DESIGN, IMPLEMENTATION AND OUTCOMES OF A CONDENSED CURRICULUM FOR AN ACCELERATED DEVELOPMENTAL EDUCATION ENGLISH COURSE

by

Eric Nefferdorf

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ABSTRACT

In 2015, Delaware Technical Community College (DTCC) sought to decrease the amount of time students spent in developmental education (DE) English courses by offering a compressed DE English course. The 2-credit, compressed course met for four days a week for four weeks at the start of the semester, leaving time for an 11-week first year composition (FYC) course in the same semester. The purpose of this ELP was to develop, implement, and evaluate the effects of a curriculum based on self-regulating strategy instruction for the compressed DE English course at the Stanton Campus of DTCC. To accomplish this task, I conducted a quasi-experimental, mixed-method study. Five instructors participated with two in the treatment groups and three in the business-as-usual control group. The curriculum sought to improve overall quality of writing, improve reading comprehension, and increase self-efficacy by teaching literacy strategies along with self-regulatory strategies.

Results of the intervention were mixed. For the primary measure, an argument essay written from two newspapers articles, a statistically significant effect was found favoring the treatment group. However, analysis of other measures, a summary outline, self-efficacy questionnaire, and completion of the FYC course, did not show statistically significant effects. This ELP details the steps taken to complete this intervention as well

as a detailed analysis of the results and recommendations for further research on accelerated developmental English courses.

Chapter 1

INTRODUCTION

Problem Overview

Research shows that many students enter community colleges without the requisite skills to place into college-level courses in English and mathematics (Bailey, Jeong, & Cho, 2010). Students unable to place into college-level courses are often required to enroll in pre-college courses, commonly referred to as developmental education (DE). The goal of DE English courses is to help students reach the proficiency required for first year college composition courses (FYC). However, research shows that students who place into DE English courses often have high attrition rates and low graduation rates (Perin, 2013). These low graduation rates have brought increased scrutiny from stakeholders on both state and federal levels due to the costs associated with developmental education (Crisp & Delgado, 2014). The question of how to effectively help students in DE courses is one of the most difficult issues facing community colleges across the country (Crisp & Delgado, 2014).

In response to this challenge, many community colleges have increased offerings of accelerated DE English courses with the intention of helping underprepared students

matriculate into college-level courses at a faster rate (Jaggars, Hodara, Cho, & Xu, 2014). The state of Delaware has followed this trend. In its *Blueprint for the Future: Keeping Students First* report (2015), Delaware Technical Community College (DTCC), the state's only community college, called for the "expanded options for accelerated completion of developmental education such as integrated developmental college courses, summer bridge programs, and boot camps" (p. 13). Since 2015, DTCC has offered a compressed DE English course, English 091, that meets for 1.5 hours a day, four days a week for the first four weeks of the semester. This compressed format allows students to complete remediation and then enroll in an 11-week FYC course in the same semester.

Goal of the ELP

Accelerating DE English courses may be a good policy solution; however, questions about their effectiveness remain and little empirical research on the instructional methods used in DE English courses exists (MacArthur, Philippakos, & Ianetta, 2015). The goal of my ELP is to design an compressed DE English curriculum that incorporates self-regulated strategy instruction and addresses student self-efficacy and then conduct a quasi-experimental, mixed-method study to evaluate its effectiveness at the Stanton campus of DTCC.

Organization of the ELP

The ELP is organized into six chapters and eight appendices. Chapter 2 is an overview of the challenges of developmental education in community colleges, the organizational context of DTCC, and my role at the college. It concludes with an explanation of my specific goal for the ELP. Chapter 3 serves as a description of the methods and details the improvement strategies taken to address the problem, including the research design of the intervention and the steps taken to implement and evaluate the effectiveness of the curriculum. Chapter 4 describes the results of the intervention. Chapter 5 discusses the results of the intervention, the limitations, and directions for further research. Chapter 6 concludes with my reflections on the entire ELP process and my role in education.

Description of Appendices

The eight appendices reflect my research on the topic of developmental English education in community college. I have produced these artifacts throughout the ELP process. These appendices show my journey as an educator, a doctoral candidate, and a researcher. Hopefully my reflection and artifacts can serve as a guide for other educators trying to create solutions for problems in the field of education.

Appendix A - Literature Review. The literature review examined eight empirical studies on strategy instruction in reading and writing. As is often the case, these studies were not always exclusive to reading or writing since the two processes

share many cognitive functions; however, all were empirical studies that tested cognitive strategy instruction with either adolescents or adult learners, and sometimes both groups. A ninth study that focused explicitly on student self-efficacy in basic college writers was also included because of the importance self-beliefs have on persistence in college completion.

Appendix B – Curriculum. The condensed curriculum for the accelerated DE English course was designed from the *Supporting Strategic Writers* (SSW) curriculum, a full-semester DE English curriculum created by Dr. MacArthur and his colleagues. The core ideology behind this curriculum is self-regulated strategy instruction. A watermark designates where I modified content from the original curriculum.

Appendix C - Professional Development Plan and Report. Five instructors participated in this study, two in the treatment group and three in the business-as-usual group. The two treatment instructors attended one professional development (PD) session. An overview of the PD as well as my reflections on its effectiveness are included in this artifact.

Appendix D - Research Design. This quasi-experimental, mixed-method study collected both quantitative and qualitative data to learn about the effectiveness of the intervention as well as faculty and students' perceptions of the curriculum. This artifact consists of an explanation of the research design, lists the research questions, and the measures used to answer the questions.

Appendix E - Instructor Measures. To monitor and receive feedback about the intervention, several measures were collected from faculty in both treatment and control groups during this process.

Teacher interviews. This artifact includes background questions asked of both the treatment and control groups. It also includes post intervention questions asked of the treatment group instructors to get their perceptions of the curriculum and the professional development they received.

Observations. Treatment group instructors were observed one time during the semester. The observation instrument used by the independent observer is included in this artifact.

Fidelity measure. This artifact is the self-checklist treatment group instructors were asked to use to report what information they covered and if they made any changes to the curriculum.

Appendix F - Student Measures. To assess the effectiveness of the intervention, multiple student measures were taken during the intervention.

Self-efficacy scale. At pretest and posttest, students completed a self-efficacy questionnaire developed by MacArthur, Philippakos, & Graham (2015). The survey takes approximately 10 minutes and asks students to rate how confident they are on a scale of 1 to 10 completing various writing activities.

Essays. A baseline essay and final essay were collected from students in both the treatment and control groups. The baseline essay writing prompt and 7-point scale to measure the quality of ideas, organization, word choice, word usage, and sentence fluency are included in this artifact. Additionally, the final essay assignment is included, along with the articles used for the essay, the 7-point scale used to evaluate them, and the anchor papers used to train the independent raters.

Summary measure. At the conclusion of the intervention, students in both the treatment and control group completed a summary outline of an argumentative article to assess reading comprehension. Instructions for the summary outline, the article used, and the 12-point scale used to evaluate the measure are included in this artifact.

Student interviews. Two students from each treatment instructor's section were interviewed about their knowledge and use of reading and writing strategies at the conclusion of the four-week semester. The interview questions are included in this artifact.

Appendix G - Research Conference Proposal. Findings from this study might result in scholarly publications and conference presentations. On December 1, 2019, I submitted a proposal to the Two-Year College English Association (TYCA). The proposal details the intervention and its results.

Appendix H – PowerPoint for Delaware Technical Community College Administrators. At the conclusion of this project, a PowerPoint highlighting the key

aspects of the intervention was made for Delaware Technical Community College administrators. Results will be shared during college-wide professional development day at DTCC.

Appendix I – Executive Learning Project (ELP) Proposal. The artifact is the original proposal submitted to committee members in July 2018.

Chapter 2

PROBLEM ADDRESSED

A National Crisis

Community colleges play an important role in the American higher education system. Their diverse missions, open admissions policies, and low-cost tuition provide opportunity to higher education for many people who otherwise might not have access to it. However, increased access to higher education has also posed challenges for community colleges across the country. Despite the implementation of the Common Core State Standards (CCSS), which calls for all students leaving high school to be college and career ready (National Governors Association, 2010), research shows that many students still enter community college without the requisite skills to place into college-level courses in English and mathematics and are required to enroll in DE courses (MacArthur et al., 2015).

The goal of DE courses is to help underprepared students matriculate in college-level courses. Nevertheless, research shows that students who place into DE courses often fail to progress into college-level courses. Furthermore, among the DE student population, low-income and minority students often have lower numbers for degree

completion and higher numbers of attrition (Cox, 2009). Reading and writing skills are a prerequisite for success in most aspects of life. If community colleges are to honor their missions, then addressing the needs of their most vulnerable populations is necessary.

To address this problem, the American Association of Community Colleges has challenged community colleges across the country to increase the number of students who successfully complete developmental education programs by 2020 (American Association of Community Colleges, 2014). In response, community colleges across the country have increased offerings of accelerated DE courses with the intention of helping underprepared students matriculate into college-level courses at a faster rate and eliminate exit points—places where students may stop attending (Jaggars et al., 2014).

At the time of my ELP, the effects that accelerated DE programs are having on matriculation and graduation are not clear. Despite some purported benefits, research is sparse and focuses on policy solutions to help the DE population, such as examining the effects of co-requisites models of DE education. Jaggars et al. (2014) examined two DE English accelerated programs at two separate community colleges and found that students who successfully completed accelerated pathways typically earned three to five more credits in a year than did their peers who enrolled in a full semester DE English course. Additionally, students who completed an accelerated DE English course were more likely to successfully complete the next college-level English course within three years (Jaggars et al., 2014). However, the researchers noted that despite these short-term gains, questions about the instructional methods used in the courses and the long-term benefits of accelerated DE English courses still remain.

Typical curricula in DE courses often focus on helping students build requisite skills necessary for reading and writing through practices in textbooks and real-life readings (Perin, 2013). While these curricula may seem like a logical progression towards competency, some have hypothesized that curricula focused on subskills such as grammar can be de-motivating because it does not seem relevant to college-level work, thus decreasing student motivation and possibly contributing to student attrition (Jaggars et al., 2014). The challenge for any DE English program is to implement a curriculum that is relevant to the work students will encounter in college-level courses, motivates students, and has long-term literacy benefits.

Organizational Context

Delaware Technical Community College is a statewide, multi-campus community college serving approximately 14,000 students, both full and part-time, annually at its four campuses located in Delaware. The George and Stanton campuses are located in New Castle county, in Wilmington and Newark respectively. The Terry and Owens campuses are located in Sussex county, in Dover and Georgetown respectively.

Delaware Technical Community College has a traditional bureaucratic structure led by a board of trustees and a college president. There are six vice presidents, four of whom serve as campus directors, one vice president of academic affairs and the vice president of creative instruction and technology. Each campus has a dean of academic affairs as well as a dean of student services. Each campus also has several program directors, department chairs, coordinators, and faculty and staff members.

Like most community colleges, the mission of DTCC is multifaceted. Listed in the *College Strategic Directions 2017-2021,* the college offers "comprehensive educational opportunities, that contribute to the vitality of the state including career, general, developmental, and transfer education; workforce development; and lifelong learning" (p. 4). Furthermore, a specific goal listed in the *College Strategic Directions 2017-2021* publication is "Developmental education will prepare students in mathematics, reading and writing to be successful in entry-level college courses and workforce development programs" (p. 4). The mission and goals of DTCC are in line with national trends in community colleges.

While the collegewide persistence rate for students enrolled in the accelerated DE English courses was not available at the time this document was produced, the retention rate for first-time, full-time degree seeking students at DTCC from fall 2014 to fall 2015 was sixty-one percent. For first-time, part-time degree seeking students the retention rate was thirty-seven percent (https://www.dtcc.edu/about/college-facts). Graduation rates for students earning an associate degree for the 2012 cohort for first-time degree seeking students after four years was 14.2 percent (https://www.dtcc.edu/about/college-facts). While these statistics do not focus exclusively on students in DE English courses, they underscore the need to research effective instructional methods for the DE population attending community colleges. My ELP project is the first step in understanding what instructional methods are most effective in accelerated DE English courses.

Organizational Role

In fall of 2014, DTCC administrators tasked the English departments at all four campuses of DTCC to create a compressed DE English course. Though my role has changed during the time I have been working on my ELP, I started this process as the program coordinator of developmental English at the Stanton campus of DTCC. My responsibilities included teaching DE English courses as well as collaborating with program coordinators at all campuses to recommend instructional methods and learning goals for the DE English courses. To create the compressed course, collegewide meetings were held at the Dover campus and attended by program coordinators, representative English faculty members, and representatives from the collegewide curriculum committee. Referred to as the redesign group, we were responsible for making recommendations for the Core Course Performance Objectives (CCPOs) and the summative assignments for accelerated DE English courses. The English department chairs at all four campuses had already determined the collegewide placement scores and the structure of the course, a 2-credit course to be completed in the first four weeks of a 15-week semester prior to taking the FYC course.

