University System of Georgia Ad Hoc Steering Committee Report on Transforming English and Reading Remediation

Ad Hoc Steering Committee

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In September 2013, the outgoing Interim Assistant Vice Chancellor for Transitional and General Education and the Chairperson of the Board of Regents Academic Advisory Committee on English (ACE), identified a team of faculty and administrators to serve on an Ad Hoc Committee charged with directing the implementation of the 7 recommendations developed by the USG Task Force on Transforming English and Reading Remediation:[1]

1. Focus on supporting success in college credit-bearing, gateway courses for *all* students.
2. Enroll most students needing support in gateway courses and implement a co-requisite approach to support student success.
3. Use multiple measures to place students in gateway courses and appropriate supports.
4. Create a combined reading/writing course.

[1] Source: The University System of Georgia English and Reading Implementation Team: Report and Recommendations, July 2013.

5. Terminate use of COMPASS as an exit examination.
6. Align with the Common Core Georgia Performance Standards (CCGPS).
7. Develop advising systems and protocols for placing students in gateway courses and supporting advisors in transition to new models.

On September 27, 2013 the Ad Hoc Committee, consisting of English Faculty and members of ACE, met at Gordon College and broke into workgroups to discuss priorities, potential challenges, possible solutions, and action steps necessary for implementation of Task Force Recommendations 2, 3, 4, 6 and 7, with the understanding that Recommendations 1 and 5 would be addressed by the University System office. For each recommendation addressed by an Ad Hoc Committee workgroup, this report provides (1) the background on the recommendation, (2) the charge for the workgroup, and (3) the workgroup's plans for implementing the recommendation.

Task Force Recommendation 2: *Enroll most students needing support in gateway courses, and implement a co-requisite approach to support student success.*

A. Background on Recommendation

Traditionally, students with Learning Support requirements have not been placed in college-level courses. As evidenced by the Complete College America Report on Remediation, this practice has not yielded the desired results in terms of retention, progression and graduation; only 34.5% of Georgia's Learning Support students pass gateway courses in 2 years, and just 24.7% graduate within 6 years.[2] Therefore, the Task Force has recommended a System-wide co-requisite approach to grant students with Learning Support requirements access to credit bearing courses earlier to promote student retention and success. As stated in *The University System of Georgia English and Reading Implementation Team: Report and Recommendations*, "The central Idea is to provide students in standard gateway college-credit courses with more learning time and intensive instruction explicitly designed to support mastery of college material as the need arises, in essence, just-in-time support."[3]

With the emphasis on college completion, it is essential to ensure that most students are enrolled in credit-earning courses as soon as possible. The co-requisite model shortens the time to degree completion by allowing students to be simultaneously enrolled in a college-level course and to receive just-in-time support in the form of additional class sessions. This allows students the opportunity to complete their Learning Support requirement while completing the gateway course in the same semester.

[2] Source: Complete College America College Completion Data. http://www.completecollege.org/pdfs/Georgia.pdf. Accessed October 20, 2013.
[3] Source: The University System of Georgia English and Reading Implementation Team: Report and Recommendations, July 2013.

This pairing of the gateway course with just-in-time support is a primary recommendation because there are already data attesting to its efficacy at Austin Peay State University, Middle Tennessee State University and the Community College System of Baltimore County Maryland.[4]

Students with LS requirements who do not qualify for the co-requisite model based on placement test scores, based on the Task Force recommendations, would be placed in the Foundations for English Composition, a combined developmental reading and writing course (see Recommendation 4).

B. Charge for Workgroup

Our workgroup was charged with addressing Recommendation 2 with a particular focus on implementation and administrative concerns relating to the co-requisite model. As we discussed various models and pilots, it became clear that one model would not necessarily meet the needs of every institution within the University System. The workgroup decided to recommend two models, which would allow individual institutions to have some flexibility.

