding Research Paper Assignment

Scaffolding assignments allows students to focus on discrete elements. Instead of having students write a final paper as the only deliverable, students work on each stage separately in order to build up to more difficult tasks.

- Research Paper Assignment:

  **Broad Learning Goal:** Write a focused and sustained persuasive paper supported by research

  **Specific Learning Outcomes:**
  - Identify and evaluate the specific audience and purpose and adapt their writing appropriately.
  - Develop effective prose that influences attitudes, beliefs, and actions through logical, ethical, and emotional appeals.
  - Locate and evaluate sources appropriate to the rhetorical situation.
  - Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students’ own ideas.
  - Synthesize and integrate others’ ideas purposefully and ethically with correct and appropriate documentation.
  - Generate a controlling idea or thesis.
  - Provide clear and logical evidence, support, or illustration for their assertions.
  - Choose appropriate and effective organizing methods, employing effective transitions and signposts.

**Discrete Elements (formative Assessments):**
- Research questions – posted to discussion board
- Proposal - submitted in-person in class
- Graphic Organizer Outline with source integration and appeals included - submitted to drop-box
- Thesis – posted to discussion board
- Tentative Works Cited – submitted in-person in class
- Introductions – posted to discussion
when your lecturer asks if you have any questions

Can you repeat the part of the stuff where you said all about the things?

And by the way, Y-O-U-apostrophe-R-E means YOU ARE, Y-O-U-R means YOUR!

Questions?
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Jeanine DeRusha, Manchester Community College
Description of MCC’s English 101M course

- English 101M (Composition with Embedded Support) meets for 4.5 hours: a 3-hour 101 class and a once-a-week 1.5 hour support section.
- English 101/101M uses a comingled, embedded support model, with ten students eligible for 101 and ten students eligible for 101M. Only the ten 101M students stay for the 1.5 hour support section.
- The support section immediately follows my 101 class once-a-week in the same computer lab classroom for a smooth transition.
- The instructor for 101 and 101M is the same, so students have confidence that the support is aligned with the grading/grader.
- English 101M does not assign additional work – only work in support of what is due in 101: more discussion of the reading; videos in support of the reading; additional time (or head start) on writing assignments, etc.
Eligibility for my current 101M course

For context, students who qualify for this 101M course are placed based on this criteria:

- High school GPA, 2.7-2.99
- SAT score (Evidenced Based Reading and Writing), 450+
- Accuplacer Next Generation, 250-257
In preparation to teach 101/101M, my colleague and I redesigned our English 101 course using instructional scaffolding. We broke up the 101 skills – chunked them – into weekly instructional units.

This not only benefits 101 students (because it breaks down the essay-writing process into bite-size chunks), but it allows me to work on each weekly skill more in-depth with 101M students. It gives me a framework to structure the 101 class and the 101M support class.
Examples of weekly modules in 101

- critical reading
- summarizing a text
- introduction paragraph
- MLA documentation
- thesis statements
- paragraph structure
- conclusion paragraph
- academic voice and style
- revision strategies
Example of weekly work

For instance, in Week 2, 101 students read a challenging text. In 101, we review critical reading strategies to analyze a text and practice those skills in class. In the 101M support section, I might do any of the following in support of critical reading:

- Read the text (or part of the text) aloud, stopping to discuss. Students often lack fluency and reading aloud models how a fluent reader approaches a text.
- Show a video that highlights themes of a text and discuss.
- Come up with questions about a text and discuss.
- Have students post a brief summary of the text on the discussion board and then have them read other peer responses and discuss.
- Have students identify important quotations from a text and share/discuss.
Example of weekly work

In Week 3, 101 students write a summary of the difficult text they read in Week 2. In 101, we review strategies for summarizing. In the 101M support section, I might do any of the following in support of summarizing:

- Review a summary of another text (model).
- Have students come up with a few “main points” from the difficult text and discuss.
- Have students write the summary in real time (time-on-task) as I review over their shoulder, offering advice.
- Have students revise a summary that I have already edited as I review over their shoulder, offering advice.
Example of weekly work

In Week 4, 101 students turn their summaries into an introduction paragraph by adding a build-up to the thesis and a thesis. In 101, we review strategies for creating thesis statements. In the 101M support section, I might do any of the following in support of introductions/thesis statements:

- Offer a thesis statement template (models).
- Review sample introductions for other topic/readings (models).
- Host a thesis statement workshop where students write in real time (time-on-task) and share a draft thesis on overhead screen or through Blackboard.
English 101: Recursive curriculum