The ACCUPLACER *Reading Comprehension* test (CPT-R) and *Online Sentence Skills* test (CPT-W) were used for student placement. Figure 1 shows the placement score chart. Students scoring one to 12 points below the cutoff scores for placement into the FYC course could register for this 4-week compressed DE English course rather than a full semester DE English course.

English 090 (15-week semester)	English 091(Accelerated course)	English 101 (FYC)
CPT-R 56-77 CPT-W 61-83	CPT-R 65-77 CPT-W 71-83	CPT-R 78+ CPT-W 84+

Figure 1 Placement score chart

The Core Course Performance Objectives (CCPOs) were establish by the redesign group (See figure 2). Every course at DTCC has a set of CCPOs that correspond to collegewide College Core Competencies (CCCs). These learning objectives were for all compressed DE English courses at all four campuses.

1. Practice explicit reading strategies and skills to improve fluency and comprehension.
2. Use explicit writing strategies and skills to plan, organize, and compose well-structured essays and written responses.
3. Summarize college-level texts.

Figure 2 Core Course Performance Objectives (CCPOs)

The CCCs are learning goals for all graduates of DTCC. They were designed by the College President's Administration Council. Figure 3 shows the CCCs.

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Figure 3 College Core Competencies (CCCs).

To achieve the CCPOs, the redesign group recommended that all sections of the compressed DE English courses at DTCC require the same summative assignments. In the 4-week semester, students were required to write a minimum of two summaries and two essays, the final essay had to incorporate two sources.

In the fall of 2015, the compressed English courses were offered at all four campuses of DTCC. However, some faculty members expressed reservations about teaching the course. Questions about the long-term effectiveness of the course and how to condense the material taught in the 15-week course concerned many faculty members. Despite the lack of buy-in from some faculty members, I thought achieving the goals of the DE English course was possible. I did not think the goal of the course was to cover all the material that the full-semester course covered, but rather the opportunity to implement a targeted intervention focused on summary and writing argument essays.

Improvement Goal

As my ELP drew near, I approached my advisor, Dr. MacArthur about creating a curriculum for the accelerated DE English course. In 2010 through 2013, I had worked with Dr. MacArthur and his colleagues on their 3-year design research project where they had created a full-semester writing curriculum based on self-regulated strategy instruction for struggling adult writers. The curriculum, *Supporting Strategic Writers* (SSW), is based on multiple sources, including Graham and Harris' (2009) work on Self-Regulated Strategy Development (SRSD) and Englert, Raphael and colleagues' (1991) work on Cognitive Strategies in Writing (CSIW). The goal of the SSW curriculum is to help

students take control of their own learning processes by teaching literacy strategies combined with self-regulating strategies.

Since the design research project, Dr. MacArthur and his colleagues had expanded their curriculum to include strategies for critical reading, note-taking, summary writing, and writing argumentative essays from sources. Several times during the expansion of the curriculum, I was asked to give feedback on it from a practitioner's point of view. Since Dr. MacArthur's SSW curriculum focused on the same learning objectives as the accelerated DE English course at DTCC, I proposed designing an compressed version of the curriculum for my ELP. The goal of my ELP is to develop, implement, and assess a condensed curriculum for the accelerated DE English course at the Stanton Campus that is based on self-regulated strategy instruction and compare it to current practices being used in the course.

Assuming the project is successful in demonstrating the positive effects of the condensed curriculum, it could be implemented at the other three campuses of DTCC. Furthermore, the curriculum could be adapted to use with the other English courses at DTCC, potentially increasing completion rates in DE English courses and eventually raising the graduation rates at the College.

Chapter 3

IMPROVEMENT STRATEGIES

Several steps were taken to conduct this intervention. While the process was mostly linear, several steps overlapped or took place simultaneously. This chapter explains how I decided on a research design, developed the curriculum, generated specific research questions, developed measures to answer my research questions, recruited instructors, offered professional development (PD) for treatment instructors, recruited students, collected and coded data, and trained raters to evaluate the data.

Research Design

The goal of this intervention was to create a curriculum that improves reading and writing skills and increases self-efficacy for community college students placed in an accelerated DE English course. Specifically, this intervention sought to improve students' abilities to summarize informative texts and write persuasive essays from sources by increasing students' use of metacognitive strategies in reading and writing. The ability to summarize and write from sources are essential skills in college (Perin, Lauterback, Raufman & Kalamkarian, 2016). Furthermore, students need to believe in their ability to

succeed. Several studies have shown correlation between self-efficacy and student performance (MacArthur et al., 2015; Perin et al., 2016).

To evaluate the efficacy of the intervention, I designed a quasi-experimental, mixed-method study (see Appendix D). Comparing an intervention to the business-as-usual instructional methods is a common research design used to learn about the effectiveness of instructional methods. Non-random selection was necessary because faculty members in the treatment group had to agree to participate in PD in the summer of 2018. A mixed methods design was used because I wanted both quantitative and qualitative data to learn about the effectiveness of the intervention.

Curriculum Design

To design a condensed curriculum for a 4-week, 2-credit course, I reflected on my experience as an instructor, my role as program coordinator, and my participation in the 3-year design research project. In my role as program coordinator at DTCC, I had to opportunity to work with Dr. Charles MacArthur and Dr. Zoi Philippakos. In 2010-2013, I participated in the development phase of a research design project at DTCC led by Dr. MacArthur and his colleagues. The researchers developed, implemented, and evaluated the SSW curriculum. As previously mentioned, the SSW curriculum is based on multiple sources. The SSW curriculum shares common instructional techniques with other strategy instruction models, such as explicit explanation of strategies, think-aloud modeling, guided practice, and gradual release; however, it also includes the emphasis on teaching self-regulating strategies found in Graham and Harris' SRSD model. In addition

to learning specific writing strategies such as planning drafting and revising, students also learned strategies for self-regulation, such as goal-setting, self-monitoring and self-evaluation (MacArthur & Philippakos, 2013). The SSW curriculum focused on helping students improve their use of metacognitive strategies to guide them through their writing tasks. The results of their design research project showed that students made gains in overall writing quality and motivation (MacArthur & Philippakos, 2013).

As stated in the previous chapter, Dr. MacArthur and his colleagues had expanded the curriculum to include strategies for critical reading, note-taking, summary writing, and writing argumentative essays form sources. These goals matched the learning goals of the accelerated DE English course at DTCC: summary writing and writing an argumentative essay from sources. The questions I had to answer is what instructional methods from the *Supporting Strategic Writers* (SSW) curriculum should be used in the condensed curriculum? And how could I effectively condense the SSW curriculum for an accelerated DE course? To answer these questions, I wrote a literature review of the studies Dr. MacArthur and his colleagues used to create their curriculum (see Appendix A).

After completing a literature review, I created a condensed version of the SSW curriculum. The condensed curriculum shared many characteristics of the SSW curriculum but modified and added new lessons to link the curriculum to the specific course objectives and keep the pace of the accelerated course (see Appendix B). Like the original curriculum, the core of the condensed curriculum is self-regulated strategy

instruction, the idea that the cognitive process used by proficient learners can be taught to struggling learners (MacArthur et al., 2015).

The curriculum is comprised of two sets of strategies—a set of reading strategies and a set of writing strategies—that work together to increase students' metacognitive awareness of underlying text structures in reading and writing to improve reading comprehension and writing. Additionally, the curriculum teaches self-regulating behaviors. Research shows that proficient learners of all ages use appropriate metacognitive strategies to guide themselves through academic tasks, whereas struggling learners do not typically use such strategies. Englert, Raphael, Anderson, Anthony, and Stevens (1991) found that teaching students combinations, or "packages," of strategies could produce positive learning results in writing and that "think sheets" could help students internalize the self-regulating strategies they had learned.

Additionally, Meyer and Poon (2001) demonstrated that recognizing text structure could help increase students' awareness of both top-level structure and the gist of a reading. In their study, students who received training in recognizing text structure had better recall and improved comprehension of the passages when compared to groups who had not received training. The researchers suggested that structure strategy instruction could also be used for adult education programs.

The writing strategy used in the condensed curriculum consists of systematic strategies to guide students through the planning, drafting, and revising stages of writing. It is the same writing strategy used in the SSW curriculum. The reading strategy is also a

set of systematic strategies to guide students through the previewing, annotating, and summarizing stages of reading. I modeled it closely after the writing strategy. Both the reading and the writing strategies used think sheets to guide the students through the metacognitive process used by skilled learners. Englert and Thomas (1987) suggested that interventions that seek to improve text structure awareness start with recognizing text structures in readings before proceeding to the more complicated task of producing the same text structure in writing, so the reading strategy was introduced first in the curriculum, followed by the writing strategy.

Like the SSW curriculum, the condensed curriculum also emphasized self-regulatory strategies called *Strategies for Academic Success*. The goal of the self-regulator strategies is to put students in control of their learning processes to increase their self-efficacy. Self-efficacy, the belief in one's ability to successfully complete a task, is important for adult learners to be successful (MacArthur, Philippakos, & Graham, 2015). Often times, community college students placed in DE have struggled with school in the past. Cox (2009) noted that these students' prior negative experiences with school can contribute to a fear of failure that often shapes their expectations and behaviors. In a qualitative research study, Cox's interviews revealed a theme of students' negative beliefs they held about their abilities, which in some cases caused them to withdraw from college. At times, students' perceived lack of ability was juxtaposed to their actual ability, meaning students were passing, but they simply believed they could not continue passing so they stopped attending their classes (Cox, 2009). This phenomena were particularly evident in underrepresented students (Cox, 2009). With this in mind, I

included the *Strategies for Academic Success* model in the beginning of the curriculum to reinforce that self-regulation is one of the learning goals of the course.

Teaching the reading strategies and the writing strategies followed consistent instructional approaches used in strategy instruction along with an emphasis of teaching self-regulation based on the principles Self-Regulated Strategy Development (SRSD) put forth by Harris and Graham (2009). Treatment instructors teach literacy strategies and at the same time provide instruction in self-regulation that emphasizes goal-setting, self-monitoring, and self-evaluation. In order for struggling learners to understand metacognitive strategies, they have to see how the strategies are used by an expert. Treatment group instructors modeled the use of metacognitive strategies with the think-aloud technique in nearly every lesson. Treatment instructors started lessons by discussing the importance of the material, such as writing an essay, and the importance of strategy use, such as setting a goal for the assignment. As instructors worked though the assignment, they selected and used different strategies to help them complete the assignment. When the assignment was finished, instructors demonstrated how to evaluate their work and reflected on what strategies worked as well as what strategies may need to be modified.

The think-aloud process allowed students to witness the metacognitive strategies the teacher used to work through challenges encountered during the process and reflect on the strategies used. After modeling, students had the opportunity for guided practice. This process involved completing an assignment with assistance from the instructor and the peer-review process. In the SSW curriculum, students had the opportunity the

collaborate on an assignment with classmates after the guided practice; however, in the condensed curriculum there was no time for collaboration. Instead, after the guided practice phase, students completed a similar yet new assignment independently, which is also the final step in the SSW curriculum. The goal of this method of instruction was for students internalize the literacy and self-regulation strategies to read and write independently, thus increasing their beliefs in their abilities (Reynolds & Perin, 2009).

Research Questions

To learn if the condensed curriculum is effective at improving students' ability to write argumentative essays from sources, improve reading comprehension, increase self-efficacy, and benefit them in their FYC course, I asked the following research questions:

Question 1. Is there a difference in overall quality of argument essays written from sources by treatment group students compared to argument essays written from sources by control group students?

Question 2. Is there a difference between the treatment and control groups in how accurately they present the author's main idea and major details in an summary outline?

Question 3. Is there a difference between the treatment and control groups on change in self-efficacy?

Question 4. Is there a difference between treatment and control groups' passing rate of the FYC course?

Additionally, I wanted to learn what both the treatment group instructors and students thought of their experiences, so I conducted interviews with both groups after the intervention.

Student Measures

To answer these questions, I needed to collect several measures from the treatment and control students. A detailed list and rationale for each measure is provided below (see Appendix F).

ACCUPLACER tests. At the time of this intervention, Delaware Technical Community College used the ACCUPLACER *Reading Comprehension* test (CPT-R) and on the *Online Sentence Skills* test (CPT-W) to place students into pre-college-level English courses. The tests have adequate reliability and validity. I collected these scores from both the treatment and control groups to learn if any pre-existing differences existed between the treatment and control group.

Baseline essays. I used a second assessment to check for initial differences between the treatment and control groups. Baseline essays were administered to all students the first day of class to check for pre-existing differences in writing between the treatment and control group. Students were asked to write an argumentative essay in response to a writing prompt; no sources were used. The prompts were used in prior research studies conducted by Dr. MacArthur and his colleagues. The baseline essay took approximately 50 minutes to complete. Essays were scored by independent raters for

overall quality on a 7-point scale which measured for the quality of ideas, organization, word choice, word usage, and sentence fluency. Standard procedures for training raters and ensuring interrater reliability were used. A more detailed explanation of these procedures is discussed later in this chapter.