Recommendation 2: Enroll most students needing support in gateway courses and implement a co-requisite approach to support student success.
The University System of Georgia will seek ACE endorsement of the co-requisite strategy.
An ACE Ad Hoc Steering Committee will begin working immediately to: (1) Review co-requisite models in Georgia and in other states to identify a small number of recommended models, including

[4] Source: Linda De La Ysla & Monica Walker. The Accelerated Learning Program (ALP): Deepening The Teaching Of Composition To Basic Writers. Paper presented at the *Two-Year College Association(TYCA) Annual Conference*.Friday, October 26, 2012.
http://www.ncte.org/library/NCTEFiles/Groups/TYCA/TYCA_Tour/DeLaYslaWalker2012.pdf

information about the number and type of credits offered, staffing, student population, and financing.
(2) Build co-requisite curricular materials to provide just-in-time support to students.
(3) Identify common course numbers for support courses/lab components.
(4) Develop resources for advisors for placing students in co-requisite support models.

C. Conclusions of Workgroup

Recommended Models for USG Institutions:

- English 1101 (3 credit hours) with a 1 credit hour support course (1-3 contact hours)

- English 1101 with a split 1 credit hour support course (1-3 contact hours)

  Note: Where the first option places all 1101 LS students in a single co-requisite support class, the second option splits the students into 2 smaller support classes (run identically in terms of content). In either case, our recommendation is that programs have flexibility in how many contact hours are assigned to the lab per week, whether it be 1, 2 or 3.

- The co-requisite support course will be for institutional credit only.

- The co-requisite support course should be designated ENGL 0999 – Support for English Composition.

The ACE Ad Hoc Steering Committee understands that while the goal is consistency across the University System of Georgia, each institution is unique with its own mission, so it can be expected that some institutions may develop variations of these models.

Classroom Dynamics or Structure

The ENGL 1101 course may be populated by just Learning Support students ***or*** may be a mix of LS and students who do not require the additional support. [

- The ENGL 1101 class size should be, where possible, restricted to 20 to 22 students.

- The co-requisite course should be capped similarly, recognizing that these sections may be smaller (in the range of 8 to 10 students in some cases).

Instructional and Performance Guidelines for Co-requisite:

- Instruction in the co-requisite course should be aligned with instruction in the gateway course while maintaining the academic rigor in both courses.

- The 1 credit hour co-requisite course may be taught by the faculty member teaching the ENGL 1101 section to which it is attached or any faculty member qualified to teach Learning Support English at the institution.

- Faculty may wish to incorporate graded assignments into the co-requisite support course, though the final course grade should be Satisfactory (S) or Unsatisfactory (U).

- The co-requisite support course might provide opportunities to focus on areas of difficulty in the gateway course and/or may include instructional modules covering a range of topics such as grammar, usage, point of view or process. Some institutions might consider using web-based support modules that may be associated with the students' course texts.

- Students must attend the co-requisite support course regularly and complete assigned work in order to receive a grade of S, which indicates completion of their Learning Support English requirement.

- A passing grade in ENGL 1101 (of C or higher) indicates that the student has successfully completed his/her Learning Support English requirement regardless of support course grade.

- Students who receive grades of S in the co-requisite course but grades of D or F in the gateway course may repeat the gateway course without the co-requisite component upon recommendation of the instructor.

Students will not have restrictions on attempts in the co-requisite model.

System and Institutional Considerations:

- A plan for early intervention that includes providing students with their standing in both courses at critical points throughout the semester, for example, before midterm.

With the appropriate co-requisite model, remediation does not have to serve as an unnecessary barrier to student success. According to Complete College America, "early results are showing that these initiatives are yielding better outcomes for students in less time and with significant savings for students and institutions."[5]

Administrative Concerns

[5] Source: Complete College America. Essential Steps for States: Transforming Remediation. http://www.completecollege.org (accessed October 7, 2013).

In order for any model to be successful, administrators, faculty, and academic advisors will have to commit to providing full support for the initiative. Some of the administrative concerns that will need to be addressed include the following, and individual institutions may have additional ones:

- Ensuring that adequate resources are available including funds for faculty development and computer labs (if the latter are used for the co-requisite course).

- Recognizing that some faculty may just teach the support sections if they previously taught ENGL 0099 but do not have the graduate coursework to qualify to teach ENGL 1101.

- Teaching a 3 contact-hour support course should be considered equivalent, in terms of workload, to teaching a 3 credit-hour course.

- Ensuring that instructors are adequately compensated for any teaching loads that result in an overload.

- In the case of mixed (LS and non-LS) sections of ENGL 1101, departments and faculty should preserve student privacy by not identifying students as having an LS requirement and not marking the course in such a way to indicate that it contains students with an LS requirement.