- These skill set modules are repeated again for the second essay, but this time, some of the supports are taken away (part of the scaffolding process). Students have built the skills in the first half of the semester and they work more independently on the skills in the second half of the semester. English 101M is, at this point, much more workshop heavy, with students independently working on their essays as I circulate, reviewing their work, answering questions.
Questions?
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Rachel Jasiczek, Norwalk Community College
English Faculty & Writing Across the Curriculum Coordinator
Experience with Coreq Design in Virginia

- Fall 2018 – Spring 2020: my college served as a pilot college in the VCCS (around 6,000 FTES, three campuses in suburban, urban, and rural locations).
- Coreq course launched Fall 2020; self-reported GPA used for placement
- Model used: cohort of 15 students, same instructor teaching the college-level ENG course, 3-credit support course twice a week in computer classrooms directly after the college-level course
- All ENG college-level courses used aligned curriculum: skills-based versus genre-based approach
- Scheduling: coreq sections scheduled as “mirrored” sections with stand-alone ENG 101; easy movement for students who were identified as not needing the support section (place-out process developed)
- Professional Development (20 hours) and Faculty Resource Center
# Common Calendar & Syllabus

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Diagnostic &amp; Critical Reading Strategies</th>
<th>Topics</th>
<th>Specific Skills Taught</th>
<th>Descriptions of Activities / Assignments</th>
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<tbody>
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<td></td>
<td>• Metacognition*</td>
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<td>• KWL*</td>
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<td>• Identify 3 stages of reading process: purpose/goals and strategies for each stage: Pre-reading, Active-reading, and Post-reading strategies</td>
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<td>• Begin to apply strategies: Pre-reading (previewing), Active-reading (annotating, note-taking, analyzing), and Post-reading strategies (reviewing, summarizing, responding)</td>
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<td>Week 2</td>
<td>Critical Reading Strategies (con’t)</td>
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<td>• Continue applying pre-reading, active reading, and post-reading strategies</td>
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<td>• Adapting reading comprehension strategy to reading purpose*</td>
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<td>• SQ3R* and/or Cornell note-taking*</td>
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<td>• Identifying author’s purpose, tone, and intended audience</td>
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<td>• Summarizing an author’s ideas (identifying main claims, major supporting points, and minor supporting points; distinguishing between main &amp; supporting details)</td>
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<td>• Grammar instruction as needed*</td>
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<tr>
<td>Week 3</td>
<td>Reading &amp; Responding to Written Texts</td>
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<td>• Paragraphing (basic structure)</td>
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<td>• writing topic sentences based upon assignment description*</td>
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<td>• coherence and unity*</td>
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<td>• developing support*</td>
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<td>• Summary, quoting mechanics, early drafting / pre-writing techniques</td>
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<td>• Introduce rhetorical situation: determining an author’s audience, purpose, context, genre, and tone</td>
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<td>• Reflection and/or engaging with the texts read</td>
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<td>• Grammar instruction as needed*</td>
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</table>
| Week 4 | Writing Processes | • Generating ideas (concept mapping, brainstorming, pre-writing, outlining, drafting, etc.)  
• Paraphrasing and basic in-text citations  
• Identifying elements of audience, context, and purpose for writing and how these elements determine what we write and how we write  
• Differentiating between main ideas and support  
• Evaluating logic and validity of support  
• Grammar instruction as needed* |
|---|---|---|
| Week 5 | Rhetorical Awareness & Writing Structure | • Identify rhetorical awareness & situation of a writing assignment  
• Identify rhetorical situation of a written work*  
• Rhetorical appeals (kairos, ethos, pathos, and logos)  
• Writing structure & adaptability to purpose  
• Thesis statements  
• Writing process continued/paragraphing continued  
• Grammar instruction as needed* |
| Week 6 | Rhetorical Awareness Continued & Possible Sentence Style, Mechanics, Grammar | • Continue as needed with Week 5 skills (identify and practice)  
• Understand common conventions of standard American English grammar, mechanics, style, etc. expected for academic and professional audiences;  
  Common grammar & mechanics errors; Formal vs. informal register;  
  Expectations of speaking vs. writing  
• Developing sentence style  
• Grammar instruction as needed* |
| Week 7 | Summarizing Skills | • Annotation strategies for summarizing*  
• Attribution & citing with signal phrases and in-text citations*  
• Recognize purposes for summarizing, paraphrasing, & quoting  
• Identifying main point & support for writing a comprehensive summary  
  • Understand what info does and does not belong in a summary  
• Recognize the difference between summary and personal response and/or analysis  
• Grammar instruction as needed* |
<table>
<thead>
<tr>
<th>Week</th>
<th>Analysis &amp; Evaluation Skills</th>
<th>Synthesis</th>
<th>Entering the Conversation</th>
<th>Developing Support</th>
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<tbody>
<tr>
<td>8</td>
<td>Define analysis and understand purpose for analysis writing</td>
<td>Define synthesis and understand purpose for synthesis writing</td>
<td>Generating ideas</td>
<td>Developing and supporting arguments with appropriate evidence</td>
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<td>Recognize a paragraph that uses analysis and identify elements</td>
<td>Recognize a synthesized paragraph and how information is used</td>
<td>What is arguable?</td>
<td>Addressing and rebutting counterarguments &amp; opposing views</td>
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<td>Differentiate between summary and analysis</td>
<td>Review how claims and evidence connect</td>
<td>Review types of claims: claims of fact, opinion, and policy</td>
<td>Beginning research principles, evaluating information, lateral reading</td>
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<td>Analyze rhetorical appeals in a text</td>
<td>Compare and contrast ideas in multiple articles</td>
<td>Anticipate readers’ questions (opposing argument)</td>
<td>Using rhetoric appropriate for audience, purpose, genre, etc.</td>
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<td>Evaluate effectiveness of rhetorical appeals</td>
<td>Analyze arguments (including thesis, main points, supporting evidence);</td>
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<td>Grammar instruction as needed*</td>
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<td>Identify features of a credible source</td>
<td>Instructor selected articles provided to students (on common topic) to</td>
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<td>Identify facts versus opinions used in a text</td>
<td>use for entering the conversation and forming own argument</td>
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<td>Academic honesty, types of plagiarism, and avoiding plagiarism</td>
<td>Grammar instruction as needed*</td>
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<td>Recognize plagiarized passages</td>
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<td>Grammar instruction as needed*</td>
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Results of Common Calendar