Final essays. To answer my first research question, *is there a difference in overall quality of argument essays written from sources by treatment group students compared to argument essays written from sources by control group students?* Students in both groups were asked to complete a final essay on the last day of class. The final essay required students to read two articles they had not seen before and write an argument essay incorporating both sources in class. Students received two editorials with different viewpoints on the same topic from *USA Today*. Students were given the entire last class to complete the task, approximately 110 minutes. The final argumentative essays written from sources were also scored by independent raters for overall quality. The 7-point scale used to evaluate the final essays was same scale used to evaluate the baseline essay with an integration of sources category added. Standard procedures for training raters and ensuring interrater reliability were used.

Summary outline. At the conclusion of the 4-week semester, students in both the treatment and control group completed an outline of an argumentative article. The decision to use an outline rather than a summary was made because I was concerned instructors might not have wanted to participate if I needed the entire last two classes of the course to conduct assessments. I estimated a summary outline could be completed in

50 minutes on the next-to-last day of class, leaving an hour for instruction. Also, the final essay from sources would evaluate student writing, so I felt the decision to measure comprehension with an outline was appropriate. Summary outlines were evaluated on a 12-point scale that measured whether students' answers captured the main issue, the author's thesis, support for the thesis, the counterargument and rebuttal, and the conclusion. Independent raters scored the outlines. Standard procedures for training raters and ensuring interrater reliability were used. This measure was used to answer research question 2: *Is there a difference between the treatment and control groups in how accurately they present the author's main idea and major details of an argumentative text in an outline*?

Self-efficacy questionnaire. At pretest and posttest, students completed a section of a motivational scale developed by MacArthur, Philippakos, & Graham (2015). The self-efficacy questionnaire consists of 22 items and asks students to rate how confident they are completing various writing activities. On a scale of 1 to 10, students are asked to rate how they perceive their ability to perform specific writing tasks. The survey takes approximately 10 minutes. This measure was used to answer research question 3: *At the end of the semester, did students self-efficacy increase more in the treatment group and in the control group?*

First year composition grades. Grades from the FYC, the 11-week course that immediately follows the accelerated course, were collected to answer research question 4: *Is there a difference between treatment and control groups' passing rate of the first-year composition (FYC) course*?

Student interviews. I also wanted to learn what the students retained from the curriculum as well as what they thought of the instructional approach. To collect these data, I conducted six student interviews.

Two students from each section of the treatment group were interviewed, six students total. Instructors were asked to provide one student from the top 25% of the class and one from the bottom 25% of the class. Interviews were conducted at the end of the four-week semester. I asked three open-ended questions with probes. I created open-ended questions because I wanted to allow respondents to choose their own terms when answering questions (McNamara, 2009). The interview included questions about their knowledge and use of reading and writing strategies. Interviews took approximately five to 10 minutes. The following questions were asked of six treatment group students:

Question 1. When assigned a reading, what tasks should you complete?

Probe: What is the first thing you should do?

Probe: Do you recall the mnemonic used in class?

Probe: After you set a reason or goal for the reading, what do you do next?

Probe: What do you do while reading?

Probe: After reading, what task do you complete?

Question 2. When given a writing assignment, what steps should you take?

Probe: What is the first thing you should do?

Probe: Do you recall the mnemonic used in class?

Probe: After you set a reason of goal for your writing assignment, what do you do next?

Probe: After drafting, what steps are next?

Question 3. What were your overall impressions of the curriculum?

Instructor Measures

Several measures were taken of both the treatment and control group instructors (see Appendix E). Prior to the semester, I conducted interviews with both the treatment and control group instructors to learn about their background, approaches to teaching reading and writing. During the semester, treatment instructors were asked to complete a fidelity measure, a checklist of what material was covered that day, and if any changes were made. Also, an independent observer observed one class of each section to see if the curriculum was being followed by the treatment group instructors and to learn what type of practices were taking place inside the control group classrooms. At the conclusion of the semester and intervention, I conducted interviews with the treatment instructors to learn about their perspectives on the curriculum and the PD they had received.

Background interviews. Just as the ACCUPLACER and baseline essays could reveal any preexisting difference with the students, I wanted to know if there were significant differences between teachers in the treatment and control groups, regarding their experience and their views on teaching. I conducted short interviews,

approximately 10 minutes long, with both treatment and control group faculty to get information on teaching experience, degrees, demographics, and their approaches to teaching reading and writing. Both treatment and control instructors were asked the following open-ended questions:

Question 1. How many years have you been teaching?

Question 2. What degrees do you hold?

Question 3. Describe your approach to teaching reading and writing.

Fidelity measure. Treatment instructors were asked to complete daily checklists throughout the semester. The checklist asked faculty members to self-report what information they covered and if they made any changes.

Classroom Observations. Treatment group instructors and control group instructors were observed one time during the semester. An observer independent of the project observed each section of the accelerated course in the treatment and control groups. For the treatment group observations, the observer took field notes and completed the fidelity of implementation measure, a checklist of lesson components and ratings of quality of key elements of the instructional approach. The checklist includes all the lesson activities; each activity in a lesson is rated 0 to 2 (0 = absent, 1 = done with modifications, 2 = done as in the lesson plan). Only components relevant to the day's lesson were rated. For the control group observations, the observer only took field notes on the instructional practices used in the classroom

Post-treatment interviews. I asked 2 qualitative research questions focused on the treatment teachers' perspectives of the curriculum as well as their thoughts on the effectiveness of the professional development they received. The interviews took approximately 10 minutes. Treatment group instructors were asked the following questions:

Question 1. Tell me about your experience teaching the curriculum.

Probe: Were there any parts that you found effective?

Probe: Are there any changes that you would like to make?

Question 2. Do you think the professional development you received adequately prepared you for implementing the curriculum?

Probe: What suggestions do you have for professional development in the future?

Probe: Is there anything you would add in the PD?

Participants and Site

Instructors. In the summer of 2018, I received IRB approval from both the University of Delaware and DTCC. In late July of 2018 I recruited all five instructors who were scheduled to teach the accelerated course in the fall 2018 semester at the Stanton campus. I contacted them by phone or in person. Treatment instructors were chosen based on their willingness and availability to participate in PD in early August 2018.

Professional development designed to explain the procedures for strategy instruction, strategies for academic success, and the reading and writing strategy packages was offered in August of 2018. Additionally, the daily procedures and weekly schedule were reviewed. Due to the small number of instructors in the treatment group and the difficulty of finding the time in the summer when both were available, only one PD session was scheduled. Since instructors had volunteered for the treatment group and there was no compensation, time was a concern. After discussing these factors with my advisor, I decided to create the PD for one-half day, approximately three hours (see Appendix C).

All the instructors in both treatment and control groups were white women. Both treatment group instructors held masters' degrees. One had been teaching full-time at DTCC for nearly twenty years, whereas the other had retired from a local school district after approximately thirty years and been teaching part-time at DTCC for nine years. Two of the control group teachers held masters' degrees and one held a bachelors' degree. One full-time control group instructor at had been teaching for a total of thirty-six years, twenty-two of them at DTCC. One part-time instructor had been teaching a total of twelve years, five years at DTCC, and the other control group instructor had been teaching thirty years with twelve years part-time at DTCC.

When asked to describe their approach to teaching, their answers had many commonalities. For instance, all instructors stressed the importance for students to learn to complete tasks independently. Another common theme among respondents was the

need for repetition, reinforcing material taught in class. Only two instructors, one in the treatment group and one in the control group mentioned modeling.

Students. All students placed into English 091 at the Stanton Campus were invited to participate in either the treatment or control group. I recruited students by visiting every section of English 091 on the first day of the semester, giving a brief overview of my research and having students sign consent letters. Students were not aware of whether they were in the treatment or control group.

A total of 93 students were invited to participate (T = 44; C = 49). Sixty-three students agreed to participate, 30 students in the treatment group and 33 students in the control group. Of this sample, 57% were female, 41% were White , 38% were Black, 19% were Latino, and 1% were Asian. Fifteen percent were older than age 24.

Data Collection and Rating

Data collection took place at the beginning and end of the intervention. On the first day, I collected signed consent forms from the students. I had already collected signed consent forms from the instructors prior to the start of the semester. During the semester, I collected several pieces of data including pre/post self-efficacy questionnaires, baseline essays, summary outlines, and final essays. Typically, after a measure was taken, I arranged to pick up the data from the instructors. I created student identification codes and kept all data in a locked file cabinet as per my IRB approval. At

the conclusion of the 4-week semester, I had collected all the data. I collaborated with Dr. MacArthur and created student identification numbers to deidentify the data.

Rating the evaluation measures took longer than Dr. MacArthur and I had anticipated because of the amount of work it required. To evaluate the measures, several tasks had to be completed, including reviewing rubrics for both baseline essays and final essays written from sources, developing anchor papers and training papers for the final essays, and creating a scoring guide and training papers for the summary outline. Additionally, independent raters had to be recruited and trained. Up until this point in my career, I had not participated in activities like these. The remainder of this section details the steps taken to analyze to the student measures.

The final argumentative essay written from sources was the primary measure of student growth, so Dr. MacArthur and I were most interested in that measure. We decided to start the process by evaluating the final argumentative essay. Next, we anticipated the comprehension outline would require less time to score because raters would need to only note the presence of ideas and not have to rate the quality of writing, so we decided to rate that next. The baseline essays from my study shared the same writing prompts used in a current study being conducted by Dr. MacArthur and his colleagues. In an effort to save time and eliminate duplication of tasks, we decided to have the baseline essays from my study rated along with baseline essays from Dr. MacArthur's study. Lastly, we decided to score students' self-efficacy last because that could be done without the need for raters since the 22 questions were objective.

Developing anchor papers for the final essays. Final essays were scored by independent raters using a 7-point quality rubric scale designed by Dr. MacArthur and his colleagues. I familiarized myself with this rubric. The rubric included the following categories: ideas/content, organization, use of sources, word choice, sentence fluency, and conventions. Each category was accompanied by a definition. Instructions for the rubric asked raters to read through each essay once and then read it a second time and assign a score. Raters were asked to assign more weight to the first three categories, ideas, organization, and use of scores, and less weight to language conventions. To gain a better understanding of how to use the rubric , Dr. MacArthur asked me to join him and four of his colleagues in the process of creating anchor papers for his current study. The study he and his colleagues were working on had measures similar to my study; however, his study evaluated the effects of the SSW curriculum for a full-semester DE English course rather than an accelerated course. We decided to use the same rubric because both courses required writing argumentative essays from sources as the final evaluation, and both courses had the common goal to prepare students for an FYC course. In addition to learning how to use the rubric, participating in this process showed me how to create anchor and training papers and train raters for my study.

Working with de-identified student essays from their study, Dr. MacArthur and his colleagues reviewed ten papers at a time independently from one another in an effort to establish multiple anchors for each of the overall quality scores of 1 through 7. To learn this process, I attended three, two-hour meetings via Zoom over the span of approximately three weeks. During these meetings, I listened to the raters' reasons for

their scores and how they resolved differences. I was also asked to rate papers during the second and third meetings and share the mental protocol I used to assign a score. This process was interesting and informative. I learned how the other raters arrived at scores and what characteristics to look for in essays. One important lesson I learned was that there are many ways to score a 3, meaning scoring essays is extremely challenging. These training sessions led to minor edits in the rubric. As the group continued to develop their anchors, I was relieved of my duties and tasked with developing anchor papers and training papers for the final argumentative essays written from sources from my study.

In the process of creating anchor papers, I set aside 25 papers to be used for training papers. From this group, I independently reviewed each paper with the 7-point rubric and the newly-developed anchor papers from Dr. MacArthur's study. While I could use the papers from Dr. MacArthur's study for guidance, I could not use them for my anchors because the studies used different articles for the final essay. However, we decided that scores from both sites should be consistent with one another since both courses shared similar goals. In other words, a score of 5 in his study should be a 5 in mine too. My goal was to designate a sample anchor paper for each score on the rubric as a guide for the raters to use with my study. Independently, Dr. MacArthur also reviewed the 25 papers from my study. Dr. MacArthur and I spoke on the phone to compare our scores and finalize our anchor papers. After two hour-long meetings on the phone, we had created a set of anchor papers ranging from score of 1 to 5. Since we did not have a score of 6 or 7, Dr. MacArthur used an essay from another study with the

score of a 7 to share with potential raters so they could see the differences between a 5 and 7.

Using the anchor papers from my intervention and the rubric, Dr. MacArthur and I independently rated 10 papers from the training papers. On the phone, we discussed the scores and any differences we encountered. Afterwards, we independently scored ten more papers and compared our scores over the phone. Satisfied with our level of agreement, we decided we were ready to train the raters. I drafted a document that described each score and included one example. Dr. MacArthur reviewed the document, and he recruited three potential raters.