- With mixed classes, developing a way to reserve seats during registration for the students with LS English requirements in the class.

- Assessment of the adopted model should include comparison of retention, progression and graduation rates of students enrolled in the co-requisite to those in the past who enrolled in full-term developmental

writing (ENGL 0099); student performance data from those with co-requisite and direct ENGL 1101 placement should be compared as well.

TASK FORCE RECOMMENDATION 3*:* Use multiple measures to place students in gateway courses and appropriate supports.

A. Background on Recommendation

According to the USG Task Force Report, "Extensive data collected on student success rates in English Composition suggest that high school grade point average (HSGPA), in combination with test scores, provides a better predictor of student success than test scores alone. For example, a student with a COMPASS score of 62 has a probability of success in English Composition 1 that varies from 44 percent for a student with a 2.0 high school GPA to 75 percent for a student with a 3.5 high school GPA. Currently, high school GPA is not used in placing students.

The implementation team recommends that the University System develop a uniform placement index based on a student's probability of success in a gateway course. The index should take into account both test scores (SAT/ACT and/or COMPASS) and high school GPA. "The choice of index and the cut-offs used for placement will need to be informed by System data analysis and in consultation with stakeholders in other disciplines."[6]

B. Charge for Workgroup

The workgroup was charged with determining a means for applying multiple measures in the determination of placement into gateway, co-requisite or the foundational English course. The conclusions which follow are the result of an extensive review of current admissions and placement data and procedures.

[6] Source: The University System of Georgia English and Reading Implementation Team: Report and Recommendations, July 2013.

Recommendation 3: Use multiple measures to place students in gateway courses and appropriate supports.
The USG will create a committee with representation from the Implementation Team, Learning Support Directors, and University System office to: (1) Establish System-wide cut-off ranges for gateway and co-requisite models based on data provided by the USG Office of Research Policy Analysis. (2) Develop a uniform placement index based on standardized test scores and high school grade point average (HSGPA).

C. Conclusions of Workgroup

Based on the Ad Hoc Committee's discussions and consideration of the admissions policies at a range of institutions in the University System, we recommend the following:

- A English Placement Index be created for discrete skill areas so that high school GPA (HSGPA)and SAT/ACT Verbal scores can be taken into account when determining whether a student needs to take the COMPASS Exams.

- Students who do not meet the Index score for direct placement into ENGL 1101 be required to take the COMPASS E-write and Reading Skills Exams in order to determine whether they will be placed into ENGL 1101, ENGL 1101/co-requisite, or ENGL 0989.

The team recognizes that measures appropriate for recent high school graduates might not be appropriate for non-traditional students. For non-traditional students, in order to ensure that the placement index reflects current information, it might be appropriate to give relatively greater weight to a recent placement test and less weight to high school GPA.

Recommend an Orientation Session and a Practice Exam for Students Required to Take the COMPASS Exam.

Students who are required to take the COMPASS E-write and Reading Skills Exams may not be adequately oriented to the exam. They may not be familiar with technology that delivers the exam, they may not understand how the exam is structured to assess their knowledge in specific content, and they may simply be fearful of standardized tests. Therefore, entering students who are required to take the COMPASS Exam should be walked through the practice modules at the beginning of the exam and should be permitted two attempts at the exam to ensure their scores are as accurate a measure of their ability as possible.

TASK FORCE RECOMMENDATION 4: Create a Combined Reading/Writing Course

A. Background on Recommendation

According to the USG Task Force Report, "While low to moderate need students will benefit from the co-requisite strategy, significantly underprepared students or non-traditional students may need a slower paced transition model." Therefore the Task Force on Transforming English and Reading Remediation suggested that lower-performing students entering college should be placed in a combined foundational reading/writing prerequisite (for ENGL 1101) course that emphasizes how college literacy skills are developed simultaneously.

B. Charge for Workgroup

According to the USG Task Force Report, "The team has begun the development of a 'Foundations for English Composition' course to replace the current Learning Support reading and writing courses. ACE should collaborate with members of the Implementation Team in making recommendations for this course for students who are admitted to System colleges with substantial deficiencies to successfully complete a gateway college-credit course in one semester."[7]

Recommendation 4: Create a combined reading/writing course.
The Implementation Team will begin to develop a combined reading/writing course for students requiring additional support based on their placement index.
The "Foundations for College English" will replace the current learning

[7] Source: The University System of Georgia English and Reading Implementation Team: Report and Recommendations, July 2013.

support reading and writing courses.