- Strong emphasis on reading instruction (Weeks 1 – 4); first essay due by end of week 5 or 6
- Transfer of writing skills given priority
- Continuity amongst sections and ongoing assessment
- Developed along with creation of the college’s Writing Studio that provided additional workshops for students that aligned with Common Calendar
- Use of scaffolding and flexibility with schedule thanks to the cohort model
# Results of Common Calendar

<table>
<thead>
<tr>
<th>Before Coreq Design</th>
<th>Pilot of Common Calendar</th>
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<tbody>
<tr>
<td>■ ENG course was designed around genre units</td>
<td>■ ENG course is designed around skills</td>
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<tr>
<td>■ First essay due by end of Week 3</td>
<td>■ First essay due by end of Week 6</td>
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<td>■ Class average: 72%</td>
<td>■ Class average: 83%</td>
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<tr>
<td>- Somewhat weak thesis statements</td>
<td>- Accurate summaries</td>
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<td>- Lack of overall summary/reading comprehension</td>
<td>- Demonstration of reading comprehension</td>
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<td>- Too focused on personal experience rather than response to the author’s main points/claims</td>
<td>- Deeper critical thinking &amp; questioning of text</td>
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<td>- Unintentional plagiarism/patchwriting</td>
<td>- Accurate paraphrases/less plagiarism</td>
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<td>- Overall improved organization &amp; support of thesis</td>
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Best Practices for Lowest-Placed Students

- Assume students will rise to the occasion
- Use equitable grading practices and policies
  - Ex: “Grace Period” policy
- Design student-friendly syllabi: visually appealing, student-friendly language, and interactive
- Prioritize quick and frequent feedback that moves students towards becoming high metacognitive thinkers
- Model both the reading and writing process often
- Color-code “parts” of essay or skills demonstrated when showing models of writing
- Use of embedded tutors
Emphasis on Reading Strategies

- Three stages of the reading process: pre-reading, active reading, and post-reading (define, goals/purpose, and strategies)
- Note-taking strategies
- Building strong vocabularies and using context-clues
- Reading for stated and implied main ideas
- Reading for literal information, bias, facts versus opinion, tone, purpose(s), and making inferences
- Identifying shifts in perspectives
- Writing accurate summaries and paraphrases of info from texts
- Use of a variety of texts to practice the reading process
Questions for Consideration

■ What skills is your course prioritizing? What skills need to transfer?
■ What policies in your syllabus can be revised to be more student-friendly and encourage persistence in the course?
■ At what point in the semester are students likely to drop? What support can you/your college provide to support students?
■ What assignments best help students acquire the reading and writing skills they need to be successful in the next course?
■ Who should be teaching the coreq courses?
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