Training the raters for the final essays. Prior to the first training session, the three raters were given the necessary materials to help them understand the task, including the assignment instructions, the two articles used in the assignment, the 7-point quality scoring rubric, and the set of anchor papers. During the first meeting, which lasted approximately two hours, rater A, rater B, and rater C were briefed about the learning goals of the accelerated DE English course. Next, we reviewed the anchor papers. I reviewed the scores of 5 and 4, and Dr. MacArthur reviewed the scores of 3, 2, and 1. We asked the raters to score four papers independently of one another, and then we discussed their scores. We took no measurements, but thought the scores were similar enough to ask them to score 10 papers independently of one another within the week. At the end of the week, Dr. MacArthur and I decided to use rater B and rater C due to the correlation in their scores. The rater B and rater C were given the corpus to score, which was approximately 46 papers.

After two weeks, we received the two raters' scores. The correlation between scores was low. Given that rater B was new to the process, we decided would ask rater A from the original group to rate the corpus. We held another training session with rater A and rater C so we could discuss the differences in their scores with the first set of 10 papers.

During the second training session with raters A and C, I reviewed the rubric with them. Additionally, we all discussed the mental protocol we used when scoring the papers. We reviewed the papers within the original group of 10 papers where they had scored them with more than 1 point difference. After reviewing these 3 essays, we asked them to rate 5 more independently during our meeting. Satisfied with their progress, Rater A was given the corpus to grade. After two weeks, we received the final ratings. The interrater reliability was acceptable with 52% exact agreement and 93% agreement within one point; the correlation was .67.

Rating the summary measure. In order to create training papers for a new set of raters, first, Dr. MacArthur and I read the article independently, created an outline of the author's main idea and major details, and then compared our outlines. After we reached agreement, I asked rater A and rater C to read the article independently and outline it. Their results were similar to ours. Satisfied with the outline, Dr MacArthur and I created a 12-point scoring rubric that evaluated whether students' answers captured the issue, the author's thesis, support for the thesis, the counterargument and rebuttal, and the conclusion. Even though the measure only asked students to list the author's main idea and major details, I thought that if we measured which parts of the argument text

structure students recognized and what parts they struggled with, then our data would be more useful because we could identify where students struggled. Two points were awarded for accurately capturing the author's thesis, 1 point was awarded for all other elements, for a total of 12 points.

Training the raters for the summary measure. I created a training plan, shared it with Dr. MacArthur for his feedback. Afterwards, I recruited two new raters, rater D and rater E. Prior to the first training session, raters were given the assignment and the reading in advance. In our first training session, I explained the assignment and the rationale of the evaluation criteria. After reviewing the criteria, I modeled my mental protocol with five training papers I had rated previously to the meeting. Next, the raters were asked the rate five papers independently of one another. Afterwards we discussed similarities and differences in their scores. At the conclusion of the two-hour training session, raters were asked to rate 10 training papers within a week. Agreement was between raters was moderate, so I held one more training session.

During the second training session, the raters and I discussed their scores, specifically scores where they were further than one point away from each other. After reaching agreement, we scored five more papers independently. After a discussion of these training papers, I gave them the corpus to score. The total agreement of an item-by-item analysis was 78 percent. The correlation of the totals for the final scores was .74. Unlike the essays, some of the summaries were handwritten. At times it was difficult for the raters to understand the students' intended meanings.

Rating the baseline essays. Students in both the treatment and control groups wrote baseline argumentative essays to learn if the groups had equivalent writing abilities. Their baseline essays were combined with the baseline essays from Dr. Macarthur's current study because students responded to the same writing prompts. Raters not associated with my study rated the baseline essays using 7-point quality rubric scale. During that time, Dr MacArthur contacted me to inform me that initial training revealed a problem. One rater was consistently lower than the other, and he wanted to learn which rater needed to be recalibrated. Dr. MacArthur asked if I would review the rubric and rate 10 papers from his study. I used the rubric and scored the papers independently. Dr. MacArthur and I compared our scores with the scores of the two raters. We recognized that one rater was consistently low, so the rater needed to be retrained. Dr. MacArthur conducted another training session with both raters and within a few weeks reported there was no significant difference between treatment and control groups.

Self-efficacy scale. Responses from the self-efficacy questionnaire were compiled onto an Excel sheet. Next, I calculated individual students' averages for pretests and posttest. Afterwards I sent the Excel sheet to Dr. MacArthur so he could input the data into SPSS.

Chapter 4

IMPROVEMENT STRATEGIES RESULTS

The first section of this chapter analyzes the data collected from the study. Several analyses are shown. Table 1 compares students who completed both baseline and final essays with students who were missing a final essay on ACCUPLACER scores and age. Several students either did not complete the course or did not turn in assignments at the end of the course, resulting in missing data. The table also compares pretest variables (ACCUPLACER scores and age) between control and treatment groups for all students with both baseline and final essays. Table 2 compares baseline essay and final essay means for treatment and control groups. Tables 3 compares posttest means for treatment and control groups on the summary outline measure. Table 4 compares pretest and posttest means for treatment and control on the self-efficacy measure. Table 5 compares treatment and control groups' grades in the accelerated DE English class. Table 6 compares treatment and control groups' grades in FYC class.

The second section of this chapter analyzes the qualitative data collected through interviews and observations. Interviews with treatment group instructors and treatment group students are summarized from my notes taken during the discussion. Interviews were conducted in person and over the phone. Additionally, results of the self-reported

fidelity measure used by treatment group instructors and the observations of both treatment and control groups by an independent observer are summarized in this section.

Quantitative Data

Table 1
Age and ACCUPLACER Means for Students

	n	Age Mean (SD)	Accuplacer Reading Pretest Mean (SD)	Accuplacer Writing Pretest Mean (SD)
Complete Baseline and Final Essays				
Treatment	22	20.4 (4.4)	75.3 (11.5)	78.3 (6.5)
Control	24	21.7 (6.0)	78.7 (12.9)	81.5 (8.0)
Total	46	21.1 (5.3)	77.3 (12.2)	80.0 (7.4)
Missing Final Essays				
Treatment	8	21.7 (5.4)	72.5 (8.8)	82.2 (7.4)
Control	9	23.8 (8.6)	74.6 (7.3)	79.8 (8.6)
Total	17	22.8 (7.1)	73.6 (7.9)	81.0 (7.9)

Pretests Equivalence. Table 1 compares the full data set of 63 students that had ACCUPLACER and age data to the 46 students with complete final essays at the end of the intervention. Of the 63 **s**tudents who consented, final essays were available from 46 students: 22 students in the treatment group and 24 students in the control group. Eight students were missing final essays from the treatment groups and 9 students were missing final essays from the control group. It is likely that these students may have either not

completed the course or may not have been present on the last day of class for the final essay. The students who did not submit final essays were not different from those who completed the study when compared on age and ACCUPLACER scores (all *p*s > .25). In addition, no statistically significant differences were found between control and treatment groups with both baseline and final essays (all ps > .25 except for ACCUPLACER Writing with p = .15).

Table 2
Pretest and Posttest Means for Baseline and Final Essays

	Treatment Mean (SD) n =22	Control Mean (SD) n =24	Total Mean (SD) n =46
Writing Quality			
Baseline Essays	2.74 (0.75)	2.54 (0.66)	2.64 (0.70.)
Final Essays	3.61 (0.80)	2.83 (0.73)	3.21 (0.85)
Adjusted Final Essay	3.57*	2.87	

Note: Writing quality for baseline essays was rated on a 7-point scale. Writing quality for final essays was rated on the same 7-point scale used to evaluate the final essays except for the additional category of source integration.
*p = .002

Final Essays. Table 2 shows the comparison of group means on the baseline essays and final essays. ANCOVA was used for the overall writing quality. Baseline essays were used as a covariate with the final essays. The table shows adjusted means to account for the differences in the groups' baseline essay. The final argument essays written from sources was the primary method of evaluation. A statistically significant difference was found on the final essay ($F(1, 43) = 10.59$, $p = .002$; ES (Cohen's d) =

0.96). Adjusted means for students in the treatment group were .70 higher on the 7-point quality scale than the control group.

Table 3
Pretest and Posttest Means for Summary Outline Measure

	Treatment Mean (SD) n = 26	Control Mean (SD) n = 25	Total Mean (SD) n = 51
Summary Outline	3.22 (1.58)	3.72 (1.80)	3.47 (1.70)

Note: Summary outlines were evaluated on a 12-point scale that measured whether students' answers accurately captured the issue, the author's thesis, support for the thesis, the counterargument and rebuttal, and the conclusion.

Summary Outlines. Table 3 shows the comparison of group means on the summary outlines. One-way ANOVA was used to compare the group means for the summary measure because there was not a pretest for the summary measure. Results of the summary outlines show no statistically significant difference between the two group's means (F (1, 49) = 1.14, p =.29).

Table 4
Pretest and Posttest Means on Self-Efficacy Measure

	Treatment Mean (SD) n = 26	Control Mean (SD) n = 25	Total Mean (SD) n = 51
SEpre	6.68 (1.26)	7.36 (1.72)	7.01 (1.53)
SEpost	7.86 (0.95)	8.08 (1.34)	7.97(1.15)
Adjusted	8.01	7.93	

Note: Students completed a self-efficacy questionnaire that asked them to rate how confident they are on a scale of 1 to 10 completing various writing activities.

Self-Efficacy. Table 4 shows the comparison of group means on the pre/post self-efficacy scores. ANCOVA was used for the self-efficacy measure. The self-efficacy pretests scores were used as a covariate for the self-efficacy posttests. The results show no statistically significant difference on the self-efficacy questionnaire ($F(1, 48) = 0.90$, $p = .77$). Descriptively, both groups made gains from pretest to posttest, but final group means were similar.

Table 5
Grades in Accelerated DE English Class

	n	F or W or U	C	B	A	Grade Point (SD)
Control	33	8	12	10	3	2.00 (1.30)
Treatment	30	4	3	6	17	3.07 (1.39)
Total	63	12	15	16	20	2.51(1.44)

Note: Grade Point = A 4, B 3, C 2, F 0

Accelerated DE English Course Grades. Table 5 shows the numbers of students receiving various grades for Treatment and Control groups in the accelerated course. Twenty-five of the 33 control group students passed, whereas 26 of the 30 treatment group students passed. A statistically significant difference favoring the treatment group was found for the mean numerical grade ($F(1, 61) = 9.92$, $p = .003$). In addition, a chi-square test on the distribution of grades found a significant relationship between condition and grade($X_2 = 17.4$, p = .001), indicating that the treatment students were more likely to earn higher grades.

Table 6
Grades in FYC

	n	F or W or U	C	B	A	GradePoint (SD)
Control	23	6	3	12	2	2.17 (1.40)
Treatment	24	11	1	8	4	1.75 (1.70)
Total	47	17	4	20	6	1.96 (1.56)

First Year Composition Grades. Table 6 shows the numbers by grade for treatment and control groups in the 11-week FYC that immediately follows the accelerated course. Forty-seven (C = 23; T = 24) enrolled in FYC. More control group students (17 of 23) passed FYC than treatment group students (13 of 24). The difference in GPA was not statistically significant ($F(1, 45) = 0.85$, $p > .3$). In addition, a chi-square test on the distribution of grades did not find a significant relationship between condition and grade ($X_2 = 3.91$, p = .270). Treatment students wrote better essays than control students in the accelerated developmental course, but it apparently did not help them in FYC, suggesting that the transition between DE and college-level English course will need work. This difference could be attributed to students not recognizing the transferability of the strategies they had learned in the compressed DE English course.

Qualitative Data

Student Interviews. The goal of the post treatment interviews was to learn what students in the treatment group remembered from the reading and writing strategies and to listen to their perspectives on the curriculum. I asked three open-ended questions with probes. I tried to interview students in the top 25 percent and bottom 25 percent of the

class because I wanted the perspectives of students who excelled as well as students who struggled in the course. However, it was difficult to reach students after the course ended, so I was reduced to simply calling random students from the treatment group in hopes of conducting an interview. I interviewed two students from each of the three sections of the treatment group. Of the six students I interviewed, four earned grades of an A, one earned a B, and one earned a C. Four of the respondents were female and two male. Of the four females, one was White, two were Latino, and one was Black. Both male students were Black. Students were asked a set of questions to see what they remember of the reading strategies and the writing strategies and what they thought of the curriculum.

In response to the first question*, when assigned a reading, what tasks should you complete?* All respondents were able to recall the three steps in the reading strategy. Most recalled the exact words used in the model, whereas some recalled a synonym or explained what action took place. While not all the students recalled the mnemonic used in the reading strategy, most students emphasized identifying the author and purpose of a reading. When asked the second question, *when given a writing assignment, what steps should you take*? Fewer students recalled the three main steps of the writing strategy. Common among students was confusing parts of the writing strategy (Plan-Draft-Revise) with the organizational elements of argument writing (Introduction-Reasons-Opposing Position-Conclusion). To the final question, *what were your overall impressions of the curriculum*? All students reported positive experiences with the curriculum, referring to it as enjoyable, helpful, and effective.