C. Conclusions of Workgroup:

Following the guidelines of the USG Task Force and reviewing key components of *Complete College America* and *Complete College Georgia* action plans, the Workgroup makes the following recommendations for implementation:

Course Placement

Students will be placed into ENGL 0989: Foundations for English Composition based on an English Placement Index which takes into account the student's HSGPA and COMPASS exam scores (E-write and Reading Skills). This Index is currently being researched and developed by the University System Testing Director.

Course Structure (See Appendix A for sample course syllabus/timeline)

Although it will occupy a function previously given to separate courses in reading and writing, ENGL 0989's approach to reading and writing instruction will, as much as possible, integrate these skills rather than isolate them. The goal of the course is not to pack the previously-separate ENGL 0099 and READ 0099 content into one course, but rather to develop a comprehensive approach to teaching foundational reading and writing skills as mutually informing activities. ENGL 0989 is a readings-based course where students read and analyze prose texts in a variety of non-fiction genres and write in response to them, preparing them for the kinds of reading and writing tasks most common in their introductory college-level courses.

Course Description

ENGL 0989, Foundations for English Composition, prepares students for college-level reading and writing. Using paired reading and writing assignments that help students work with concepts in context, students will build competency in recognizing, comprehending and using appropriate grammar, vocabulary, punctuation, and structure in sentences, paragraphs and essays.

Given the varied needs of students in the course, skill development will be individualized as much as possible through the use of online diagnostic and development tools such as Pearson's *MySkillsLab* or equivalent in conjunction with analysis of assigned readings and the composition and examination of students' own writing.

Pearson's *MySkillsLab* is recommended for two reasons: (1) It is currently being used by Learning Support programs in Georgia and (2) Its "Path Builder" function allows students to independently proceed from diagnostic reading and writing skills exercises to tailored practice work based on the results.

Learning Outcomes

Upon successful completion of ENGL 0989, students will be able to:

- Read and comprehend prose texts in a variety of non-fiction genres.
- Identify common structural elements and patterns of sentences, paragraphs and essays.
- Generate short prose compositions using the conventions of edited American English regarding grammar, usage, punctuation, capitalization and spelling.

- Apply effective reading and writing processes for improved comprehension and composing skills expected of student entering ENGL 1101.

Assessment

In addition to reading and writing assignments, quizzes, and short essays throughout the course, students should be administered a final exam consisting of an impromptu essay based on a short reading passage. The essay should be written in the classroom during the final exam period(s) and should require students to analyze and respond to the reading passage, incorporating examples from it into their response. This final essay exam should bear substantial weight in the student's overall course grade (perhaps 20-25%).

Faculty Credentials

Faculty with appropriate credentials in reading or English should be considered eligible to teach the course. Dual or specialty credentials in both reading and English should not be required. Any faculty member who has previously taught ENGL 0099 or READ 0099 should be considered qualified to teach ENGL 0989.

Faculty Development

Each institution should engage existing faculty in Reading and English who will teach ENGL 0989 in professional development opportunities to support the redesigned course content and pedagogy during the transition and implementation. Additionally, ENGL 0989 faculty should have opportunities for ongoing professional development to ensure high-quality instruction and intensive support for students. Some opportunities for faculty development

(i.e. workshops, conferences, listservs, etc.) should be provided by the USG to engage faculty across all institutions.

Adjunct Faculty Development

Institutions who utilize adjunct faculty to teach ENGL 0989 should provide appropriate training, common curricular materials, outcomes assessment, and faculty evaluation to ensure adjunct faculty are fully informed regarding course design, content, outcomes and assessment. In addition, adjunct faculty should be well informed regarding the approach, content and outcomes for ENGL 1101 so that they can appropriately guide and prepare students in ENGL 0989 for readiness and success in the gateway course.

Advisor Development

Each institution should engage academic advisors in professional development opportunities to support appropriate placement, scheduling and academic planning for students who begin in ENGL 0989. Some opportunities for advisor development (i.e. workshops, conferences, listservs, etc.) should be provided by the USG to engage advisors across all institutions.