Treatment Instructors Interviews. Part of my intervention included interviewing treatment instructors about their experiences with the curriculum and the PD. My goal was to get feedback on their experiences with the curriculum and the PD and use this information in conjunction with the quantitative data to make recommendations for scaling up the intervention. Like the student interview questions, treatment instructors' questions were opened-ended to allow instructors to choose their own terms when answering questions and be as in-depth as they would like. Given the small number of treatment instructors and the fact that we have all worked with one another in the past, these interviews were informal. There was no need to build rapport. These interviews were an opportunity for me to learn about their experiences and hear their recommendations about the condensed curriculum and the PD that was offered. One interview was conducted on the phone and the other was conducted face-to-face.

In brief, both instructors had positive feedback about the curriculum and the professional development they received. In response to *tell me about your experience teaching the curriculum,* one instructor emphasized that she liked learning new strategies to use with the students and the other respondent said she liked the curriculum and would like to try it in a full semester. When probed with *were there any parts that you found effective?* One instructor said she liked the repetition of the strategies. The other respondent said she enjoyed the modeling process and the emphasis on students self-regulating their behavior and working independently. In response to the second probe, *are there any changes that you would like to make?* One instructor said she would like for

students to write sooner. The other respondent would like PowerPoints added to the curriculum.

For question two, *do you think the professional development you received adequately prepared you for implementing the curriculum*? Both instructors agreed that more time would have been beneficial, either a longer session or a second session. Additionally, one treatment instructor said having the curriculum prior the PD would help to have time to get familiar and formulate questions. When probed: *what suggestions do you have for professional development in the future?* One instructor said more opportunities to practice the strategies and the other responded that an opportunity to practice scoring papers would be helpful. She wanted to know if she was evaluating papers similarly to the other treatment instructor.

Fidelity Measures. Both treatment group instructors were asked to check off the activities they completed in each class and report if they made any significant changes to the curriculum during the semester using a fidelity checklist. The checklist included a space where instructors could explain any changes made. Only one of the two treatment instructors completed the fidelity measure. By comparing the daily checklists of activities covered to the daily schedule in the curriculum, it was clear that the treatment group instructor implemented the curriculum as planned. The instructor reported two minor changes: occasionally adding a PowerPoint presentation (specifically for paraphrasing and summarizing) and including writing-cluster questions along with brainstorming in the writing strategy model.

Faculty Observations. An independent rater observed both treatment and control classes during the 4-week semester. Unfortunately, the observer was not able to visit the class when the intensive instruction was taking place, weeks one and two. The observations occurred at the end of the third week when treatment group students were either in short conferences with the instructor(s) or working independently on summary writing and/or argument writing. As previously stated, all syllabi for the accelerated DE English course at the Stanton Campus DTCC are uniform, meaning all courses must complete the same assignments. The observer's notes make clear that during the third week of the semester all sections of the treatment group were focused on either summarizing the readings for their next-to-last essay or that were writing that final essay. Observation notes show that the treatment groups followed the schedule for the intervention.

Observation notes from the control group show one instructor focused on subset skills such as identifying topic sentences, vocabulary, and grammar as well as preparing for a test on a reading, for which the instructor modeled how to annotate a part of the reading. Another control instructor focused on summary writing, grammar, and argument writing. This instructor also conducted short conferences while some students worked independently. The third control instructor focused on argument writing and included peer-review and working independently.

Chapter 5

REFLECTION ON IMPROVEMENT EFFORT

I started this ELP with four questions: When compared to their counterparts in the control group, would treatment group students using a condensed curriculum built on self-regulated strategy instruction 1) write better quality argument essays from sources, 2) show evidence of greater reading comprehension, 3) show increased self-efficacy over the control group, and 4) do better in their FYC course than the control group? This quasi-experimental study answered these questions with mixed results.

Writing Quality. The primary outcome measure of the accelerated DE course was writing an argument essay from sources. As shown in Table 2 in chapter 4, the treatment group scored significantly higher than the control group when evaluated by independent raters using a 7-point quality rubric that evaluated essays on the categories of content and ideas, organization, use of sources, and language conventions. The ES = .96 is impressive. During the training session Dr. MacArthur and I held for the raters, we established that a score of 5 was considered an adequate essay. A score of 4 was considered to be one draft away from adequacy. The treatment group mean of 3.61 is below that threshold, but given the conditions on the final essay, these results are strong. After all, students had to read two new texts and write an argumentative essay incorporating both articles in a meaningful

way. Students had one hour and fifty minutes to complete this task independently. While the accelerated course spanned 4 weeks, there were essentially 12 days of instruction because of the necessary assessments taken at the beginning and end of the semester. The answer to my first research question as to whether the treatment group would write better quality argument essays from sources was "yes." Most importantly, this intervention has shown that 12 days of self-regulated strategy instruction produced a measurable difference in the quality of student writing.

Reading Comprehension. There was no statistically significant difference between the treatment and control groups in reading comprehension as measured by the summary outline. The answer to my second research question was "no." Out of a 12-point scale, the treatment group scored 3.22 and control group scored 3.72. Not only was there not a difference, but these scores were low. Unlike the final essay, I did not have a threshold in mind as to what was considered adequate. I believe that the low scores in both groups may have been because of the assessment itself. I created the summary outline assessment myself, without the benefit of collaborators or feedback on the article selection. There is a possibility that this article, written by Deputy Attorney General Rod Rosenstein, may have been too challenging. Moving forward, I would collaborate with Dr. MacArthur and his colleagues and DTCC faculty when selecting an essay. There is also the possibility of replacing the assessment with an actual summary of an article or multiple choice or open-ended question test since students are used to those measures. However, as previously mentioned, time constraints of the course posed a challenge. The summary outline required the students to read a new article and outline the author's main point and

major details. This assessment on the next-to-last day left instructors in both groups with an hour of instruction time. A summary would require more time and might meet with resistance form instructors who are already concerned with the brevity of the course. Lastly, comparing the reading component of the condensed curriculum to the current reading component in the *Supporting Strategic Writers* curriculum is a possible topic to explore moving forward.

Self-efficacy. For this intervention, I used a self-efficacy questionnaire created and validated by Dr. MacArthur and his colleagues. There was no statistically significant difference between the treatment and the control group. While the answer to my third research question as to whether the treatment group would have greater self-efficacy was "no," there was still growth in both groups. As reported in Table 4 in Chapter 4, both groups made pretest to posttest gains. Given the correlation between self-efficacy and persistence in college, these gains are important. In my role as DE program coordinator, I have taught the accelerated course in previous semesters and guided other instructors in the English department. From my personal experience in the classroom, I think I can explain why both groups made gains. Since the inception of the accelerated course, instructors have stressed the amount of time and money the course can save students. A common talking point for the first day of class often included letting the students know that they scored high enough on the ACCUPLACER assessments to be enrolled in this course. I believe this metamessage sent to the students is that they are strong enough to qualify for this course. Compare this to the message implied to the students in the full-semester—that they scored low on the placement tests and are not allowed to register for college-level

courses for an entire semester—and it is possible that being told that they are special could have contributed to both groups having increased self-efficacy.

FYC Course Grades. The answer to the fourth research question of whether students in the treatment group are more successful as measured by passing rate of the first year composition (FYC) course was disappointing. As highlighted in Table 6 in chapter 4, nine students from the treatment group did not pass the FYC course compared to five students in the control group. Though this difference is not statistically significant, it cannot be discounted. The DE population, which consists of many underrepresented groups, is at high risk of not earning credentials in community college. Community colleges have a mission to help this population. To be successful in their career endeavors, DE students must earn credentials, and FYC courses are a necessary step in that process. Helping students with the learning transfer process needs to be examined. Graham and Harris (2006) suggest that different terminology used by instructors in the next class I the sequence might confuse students and they might not recognize the transferability of the strategies they had learned, this limiting generalizability.

Limitations

To my knowledge, this is the first intervention to look at instructional methods used in an accelerated DE English classroom. As previously mentioned, other studies have focused on policy solutions such as the changing the structure of DE courses. Two primary limitations of this intervention were the quasi-experimental design and its small size. Though both control and treatment group instructors were similar in demographics,

instructors who volunteered for the treatment group may have been more concerned in improving instruction. This limitation exists in all quasi-experimental designs. Another limitation was the small size of the intervention. The intervention involved five instructors, approximately 63 students, and only one campus out of four DTCC campuses. However, given the large ES (.96), of the final essays written from sources, this intervention has shown that a limited exposure to the curriculum did improve writing; therefore, the results of this study can inform policy and larger, experimental studies.

Other limitations included limited resources. Since this was my individual ELP, and I am responsible for teaching 15 credits every semester, there were components of the intervention that I was not able to complete at the level which I would have preferred to complete them. For instance, the interviews with treatment instructors and students could have possibly yielded more information and been used in future PD sessions had the interviews been recorded. However, given the limited time I had to conduct the interviews, summaries of the respondents' answers were the best I could do. Additionally, following up with treatment group students who did not pass the FYC course could have revealed why they were not successful or if they attempted the FYC course again. This information could have provided useful information that may have given direction for future interventions. These interviews could have also provided information on how students could be supported when then leave DE courses. Also, data collection was difficult. As shown in Chapter 4, there were several pieces of missing data. My teaching schedule prevented me from attending the last two classes of every

section of the accelerated course, so I was not able to collect the data until the following week. By that time, data for students who did not attend the last class or two or even showed up late was lost.

Another limitation was that two key elements of the SSW curriculum were not included in the condensed curriculum—journaling and collaboration. Journaling was excluded in the condensed curriculum due to the other tasks students had to complete in the limited time. However, upon reflection, I would change this in future. With writing prompts designed to give students the opportunity to reflect on what they have learned and relate the material to their own experiences, students might be more likely to internalize the strategies they have learned and might even make greater gains in self-efficacy. Informal journaling could help students see the connection between their strategy use and their personal growth. Journaling could also satisfy the request by a treatment group instructor to have students writing earlier in the course. Moving forward, I would create journal prompts to be completed for homework.

Collaborative writing assignments were also cut from the SSW curriculum because of the pace of the condensed curriculum. Moving forward, I would include collaborative writing assignments because they benefit both struggling and proficient writers. Graham and Harris (2006) found that adolescents made greater gains in writing, specifically strategy maintenance and generalization to other writing assignment, when collaborative writing was included with SRSD. Additionally, Graham and Perin (2007) noted that peers working together has a positive impact on student writing. The compressed curriculum has time constraints; however, so collaborative writing experience could take place online. It

is possible students could work on collaborative assignments outside of class using Google docs and Zoom platforms, but then there might not be enough time for journaling. Adding additional writing to the compressed 4-week class would require reexamining the curriculum to make all tasks could be accomplished.

Further Research

The challenge of helping DE students reach their goals is not going away without further interventions. I have divided this section into two categories, 1) recommendations for future interventions and 2) recommendations specific to DTCC. One direction for future research in the field of developmental education is to learn how to explicitly prepare students for FYC courses and how to remind students in FYC courses to use the strategies they have learned in the accelerated courses. Results of this study highlight the challenge of learning transfer and is not limited to English courses. Exploring how self-regulating strategies can transfer to content-area courses also needs to be researched. In my personal experience as an instructor, I have had many students come to me for help with college-level classes. Often times, students struggle how to start a paper, especially if the directions they received were not explicit. I have had to remind several students of the strategies they learned in DE English courses, strategies such as setting a goal and generating ideas. Exploring how self-regulated strategy instruction can be used in content-area courses could shed light on the challenge of learning transfer. Graham and Harris (2009) recommend that instructors consistently look for opportunities to reinforce strategy use by identifying opportunities when students can use them and modify them to suit their needs. If FYC

instructors were to have PD in the SSW curriculum then they could explicitly show students how to use strategies to complete new reading and writing tasks.

In addition to designing, implementing, and assessing new interventions focused on learning transfer, there are some more immediate steps that could be implemented at DTCC. The following recommendations for administrators and faculty at DTCC could potentially improve students' writing, reading, and student retention:

1. **Test the revisions**. If given the opportunity, I would like to add journal and collaborative writing to the compressed curriculum. Adding these two features of the original SSW curriculum may produce stronger results. However, considering the timeframe of the course, it might be feasible to add only one rather than both. Were it possible, it would be interesting to compare the effectiveness of journal writing and collaborative writing by assigning either one or the other to different classes within the treatment group.
2. **Scale up**. Consider the results of this current intervention, make necessary modifications, and replicate the intervention in an experimental design. There are several benefits to scaling up. One benefit is that there would be more data on the effectiveness of the condensed curriculum. Another benefit is that if this intervention was implemented college wide at DTCC, faculty across all four campuses could have the opportunity to learn self-regulated strategy instruction methods. At DTCC, faculty members often teach DE English courses and college-level English courses. Scaling up may also provide more insights on the challenge of learning transfer.