Review of the Rule Denying USG Admission to Students Who Score Below Passing on All Three COMPASS Areas

Although incoming students will continue to test in all three areas of the COMPASS (English, reading and math) for admission, the combined reading and writing Learning Support provided by ENGL 0989 means that institutions will now only be offering any one student a maximum of two Learning Support options (math and ENGL 0989 or math and ENGL 1101 with co-requisite support) rather than three; students who place below college-level readiness on either the English or the reading exam will have

the same remediation pathway through a single course. Therefore, we request that the USG review the relevance of its current policy prohibiting students who place below college-level readiness in all three COMPASS areas from enrolling within the USG.

Review of COMPASS "Floor" Scores

Since redesigned Learning Support provides varied support mechanisms for students at different levels of developmental need, we request that the USG review and consider eliminating the recently adopted floor scores on the COMPASS placement exam.

TASK FORCE RECOMMENDATION 6: Align to the Common Core Georgia Performance Standards (CCGPS).

A. Background on Recommendation

According to the USG Task Force Report, "At present, the ACE-approved learning outcomes for English Composition delineate student learning outcomes in terms of content knowledge. Revision of the current learning outcomes for gateway courses would send a powerful signal to K–12 about the importance of the Common Core curriculum to college readiness. Explicit alignment of the expectations of USG gateway courses with the secondary performance standards will facilitate a smoother transition for students from high school to college. Such alignment would also promote student understanding and success at the college level."[8]

B. Charge for Workgroup

Although this workgroup's charge was to ask the Advisory Committee for English (ACE) to review and revise its outcomes for ENGL 1101, this workgroup took up the implied charge to ensure that ENGL 0989 aligns with Common Core Georgia Performance Standards (CCGPS) leading up to college readiness. The course description and learning outcomes outlined above were developed with reference to CCGPS guidelines for 11th and 12th grade Advanced Composition, which outline competencies for both reading and writing at the advanced high school level. These standards are available at: https://www.georgiastandards.org/Common-Core/

Recommendation 6: Align to the Common Core Georgia Performance Standards (CCGPS).
The ACE ad hoc committee will review current course content and

[8] Source: *University System of Georgia: Transforming Remediation in English and Reading*. July 2013,

encourage greater collaboration between K-12 and Higher Education.
The University System office will provide grant opportunities to support colleges in pilot efforts to incorporate the Common Core Georgia performance standards in college-level courses.

C. Conclusions of Workgroup

Review Ace Guidelines for Engl 1101 to Ensure Alignment with CCGPS Standards and the New Learning Support Environment

Since the model for Learning Support is undergoing substantial change and alignment with ENGL 1101 is critical to the success of the redesign, we request that the Academic Advisory Committee for English (ACE) review its learning outcomes for ENGL 1101 to connect and align with the CCGPS standards and the new Learning Support models, as well as other shifts in the field of composition and higher education more generally that have taken place since the current outcomes were approved in 2004.

Identify Starting-Point Competencies for ENGL 1101

We also request that ACE consider defining "starting-point competencies," those skills, abilities and knowledge that students entering ENGL 1101 from any pathway should have to be successful. Such information would clearly assist in aligning high school end-point expectations to college readiness and would help entering students from all pathways more clearly understand their level of readiness.

TASK FORCE RECOMMENDATION 7: Develop advising systems and protocols for placing students in gateway courses and support advisors in transition to new models.

A. Background on Recommendation:

According to the USG Task Force Report, "Transitioning to the new system of gateway courses and course support systems demands significant change in long-established traditions of college advising by both faculty and professional staff. At the most basic level, faculty members, professional advisors, and administrators responsible for course planning and scheduling will need to understand new system guidelines and the rationale for them."

B. Charge for Workgroup

The Ad Hoc Committee recognizes that ensuring the implementation of new student placement and advising policies will require providing advisors with the tools and knowledge to: (1) support students in the selection of appropriate courses for their desired programs of study; (2) match student needs to new support structures including co-requisite and combined reading/writing models; and (3) understand a new placement index based on multiple measures that predict the probability of student success in gateway courses.

Recommendation 7: Develop advising systems and protocols for placing students in gateway courses and support advisors in transition to new models.
The University System office will establish an Administrative Committee for Advisors with a point of contact on every campus that will:

(1) Lead institutions in ensuring that System-wide recommendations for changes in remediation are communicated to all advisors at their institutions.

(2) Develop strategies for enabling students to choose as early as possible a coherent program of study and for enrolling them in the relevant gateway course.

(3) Support the use of "Degree Works" in directing students to the correct pathway for their majors.

(4) Communicate the role that "GAtracs" can play in the advisement of transfer students. [13]

C. CONCLUSIONS OF WORKGROUP: RECOMMENDATION 7

Following the guidelines of the USG Task Force and reviewing key components of *Complete College America* and *Complete College Georgia* action plans, the Ad Hoc Committee makes the following recommendations for implementation:

Assign and train professional advisors to advise students in need of remediation

Advising is the significant key to helping students progress through their programs of study and will be particularly important in conveying new Learning Support guidelines to students in institutions across the state. Because of the complexity of these guidelines, professional advisors need to be assigned and trained to correctly place students, based on their admissions files and placement scores, into the correct courses.

Develop Strong Communication Channels between Professional Advisors and Financial Aid Offices, Admissions Offices, and Learning Support Course Instructors

Professional advisors should develop strong communication channels with the Financial Aid and Admissions Offices on their campuses. Students who may need remediation should be fully aware of implications of dismissal and/or financial aid losses if they do not complete remedial courses according to strict timelines and limited attempts. Learning Support advisors should also maintain clear communication with Admissions staff to make the best determination about placement for a particular student. Advisors should be familiar with the curriculum and expectations in remediation courses and should have open communication channels with instructors teaching either Learning Support courses or co-requisites support courses for gateway courses.

Develop Statewide Communication Channels and Staff Development for Learning Support Advisors

Professional advisors should have clear communication channels among one another so that they can share successful advising strategies.

Work to Eliminate the Stigma of Remediation during Advising Process

Professional advisors should give students a clear plan of study, with a focus toward completing a degree. If the student needs some level of remediation, he/ she should not be discouraged but should be encouraged to look to the end result –graduation—and should also be encouraged to see Learning Support courses as an opportunity to gain skills and knowledge necessary for gateway courses. All advising should be focused on the end result: graduating with a degree and what that may mean for the student. Students in advising sessions may be asked to visit their campus's Career Center and begin long-term planning for the eventual job search.

Require Institutions to Use Degree Works

Degree Works should be adopted by all USG system schools as it provides a clear, graphic representation of student enrollment and progression.

Offer Honest Assessment of Probability of Student Success

Professional advisors must be honest with students who are two or three levels below college-level in two subjects (those students who may have severe deficiencies in English and Math, for example). Advisors should be trained to give students the best advice possible regarding appropriate academic choices for a career path.

Appendix A

Sample ENGL 0989 Course Syllabus and Selected Course Materials

Note: The following syllabus, calendar and assignments are meant just as recommended materials for ENGL 0989. Since this course has not been taught yet at many institutions, it is assumed that it will see ongoing transformation in the coming years. The textbooks selected for the sample syllabus include a handbook and reader. Since the author currently teaches developmental writing and reading to students from a range of ethnic and dialect backgrounds, he has selected a culture-themed reader that provides essays written from a variety of cultural (including American) vantage points. Of course, many comparable readers would serve the purposes of this course as well.

ENGL 0989: Foundations for English Composition

Course Description

ENGL 0989, Foundations for English Composition, prepares students for college-level reading and writing. Using paired reading and writing assignments that help students work with concepts in context, students will build competency in recognizing, comprehending and using appropriate grammar, vocabulary, punctuation, and structure in sentences, paragraphs and essays.

Given the varied needs of students in this course, skill development will be individualized as much as possible through the use of online diagnostic and development tools such as Pearson's *MyLabs* or equivalent in conjunction with analysis of assigned readings and the composition and examination of students' own writing.

Learning Outcomes

Upon successful completion of ENGL 0989, students will be able to:

- Read and comprehend prose texts in a variety of non-fiction genres.
- Identify common structural elements and patterns in sentences, paragraphs and essays.
- Generate short prose compositions using the conventions of edited American English regarding grammar, usage, punctuation, capitalization and spelling.
- Utilize common resources that support college-level reading, writing and editing.