3. **Expand Professional Development**. In addition to providing PD for English department members college wide, offer the opportunity to content-area faculty members as well. Unlike public schools, teaching certification is not required in community colleges. Often times community college faculty come from diverse backgrounds, ranging from traditional teacher preparatory programs to private industry to law enforcement. This intervention demonstrated evidence for improved quality of student writing with a limited number of lessons in self-regulated strategy instruction. Modifying and teaching these methods to content-area instructors might help them help their students with writing assignments. Additionally, I would like to invite the FYC instructors to the PD. If the FYC instructors were to be familiar with the SSW curriculum, then they would be able to reinforce students' strategy use.
4. **Examine Co-Requisite Models of Accelerated DE courses**. Given the effectiveness of the intervention on the quality of writing, explore how the curriculum could be adapted to fit inclusion models of DE English course, courses that allow students to take DE courses concurrently with FYC courses.
5. **Dissemination of the Data.** Spread awareness about the challenges of DE among everyone in the college community. To help remedy this literacy crisis, a combination of policy solutions and pedagogical solutions is necessary. This data from this study should be presented to key stakeholders in the college community, including administrators and faculty members. A better understanding of the population could help all faculty at DTCC address the needs of this population.

Chapter 6

REFLECTION ON LEADERSHIP DEVELOPMENT

I started the Ed.D program at University of Delaware knowing that I would be challenged academically in ways that I had not been challenged to this point in my life. However, I was ready because I had been teaching for seventeen years and I felt as though this was the logical progression of my career. In full disclosure, my primary goal for enrolling in the program was not a promotion, but rather I wanted to take advantage of the opportunity to work with great scholars and be challenged. As I look back at the last six years, it is almost difficult to remember who I was when I started this program, for I am certainly not the same person now. Just as I had anticipated, my time spent in this program has been a transformative experience. My perspective has broadened, and my responsibilities have increased, not just at work, but to the field of developmental education and the students who are served by it. This final project is a suitable culmination of all that I have learned.

Growth as a Scholar

My journey as a scholar has been long. I do not mind sharing, that I started near the bottom. I was an average high school student accepted to a large, competitive university, yet I had little understanding of how to succeed. As an undergraduate student,

I faced difficult obstacles. I was a first generation student (FG) placed into developmental math courses. Within the first two years of college, I had either failed or withdrawn from multiple courses, and the College of Education required that I raise my GPA before admitting me. I did not have a fallback plan, so I forged ahead to the best of my ability. I was admitted to the College of Education during my third year. By my fourth year of college, I started to understand what was required of me, though by this time it took two more years for me to graduate.

After graduating, I was hired at Delaware Technical Community College to teach the same population that I was a part of only six years prior. 1n 1998 I enrolled at University of Delaware for an M.Ed. degree. I thought I was experienced, but the program proved to be very challenging. Under the tutelage of Dr. James Broomall, I grew as much as I had as an undergraduate. I graduated with a master's degree but stayed out of school for more than 10 years.

In 2010, I met Dr. MacArthur during the 3-year design research project. I truly enjoyed learning and participating in the curriculum development process. At the conclusion of the 3-year design research project, I was accepted to the Ed.D program. I knew it would be difficult. I wanted it to be difficult because I have learned to appreciate the lessons that come through struggle. While in the program, years after I taught a lesson in which I modeled a narrative essay about my difficult time as an undergraduate student, Dr. MacArthur, who was in the class for the lesson, told me that I was an inspiration because many students who started where I did, do not make it so far. This message motivated me.

I started my ELP project with the goal of shaping the national discourse on developmental education. The weight of my goal has caused me to struggle at times. There were times I questioned if I could finish, but like my undergraduate experience, I did not have a fallback plan. I had to forge ahead. I did not want to disappoint people who were depending on me to finish, not my family, not people at DTCC, not the students who I could potentially help by completing this work. I wanted to provide a similar opportunity to the one that was provided for me 28 years ago when Temple University decided to give me a chance rather than reject my application. Now that I am near the end of the ELP process, I know it was worth it and would like to continue contributing to the solutions for this current problem.

Growth as a Problem Solver

My educational experiences have taught me that there will always be problems in education, and that solutions will always be complex. For me, problem-solving involves discussing the problem with others who hold different perspectives. Being open to new perspectives yet not discounting my own is challenging, but in order to understand different dimensions of a problem, diverse views are necessary. Growing as a problem solver means knowing that every problem has can be viewed from a different lens. Being a problem solver also means not being afraid to listen to others and trying to build consensus among different stakeholders.

Throughout my ELP process, I encountered problems that at times seemed insurmountable. While I knew what I wanted to accomplish during my ELP proposal,

looking back, I did not realize the full scope of the project. I have encountered challenges from recruiting students and teachers, to training raters, to understanding statistical analyses. And in each case, I solved the problem by collaborating with others. I discussed every challenge I faced with a variety of different people, and each time I was able to improve my situation.

Growth as a Partner

The ELP process has shown me that partnering with other people was the only way to accomplish a goal. So many people had to be involved for me to complete the intervention: volunteers, administrative assistants, faculty, staff, supervisors, administrators, University of Delaware faculty, and family and friends. Through this process I have become a conduit between them and have used their help to accomplish my goal. In my 22 years in education, I have seen different trends in education, but one constant is the need to collaborate honestly and openly. The ELP process has helped me recognize the interdependence educators have on one another, and I am grateful for the experience.

In conclusion, I believe that partnering is the only constant in education that is likely to bring progress. Policy-makers, researchers, and practitioners need to work together to alleviate the crisis in developmental education. People from different backgrounds with different experiences needs to work together. Without the help of Dr. MacArthur, colleagues from Delaware Technical Community College, and my family and loved ones, I would not have been able to accomplish my goal.

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Appendix A

LITERATURE REVIEW OF ACCLERATED DEVELOPEMENTAL ENGLISH COURSES: RECOMMENDATIONS FOR EFFECTIVE INSTRUCTION

Accelerated Developmental English Courses: Recommendations for Effective Instruction

Community colleges play an important role in the American higher education system. Open admissions policies and low-cost tuition provide opportunity to higher education for many people who otherwise might not have access to it. However, increased access to higher education has also posed challenges for community colleges across the country. Despite the implementation of the Common Core State Standards (CCSS), which calls for all students leaving high school to be college and career ready, many students enter community college without the requisite skills to place into college-level courses in English and mathematics (MacArthur, Philippakos, & Ianetta, 2015). At community colleges across the country, students who do not meet minimum requirements on English placement assessments are often required to enroll in pre-college-level courses known as developmental education (DE).

Community colleges have diverse missions, and helping underprepared students matriculate in college-level courses is part of the mission for all community colleges. Nevertheless, research shows that students who place into DE courses often have low

graduation rates (Perin, 2013). Furthermore, low-income and minority students in community colleges often have lower numbers for degree completion and higher numbers for attrition (Cox, 2009). Low graduation rates of community college students have brought increased scrutiny from stakeholders on both state and federal levels due to the costs associated with developmental education (Crisp & Delgado, 2014). The question of how to effectively help DE students has become one of the most difficult issues facing community colleges today (Crisp & Delgado, 2014).

To address this issue, the American Association of Community Colleges has challenged community colleges across the country to double the number of students who complete developmental education programs by 2020 (American Association of Community Colleges, 2014). In response, community colleges across the country have increased offerings of accelerated DE courses with the intention of helping underprepared students matriculate into college-level courses at a faster rate and eliminating exit points—places where students may stop attending (Jaggars, Hodara, Cho, & Xu, 2014). An even bolder move taken by some community colleges has been to make all DE courses optional. However, that is beyond the scope of this literature review.

At the time of this literature review, the effects that accelerated DE programs are having on matriculation and graduation are not clear. Despite some purported benefits, research is sparse. Jaggars et al. (2015) examined two DE English accelerated programs at two separate community colleges and found that students who successfully completed accelerated pathways typically earned three to five more credits in a year than did their peers who enrolled in a full semester DE English course. Additionally, students who

completed an accelerated DE English course were more likely to successfully complete the next college-level English course within three years (Jaggars et al., 2015). However, the researchers noted that despite these short-term gains, questions still remain about the instructional methods used in the courses and the long-term benefits of accelerated English courses.

Curriculum in DE courses focuses on helping students build requisite skills necessary for reading and writing through practices in textbooks and real-life readings (Perin, 2013). While these curricula may seem like a logical progression towards competency, some have hypothesized that curricula focused on subskills such as grammar can be de-motivating because it does not seem relevant to college-level work, thus decreasing student motivation and possibly contributing to student attrition (Jaggars et al., 2015). The challenge for any DE English program is to implement a curriculum that is relevant to the work students will encounter in college-level courses, motivates students, and has long-term literacy benefits. Add to this challenge the growing trend of acceleration, and the need for research on effective instructional methods in developmental English classes in community colleges is imperative.

While policymakers have emphasized changes in the structure of accelerated DE courses, the focus of this literature review is on the instructional methods used in DE English courses, on which very little research exists (MacArthur, Philippakos, & Ianetta, 2015). MacArthur and Philippakos (2013) conducted a design research project focused on developing and evaluating a curriculum built on self-regulated strategy instruction, a method shown to be effective with struggling elementary and secondary students. In

addition to learning specific writing strategies such as planning drafting and revising, students also learned strategies for self-regulation, such as goal-setting, self-monitoring and self-evaluation (MacArthur & Philippakos, 2013). The curriculum focused on helping students improve their use of metacognitive strategies to guide them through their writing tasks. The results of this design research project showed that students made gains in overall writing quality and motivation. Specifically, gains in self-efficacy—the belief in one's ability to accomplish a task—are important for student persistence (MacArthur & Philippakos, 2013). Because community colleges are not compulsory, students can withdraw, either officially or unofficially, before earning any credentials, possibly leaving them with unpaid tuition bills and no apparent means to pay them. Persistence in community colleges is effected by both academic factors and motivational factors.

Strategy Instruction and Self-Efficacy

The core principal behind strategy instruction is that the cognitive process used by proficient learners can be taught to other learners (MacArthur et al., 2015). Strategy instruction explicitly teaches metacognitive strategies used by proficient learners to struggling learners to help them complete challenging tasks independently. Strategy instruction combines explicit instruction and stresses self-regulation techniques.

The largest body of work in strategy instruction is Self-Regulated Strategy Development (SRSD). SRSD has had the largest impact of any of the strategy instruction approaches (Graham & Perin, 2007). Whereas other methods of strategy instruction target normally achieving adults, SRSD was initially developed for students with learning

difficulties (Harris & Graham, 2009). SRSD is explicit instruction in writing strategies and self-regulations strategies and seeks to improve self-efficacy. Additionally, it is criterion-based rather than time-based (Harris & Graham, 2009). SRSD requires teachers to teach literacy strategies and at the same time provide self-regulation instruction that focuses on goal-setting, self-monitoring, and self-reinforcement (Harris & Graham, 2009). SRSD also requires teachers to begin lessons by discussing the importance of the strategy being taught. Next, the teachers set a goal for the assignment. This process includes memorization of mnemonics and modeling by the instructor. When modeling, instructors use the think-aloud protocol as they work through the assignment. The think-aloud protocol allows students to witness the strategies the teacher uses to work through challenges encountered during the process and reflect on the strategies used. After modeling, students are given the opportunity for guided practice. This process involves help from the teacher and often peer-review. The goal of SRSD is that students internalize the literacy and self-regulation strategies to read and write independently and increase self-efficacy (Reynolds & Perin, 2009).

As research has shown, reading and writing are deliberate processes that involve more than literacy knowledge; these processes also involve motivation. The largest body of cognitive research on writing motivation focuses on self-efficacy—the belief in one's abilities to accomplish a task (MacArthur et al., 2015). Several studies have shown a correlation between self-efficacy and persistence (MacArthur et al., 2015; Perin, Lauterbach, Raufman, & Kalamkarian, 2016). Self-efficacy is particularly important with struggling adult learners. Oftentimes, community college students placed in DE

have struggled with school in the past. Cox (2009) noted that students' prior negative experiences with school contribute to a fear of failure that often shapes their expectations and behaviors. In a qualitative research study, Cox's interviews revealed a theme of students' negative beliefs they held about their abilities, which, in some cases caused them to withdraw from college. At times, students' perceived lack of ability was juxtaposed to their actual ability, meaning students were passing, but they simply believed they could not continue passing so they stopped proceeding with their education (Cox, 2009). This phenomena were particularly pronounced in minority students (Cox, 2009)

Increasing self-efficacy is important for persistence in community colleges. While an accelerated course structure might cut down on exit points, students' ability in reading and writing and the beliefs they hold about themselves must also be addressed. The goal of this literature review is to learn more about effective instruction that is accelerated, addresses self-efficacy, and includes reading and writing strategies: What methods could be used in accelerated DE English courses that could address these concerns, thus lowering attrition rates and raising graduation rates? Before discussing the methods, a brief review of prevalent theoretical models of cognitive writing instruction is warranted.