Required Materials

Hirschberg, Stewart and Terry Hirschberg. *One World, Many Cultures,* 8th Edition. Boston: Longman, 2011.

Hacker, Diana and Nancy Sommers. *A Writer's Reference,* 7th Edition. Boston: Bedford/St. Martins, 2010. (includes grammar and writing quizzes and activities at dianahacker.com/writersref)

MySkillsLab (comes with new edition of *One World, Many Cultures*)

Grading and Exit Requirements

In order to successfully exit ENGL 0989, you must make a grade of C or better in your coursework.

Grading scale:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
59% or below	F

Grade distribution:

In-class Essays	30%
Other compositions	30%
MySkillsLab/AWR Exercises	10%
Attendance/Participation	10%
Final Essay Exam	20%
Total	100%

Assignments and Course Content

ENGL 0989, Foundations for College English, is a process-centered reading and writing course. Therefore, you will be taught the processes of effective reading and composing. As the grade distribution suggests, your final grade is based heavily on your two in-class essays and other compositions, all of which will involve close readings of assigned essays from your course reader (*One World, Many Cultures*). Here is a breakdown of the assignments and activities that comprise ENGL 0989:

Course Attendance

For your success in ENGL 0989, it is essential that you attend class regularly. Although there are exceptions for documented

emergencies (medical, work or other unavoidable situations) and sports team play, you will be expected to attend all class sessions. If you miss class, you are responsible for the work assigned for that day. Any essay submitted late will be assessed a 10 point deduction for each day late.

You are permitted 2 unexcused absences. Any further unexcused absences will result in a participation grade reduction of 5 points per absence. If you come to class excessively tardy (10 minutes or more) or are unprepared (without course materials or assigned essay drafts), you will receive a 5 point reduction for each day on which this occurs.

Compositions and In-class Essays

In this course, you will compose reading responses, multi-paragraph essays and group project reflections. These will be evaluated for correctness and quality of content and development. On two occasions during the semester, you will be required to compose an in-class essay over two class periods. These essays comprise a large portion of your final grade and will help prepare you for the final essay exam.

MySkillsLab/AWR Online Exercises

During the first week of class, your instructor will provide you with an access code for *MySkillsLab*, web-based computer-adaptive reading and writing activities that will assist in your developing college literacy skills. Your handbook, *A Writer's Reference*, also has a companion website where you may practice grammar, structure and the conventions of Standard Written English. All of these activities are self-graded, with your grades being posted to your instructor's grade book.

The Final Essay Exam

In addition to the reading and writing assignments, exercises/quizzes, and short essays throughout the course, you will be administered a final essay exam consisting of an impromptu essay written in the classroom during the final exam period. The essay will require you to analyze and respond to the reading passage, incorporating examples from it into your response. Keep in mind that this final essay exam bears substantial weight in your overall course grade.

Course Calendar

Week 1

Introductions (to ENGL 0989 and to one another)

Class Demonstration: *MySkillsLab*

Reading/Homework: Read course syllabus, purchase textbooks, register for *MySkillsLab* and complete "Path Builder" (you are expected to visit *MySkillsLab* on your own each week, completing at least three exercises; your progress will be checked at mid-term and at the end of the semester).

Week 2

Discussion: Annotating readings and composing reading responses
Reading/Responding: Read "Valley of the Gun" and "Save Me, Mickey," *OWMC* 31-35; 49-53*;* Compose reading responses to each essay (see Reading Response assignment sheet at end of calendar).
Pair work: Exchange reading responses with your partner. Read your partner's responses; then discuss the readings and potential topics for your own essay about family traditions.
Reading/Writing: Read "Writing Your Essay," *OWMC* 16-21; Bring your Essay 1 introduction and outline to next class.

Week 3

Introduction/Outline Review: Volunteers will share their introductions and outlines with the class, soliciting critical feedback that should benefit all writers.
Discussion: Run-on sentences; Registration for textbook website
Reading/Practice: Read *AWR* 218-222; Complete Online Practice Exercises (Run-ons) at the *AWR* website: G6-4 and G6-5 (you may use your book and attempt each quiz up to 3 times)
Writing: Compose first draft of your "Traditions" essay and bring to first class next week.

Week 4

Discussion: Subject-Verb Agreement
Demonstration: *AWR* Online Practice with Subject-Verb Agreement: G1-3, G1-4 and G1-5.

Peer Review: Finding agreement errors in "Traditions" drafts; Drafts submitted for first grading (out of 50 points; see rubric at the end of calendar).

Week 5

Discussion: Interpreting instructor's feedback on "Traditions" essay
Writing: In-class revision session; final "Traditions" draft due
Reading/Writing: Read "Body Art as Visual Language" and "My Big, Fat Straight Wedding," *OWMC* 107-114; 182-185; compose annotations (notes) that capture the essence of the author's main ideas and supporting details. You will be allowed to use your annotations for In-class Essay 1.

Week 6

In-class Essay 1

On Day 1, you will receive two passages (one from each assigned reading) and prompts for an essay response. You may spend the class period constructing an outline or beginning your essay, recognizing that you will not be permitted to take any of your notes or essay drafts with you when you leave.

On Day 2, you will continue working on your essay, which will be due at the end of class

Week 7 *Sept 30, Oct 2*

Discussion: In-class Essay 1 Results; Sharing the strongest examples
Mid-term *MySkillsLab* check/discussion

Week 8

Discussion: Sentence Fragments
Classwork/Homework: Read *AWR* 211-215; Complete online practice exercises G5-3 and G5-4.
Review: We will go over the online exercises on Sentence Fragments

Reading/Writing: Read "Learning from Ladakh "and "Why I Quit the Company" (*OWMC* 191-200); After reading the essays, compose responses to items 1 through 6 on page 191 of *OWMC* , with separate responses for each of the essays. Bring your printed responses to class Monday.

Week 9

Reading Quiz: Learning from Ladakh" and "Why I Quit the Company"
Discussion: Volunteers will share their reading responses with the class, soliciting critical feedback that should benefit all writers.
Classwork/Homework: Freewriting exercise on work-related topic; essay outlines due next class.

Week 10

Peer Review/Drafting: Work in groups reviewing outlines of "Work Essay." Begin drafting essay after peer review. Bring full draft of essay to next class.
Peer Review (cont.): Rejoin group to do peer review of full essay drafts. Submit revised draft to instructor via email by 9am tomorrow.

Week 11

Essays Returned with Comments: Work Essays returned and individual discussions of instructor comments during revision sessions. *First half of class attends one day and second half attends on the other. On off-days groups work on AWR online exercises or MySkills Lab as needed.*
Homework: Submit final draft of Work Essay to instructor by 5pm Friday via email. Reading: Set of essays in *OWMC* (TBA) and complete reading responses.

Week 12

Discussion: Reading responses from *OWR* assignment.
Classwork/Homework: Compose reflective essay about your progress in ENGL 0989 this semester. Use specific examples (assignments, class discussions, returned papers, difficulties encountered) to illustrate your claims.

Week 13

In-class Essay 2 (both days, as with In-class Essay 1)

Week 14

In-class Essay 2 Results/sharing strongest examples
Final *MySkillsLab* check and course averages
Classwork/Homework: Readings from *OWMC* (TBA) and reading responses.
Discussion: Preparing for Final Essay Exam

Week 15

Final Essay Exam

Reading Responses:
One World, Many Cultures (OWMC)

Before the day we will be discussing each selection, compose a 3 paragraph response for *each* essay you read. So if you read two essays in *OWMC,* you must bring two 3-paragraph responses to class.

Paragraph 1 should state, in your own words, what you think are the author's main points and reasons for writing the essay.

Paragraph 2 should describe the parts of the essay you like best, being detailed in your descriptions of those passages.

Paragraph 3 should discuss how any of your own experiences relate with anything the author mentions.

You must bring your typed responses to class on the assigned date.

Essay Draft Grading Rubric

Area Evaluated	Possible Points
W: Wording (deductions will be made for misspellings or poor word choice)	**10**
S: Sentences (deductions will be made for run-ons, fragments, agreement errors and other structural problems)	**10**
P: Paragraphs (deductions will be made if the paragraphs are poorly developed, lacking in detail or do not transition logically)	**10**
C: Content (this measures the strength of your thesis and illustrations, essentially how well you articulate your topic and support)	**10**
O: Overall (this is what your overall grade at this point might be on a 1 to 10 scale	**10**
Total	**50**