Theoretical Models of Cognitive Instruction

Hayes & Flower, 1980. Hayes and Flower viewed writing as a problem-solving process with both content and rhetorical demands (Hayes & Flower, 1980). Hayes and

Flower applied protocol analysis, a process used for identification of psychological processes typically used in problem-solving tasks, and applied it to writing instruction. The researchers put forth the idea that mental processes used by proficient learners can be examined, giving a glimpse into the how proficient learners use strategies to overcome challenges (Hayes & Flower, 1980). While the researchers noted that protocol is incomplete, meaning not everything can be seen, their model suggests that examination of a writing protocol allows the mental process to be identified in proficient writers, thus allowing these process to be taught to struggling writers via strategies (Hayes & Flower, 1980). Though the researchers noted the model is limited, it has the potential for diagnoses of writing difficulties, such as failure to organize, thus enabling a teacher to use strategies in specific order to help struggling writers (Hayes & Flower, 1980). This model is useful for struggling writers because it enables them to see writing as a conscious, directed activity. Viewing writing as a problem-solving process with a protocol to guide struggling writers has implications for reading as well since it is also a directed process that requires a conscious effort (Kintsch, 2004). Instructors can use this model to diagnose problems in student writing and help students remedy the problem.

Bereiter & Scardamalia, 1986. Like Hayes and Flower, Bereiter and Scardamalia viewed writing as a problem to be solved. Examining the writing process from childhood to adulthood, their model suggests that writers move through a process of knowledge-telling to knowledge-transformation, and this transformation comes through consideration of content knowledge and awareness of audience (Bereiter & Scardamalia, 1986). The transformation comes through the "back-and-forth" the writer must go

through when considering prior knowledge and beliefs and the goals of the assignment. During this process the act of writing provides opportunities for reflection and increases knowledge development, meaning that writers start to learn more about the content as they struggle to write it in ways most appropriate for their audience. This model is of particular significance to struggling adult writers. Since this model hinges on transforming knowledge through struggle, low-achieving adult writers must understand that writing is a challenging process, and they must believe they are capable of this activity. Given DE students' struggle in past educational experiences, learning how to use strategies to work through challenges could potentially increase their self-efficacy.

Hayes, 1996. Hayes (1996) revised the model from 1980 with a greater emphasis on working memory, visuals, motivation and goals, and reading and revising. The 1996 model placed greater emphasis on reading as two stages of revision informed by the writer's goals. In the new model, revision moves from diagnosis of text problems to reading comprehension–constructing meaning from the text with little attention paid to text problems (Hayes, 1996). When *reading*, we attempt to construct meaning from what is written whereas when *revising* we read differently, trying to look at language conventions (Hayes, 1996). Oftentimes, struggling writers think of revision as simply fixing grammar. The significance of this model is that struggling writers learn different ways to regulate their own behavior when writing.

These models provide the underlying concepts for strategy instruction and stress the importance of metacognitive skills, such as goal-setting, self-monitoring and self-evaluation. In light of a crisis in reading and writing in DE English courses, the cognitive

models of writing can help practitioners create more effective strategies to help struggling writers. With this literature review, I am interested in learning about effective instruction that is accelerated, addresses self-efficacy and includes reading and writing strategies. My goal is to make recommendations for which instructional practices should be included in an accelerated English curriculum.

Methods

In order to learn more about effective instruction methods for accelerated DE English courses, I reflected on my experience as an instructor and developmental studies program coordinator, my participation in a design research study, and my studies at the University of Delaware. I started my search by looking for empirical studies focused on the effectiveness of DE English courses in community colleges. However, given the well-known dearth of literature in the field of adult literacy, I only found two. Of the two studies, I was familiar with the curriculum used in one of the studies. I had participated in the development of the curriculum—*Supporting Strategic Writers*—as an instructor at Delaware Technical Community College. Developed between 2010 and 2013 *Supporting Strategic Writers* is a full-semester writing curriculum designed to help struggling writers improve and increase their self-efficacy (MacArthur & Philippakos, 2013). For my Executive Learning Portfolio, my goal was to build an accelerated curriculum using the *Supporting Strategic Writers* curriculum. With this goal in mind, I decided to review several of the studies cited in this empirical study. I knew that I could not include everything from the *Supporting Strategic Writers* curriculum, so I considered the learning tasks in the current accelerated DE English course at DTCC—summary writing

and argument writing from sources. I thought it would be beneficial to review studies that provided the foundation for the *Supporting Strategic Writers* curriculum to glean what methods would best suit the students' needs in the accelerated DE English course.

Given the accelerated DE English course assessments of summary writing and argument writing, from within the studies cited in the *Supporting Strategic Writers* curriculum, I looked for studies that focused on strategy instruction in reading and writing, specifically studies that focused on strategy instruction in text structure, summary writing, argument writing, composing essays from sources, and self-efficacy. My search included studies with both adolescents and adult learners. I made this choice because research has shown strategy instruction to be effective with younger learners and because many community college students in DE English courses are coming directly from high school; thus they share characteristics with high school students. Also, as previously mentioned, research on adult learners is sparse, so learning what strategies have been effective with adolescents could yield information on what methods would be effective with adults.

In addition to the two empirical studies focused on strategy instruction in community colleges, I reviewed six additional studies that addressed strategy instruction in reading and writing. As is often the case, these studies were not always exclusive to reading or writing since the two processes share many cognitive functions; however, all were empirical studies that tested strategy instruction with either adolescents or adult learners, and sometimes both groups. The studies often involved normally-achieving students, low-achieving students, and learning disabled students. I also included a ninth

study that focused explicitly on self-efficacy in basic college writers. My goal is to make recommendations on specific interventions that could be used in an accelerated DE English course.

Findings

Strategy Instruction in Reading. The importance of recognizing text structure in reading cannot be overstated. Numerous studies have reported that identifying text structure is key to improving comprehension. Meyer and Freedle (1984) conducted studies that investigated the effect that text structure had on the ability to recall information from brief passages. In their study, graduate students were presented with various passages that focused on the same topic and used many of the same words and phrasing. The primary difference between the passages was the text structure. Results of recall measures revealed that students were able to recall more information when they recognized discernable text structures such as causation, comparison, and problem/solution as opposed to texts that merely listed details (Myer & Freedle, 1984).

In the first part of their study, forty-four teachers enrolled in a methodology class were asked to listen to different passages. These passages consisted of similar ideas but were in different discourse structures. After listening, subjects were asked to write down the ideas they remembered in complete sentences. In a second session one week later, students were administered a free recall assessment in which they were asked to write everything they remembered from the passages they had listened to the previous week. Each written protocol was scored for idea units recalled (Myer & Freedle, 1984). It

should be noted that the subjects were not made aware that a second session would take place. Results of this study showed that differences in discourse type affect learning and memory. The authors noted that the subjects' recall was poorer than expected with the persuasion text structure. Authors conjectured this might be because subjects may have disagreed with the ideas and provided their own idea or it could have been that the passage construction was different than they were used to (Myer & Freedle, 1984). Results from the second part of their study where graduate students were assigned random groups—one listening to a comparison structure and the other a list of details and then asked for free recall—showed similar results. The groups who listened to the comparison text structure recalled more ideas than did the group who listened to the list of details.

Findings of this study suggest that recognizing organizational components helped students' memory of the key details in the passages, thus highlighting the importance of text structure in the ability to recall key details and processing of the text (Meyer & Freedle, 1984). These findings are important because memory is an important influence in writing. For struggling writers, becoming more familiar with text structure could aid them in the writing process, so emphasizing text structure in instruction for both reading and writing would be beneficial.

Englert and Thomas (1987) also concluded that organizational schemes underlie effective comprehension and text production. In a comparison between three groups of young students—normally achieving, low achieving, and learning disabled— the

researchers measured sensitivity to text structure with two separate assessments. First, subjects were given paragraphs that followed one of four patterns. Each paragraph included a few beginning sentences and two sentences that would logically follow as well as two distractor sentences. Next, students were asked to make a choice of what logically would come next. The writing measure consisted of two sentences indicating topic and text structure and students were asked to choose what sentences should follow from a list of two correct choices and two distractors. Results of both tests show that when students recognize text structure, it triggered them to activate schema and enabled them to recognize the structure and fill in information. The LD students lacked sensitivity to text structure, thus inhibiting comprehension (Englert & Thomas, 1987).

Researchers concluded that awareness of text structure can serve as a catalyst in reading and writing (Englert & Thomas, 1987), meaning recognition of text structure could be a means to comprehending a new text or writing assignment. These findings suggest that recognition of text structure helps prediction and aids in reading comprehension. Researchers suggested that interventions that seek to improve text structure awareness start with recognizing text structures in readings before proceeding to the more complicated task of producing the same text structure in writing (Englert & Thomas, 1987).

Meyer and Poon (2001) demonstrated that recognizing text structure could help increase students' awareness of both top-level structure and the gist of a reading. In their study, students who received training in recognizing text structure had better recall and

improved comprehension of the passages when compared to groups who had not received training. In their study, three groups participated in three conditions: structure strategy training, interest strategy training or no training at all. Only the structure strategy groups showed increased recall. Fifty-six young adults and older adults participated in ten 90-minute sessions learning the text structure strategy, the use of signal words to identify top-level structures such as sequence and causation (Meyer & Poon, 2001). After receiving the training, participants were asked to write a brief summary and answer a few questions about the passage. Both younger and older students benefitted from structure strategy training. Strategy instruction helped participants change from listing ideas to using the structure of a text to increase recall. Students trained in structure-strategy increased the amount of information remembered and the recall of the most important information (Meyer & Poon, 2001). The researchers suggested the structure strategy instruction could also be used for adult education programs.

The findings of these studies are significant for DE English courses. The results provide evidence that teaching strategies to recognize text structure benefits different types of learners. As previously mentioned, common practices in many DE courses focus on developing subset skills such as vocabulary and grammar (Jaggars et al., 2015). However, the results of this study show that a lack of comprehension or struggling writing can be caused by a lack of metacognitive skills rather than limited vocabulary or a lack of grammar rules. These studies provide evidence for emphasizing metacognitive strategies to improve reading and writing.

Strategy Instruction in Writing. Several studies have shown that teaching strategies in writing is effective. Englert, Raphael, Anderson, Anthony, and Stevens (1991) found that teaching students combinations, or packages, of strategies could produce positive learning results in writing. Englert et al. (1991) studied the effects of Cognitive Strategy Instruction in Writing (CSIW) on groups of fourth and fifth graders from various backgrounds, both LD and non-LD students. CSIW involved teaching students to use internal dialogue to guide themselves through writing challenges. Teachers modeled effective planning, drafting, and revising using think-aloud techniques through the writing process. Additionally, teachers provided scaffolded instruction and *think sheets* to help students internalize the strategies they had learned (Englert et al., 1991).

CSIW used think sheets designed to make the strategies, self-talk, and the text structures for performing the writing process visible to students (Englert et al., 1991). The goal was to help students develop an inner-language. Instruction in CSIW lasted six months consisting of four phases: text analysis, modeling the writing process, guided practice, and independent use of strategies. In the control group, teachers and students engaged in regular writing activities and routines. Typically, teachers reported they used lesson from the book.

Results showed that CSIW instruction was important in developing self-regulating writers who could successfully activate strategies for transfer tasks (Englert et al., 1991). Students who received the training made gains when writing in text structures they had not been taught as part of the intervention, which revealed that students were able to generalize what they learned to new tasks. Specifically, the students showed

improvements in sensitivity to audience. The authors noted that while their intervention resulted in positive gains for student writing, there were not any discernable differences in reading performance (Englert et al., 1991). The authors attributed these results to the focused nature of the CSIW on writing outcome rather than reading outcomes (Englert et al., 1991). They suggest further research examine the question of transfer between writing and reading.

Results of this study are important because given the positive effects CSIW had on writers, it stands to reason that another *strategy package* could be developed for reading. Think sheets for reading comprehension could be designed to be used with the writing think sheets. This study suggests that a combination of writing and reading strategy packages might benefit struggling students by making processes that are invisible visible to struggling learners, essentially providing a protocol for struggling learners.

Reynolds and Perin (2009) showed that two other SI methods have demonstrated benefits over traditional question-and-answer methods. In a comparison between Text Structure Instruction (TSI) and Plan & Write Strategy (PWS), a version of Self-Regulated Strategy Development (SRSD), researchers found that both methods were more effective than just question-and-answer methods; however, the TSI had strengths in areas where PSW did not.

In the first condition, TSI was used to provide explicit instruction in composing from sources with middle school students. In the second condition, PWS strategy was

used to teach summary writing. The third condition was business-as-usual. The three groups were had similar abilities as determined by pre-instructional literacy ability. Main ideas and writing quality were measured pre/post and near/far and content knowledge measured pre/post (Reynolds & Perin, 2009). Both treatment groups performed better on the three outcome measures (Reynolds & Perin, 2009). The amount of change at post and near transfer was the same, though at far TSI was superior at four out of six measures (Reynolds & Perin, 2009). The researchers concluded that concurrent integration of the two methods could be effective. Results of this study demonstrate the importance of providing students with explicit strategy instruction in text structure and planning and revising to improve both persuasive writing and summary writing, two skills needed in higher education.

Two studies have shown success with applying strategy instruction for adult basic learners and struggling college writers. MacArthur & Lembo (2009) demonstrated that self-regulatory strategies and recognition of text structure helped adult basic writers make gains in argument writing. Using a multiple-baseline single-subject research design, MacArthur and Lembo (2009) sought to learn if strategy instruction would work with adult education students preparing to take their GED. The authors used multiple writing samples in both the baseline and posttest phases. Students wrote three to five essays to establish a stable level of performance, received ten hours of strategy instruction, and wrote three posttest essays.

The intervention was given to students individually and in sequence. The authors noted that the next student started instruction only after the previous student had

demonstrated improvement. According to the authors, the benefit of this design was that it established improvements were from instruction (MacArthur & Lembo, 2009). Conversely, they noted the limitations of the design were that repeated experiments are needed to generalize the findings.

Results of the study showed gains in the first two independent variables of structural elements and overall quality of writing. Based on observations of the students as they wrote, strategy use increased from the baseline phases to the posttest phase. On the baseline phase, students used minimal strategies or none at all. During the posttest phase, students consistently used planning strategies, though variations were observed. Students who received training in self-regulatory writing strategies included more organizational elements of argument writing and demonstrated more effective revision strategies in their post-writing sample when compared to their baseline-writing sample (MacArthur & Lembo, 2009). However, no stable increase was shown in length of writing, the third independent variable. Two of the three students showed sizable gains whereas the third student showed more modest gains. All three students made gains in the overall quality of the essays from baseline to posttest essays also. Researchers claimed the results for length of essay showed no stable increase (MacArthur & Lembo, 2009).

In a later study, MacArthur et al. (2015) noted that understanding text structure is necessary to goal setting and self-evaluation of writing. MacArthur et al. (2015) found that college students in pre-college-level writing courses demonstrated improved overall

quality of writing and increased length after receiving explicit strategy instruction in planning, drafting, and revising when compared to a control group.

This study involved 13 college instructors, both full and part-time, and 276 students and two separate universities in the mid-Atlantic region of the United States. The curriculum was taught for a full semester in nine classes and compared the business-as-usual control group in ten classes. The curriculum for the developmental writing courses had to include persuasive writing, a common assignment in college-level courses.

The authors reported significant positive effects were found for overall quality of writing on a persuasive essay (ES = 1.22), and for length (ES = .71), but not for grammar (MacArthur et al., 2015). The authors concluded that the self-regulated strategy curriculum had a large positive effect on the overall quality of students' writing. They added that even though performance differed between the two universities, the treatment was equally effective at both sites. No statically significant effects were found for grammar, mechanics, and usage (MacArthur et al., 2015). The authors cited prior research on grammar indicating that instruction on sentence combing may be a successful approach.

Additionally, the authors noted that a statistically significant effect was found for mastery motivation and self-efficacy. Self-efficacy, which has been consistently found to correlate with writing performance, was higher in the treatment group. The authors used a four-scale motivation measure which prior research had demonstrated adequate construct validity and internal consistency (MacArthur et al., 2015).

Perin et al. (2016) found that general reading ability and general writing ability in groups of low-skilled, post-secondary students correlated differently with summary writing and persuasive writing. Using a series of hierarchical regressions modeling participants' writing skills, researchers found that general reading ability was predictive of the number of main ideas included from the source material in student-written summaries whereas general writing ability and student self-efficacy were predictive of the number of organizational elements included in student-written persuasive essays (Perin et al., 2016).

In their study, DE students were asked to read a *USA Today* article and express their view on the topic by writing a persuasive essay. Students were then asked to read another article and summarize it. Essays were scored using a 7-point quality rubric. Summaries were scored on the proportion of the main ideas from the text. The results showed that reading skills were more important for the written summarization and writing skills more important for the text-based persuasive essay (Perin et al., 2016). Their findings suggest improvements in summary writing likely require particular attention to reading comprehension skills whereas improvement in text-based persuasive essay writing may depend more on developing general writing skills and self-efficacy (Perin et al., 2016). Both Perin et al. (2016) and MacArthur et al. (2015) used a measure of motivation for use with basic college writers that measured self-efficacy, achievement goals, beliefs, and affect (MacArthur, Philippakos, & Graham, 2016). The study involved 133 students and 11 classes of DE English at a community college. Students' motivation change from pretest to posttest were conducted for both lower and upper

students in DE English courses. Their results showed that a curriculum based on self-regulating strategy instruction brought significant changes in student self-efficacy.

Conclusions and Recommendations

Community colleges play an important role in society, providing opportunities for people who in the past might not have had access to higher education. However, if community colleges are to honor their diverse mission of helping disadvantaged learners, then they must employ methods of teaching that address the specific needs of these students. Large numbers of underprepared students need to earn credentials from community colleges in order to be employable or transfer to colleges and universities. With increased emphasis on acceleration, effective instruction is crucial. The studies in this literature review emphasize the importance of metacognitive skills, self-regulation, and the belief in one's ability to complete challenging tasks. Designing an effective curriculum that addresses reading and writing and self-efficacy is important. The following recommendations highlight what instructional methods could be incorporated into an accelerated DE English course at community colleges:

- Accelerated DE English courses should specifically address both writing and reading strategies. In an accelerated course, integrated writing and reading interventions are necessary. The ability to summarize and write from sources are essential skills in college (Perin, Lauterback, Raufman & Kalamkarian, 2016). The integrated intervention should include self-regulated strategy instruction in text structure and summary writing. In college, students need the ability to

comprehend complex readings and write strong arguments. Proficient learners of all ages use appropriate metacognitive strategies to guide themselves through the academic tasks, whereas struggling learners do not typically use such strategies (Englert et al., 1991). Integrated self-regulated strategy instruction in reading and writing can help students develop metacognitive abilities to guide themselves through learning challenges through protocols designed specifically for reading and writing. Subset skills such as grammar should be addressed on an as-needed basis rather than traditional aggregate practice. While no one debates the importance of grammar, the role of grammar instruction has been contested in most English-speaking countries (Jones, Myhill, & Bailey, 2013). Studies have shown that practice in sentence combining has shown to have a moderate impact on the quality of student writing (Andrews, Torgerson, Beverton, Freeman, Locke, Robinson, & Zhu, 2006) so this activity could accompany strategy instruction in accelerated English courses.

- In order to teach reading and writing strategies and emphasize self-regulatory strategies, teachers will need professional development (PD). This teaching method may be new to many teachers; thus, some teachers may object because they feel more comfortable with familiar methods or they may question the validity of strategy instruction. PD that explains the goal of the learning and how to teach self-regulating strategies will be necessary for successful implementation. Faculty members will need to be comfortable with practices used in SRSD—discussing the importance, showing examples, modeling, collaborating with peers,

and working independently. To make the curriculum acceptable to faculty members, the PD should incorporate effective elements of instruction such as hands-on learning, time for collaboration, sustained expert guidance, and opportunities for feedback and reflection (Darling-Hammond, Hyler, Gardner, 2017).

- Accelerated DE English courses should specifically address self-efficacy. Student persistence is a concern at many community colleges. More than half of the students who enter community colleges leave within six years without completing any credentials (Cox, 2009). Unlike K-12, attendance at community college is not compulsory. As shown by the high attrition rates in numerous studies, many students who place into DE courses do not complete them. At times, whether students persist in college is attributable to their beliefs rather than ability (Cox, 2009). Cox (2009) noted that in her sample, students' fears were not correlated to their actual academic competence, but rather to their insecurities and distorted perceptions, thus, underscoring the importance of students' beliefs in their ability to complete a task. Additionally, MacArthur et al. (2015) have shown self-efficacy has positive effects on student performance with students in DE English courses. MacArthur et al. (2015) showed that a self-regulated strategy instruction curriculum resulted in positive gains in self-efficacy.

Helping students develop into independent learners requires a complex curriculum that addresses all the challenges the students encounter. In addition to learning challenges, students placed into DE courses have to learn to self-regulate both their

behaviors and the beliefs they hold about themselves. With the increased emphasis on accelerated remediation, curriculum in community colleges cannot not simply condense a full-semester class into a few weeks. Students need to learn transferable protocols that will help them in all their academic endeavors and address how they feel about their ability. Such an empowering curriculum will not be easy to design; however, if community colleges are to provide opportunity for all students, then such change is necessary.

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Appendix B

IMPLEMENTING STRATEGY INSTRUCTION IN ACCELERATED PRE-COLLEGE ENGLISH COURSES

Implementing Strategy Instruction in Accelerated Pre-College English Courses

Instructor's Guide

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June 2018
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PREFACE

Delaware Technical Community College (DTCC) is a statewide, multi-campus community college serving approximately 14,000 students, both full and part-time, annually at its four campuses located in Delaware. Like many community colleges in the country, DTCC has an open-admissions policy, resulting in a student population with varied academic ability. Many students at DTCC require pre-college-level courses in English or mathematics, known as developmental education (DE). This challenge is not unique to DTCC, research shows that many students enter community colleges without the requisite skills to place into college-level courses in English and mathematics (MacArthur, Philippakos, & Ianetta, 2015). The goal of developmental education is to prepare students for college-level study; however, research shows that students who place into DE courses often have low persistence rates (Perin, 2013). Even though developmental course offerings are plentiful in community colleges, very little research in has addressed the effectiveness of the instructional approaches used in developmental education (MacArthur & Philippakos, 2013). In 2013, I participated in the development phase of a research design project at DTCC led by Dr. Charles MacArthur and Dr. Zoi Philippakos. The writing curriculum developed in the research design project led to a subsequent experiment at two Mid-Atlantic universities that demonstrated the general effectiveness of self-regulated instruction for adult learners (MacArthur et al., 2015).

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OVERVIEW

Implementing Strategy Instruction in Accelerated Pre-College English courses is a comprehensive reading and writing for an accelerated developmental English course. The goal of this curriculum is to improve reading and writing skills as well as to increase self-efficacy for community college students placed in accelerated pre-college-level English courses. Specifically, this intervention seeks to improve students' abilities to summarize and write persuasive essays from sources by increasing students' use of metacognitive strategies in reading and writing. The current intervention consists of *strategy packages* in both reading and writing. The two sets of strategies work together to help students understand that college-level reading and writing require deliberate effort, goal setting, and awareness of text structure.

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The Reading Strategy package teaches students to preview, annotate, and summarize informative readings using the reading and self-regulatory strategies. The strategies for specific aspects of reading were selected from strategies commonly taught to low-literacy adult learners. Meyer and Poon (2001) demonstrated that recognizing text structure could help increase students' awareness of both top-level structure and the gist of a reading. In their study, students who received training in recognizing text structure had better recall and improved comprehension of the passages when compared to groups who had not received training. In this curriculum, reading is presented as a rhetorical task involving identifying text structure, consideration of the author's purpose in writing, as well as the content. Students learn a strategy for setting goal(s) for reading assignments, annotating readings, and writing summaries. Finally, they learn to integrate source information as they plan and draft their own essays.

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The Writing Strategy package teaches students to plan, draft, revise, and edit argumentative essays from sources using the writing and self-regulatory strategies. The strategies for specific aspects of writing were selected from strategies commonly taught in basic writing and those developed in research on strategy instruction to guide planning, writing, and evaluation. Students learn the text structure elements and organizational structures used in argument (e.g., position, reasons, counterarguments). These elements are then reflected in the design of graphic organizers used during planning and in the content of evaluation rubrics for revising. For planning, students perform a rhetorical task analysis to analyze tasks for topic, audience, and purpose; generate ideas through brainstorming and mapping; and organize their ideas using Graphic Organizers (GO) based on elements of argumentative texts. For revising, students learn to evaluate their papers using criteria based on these elements (e.g., Is my position stated clearly?). Revising instruction includes training and practice in peer review and self-evaluation. Additionally, students must learn to integrate ideas and information from the sources they have read with their own ideas to write an essay.

In addition to specific writing strategies, students need to learn strategies for self-regulation. The curriculum includes an overall strategy, called *Strategies for Academic Success*, which includes goal setting, task management, monitoring of progress, and reflection. The strategy guides students to consider their long-term goals and set specific goals for particular reading and writing tasks. Students also discuss strategies to manage their time and to maintain motivation and persistence. They monitor whether they are using the reading, writing and management strategies and whether the strategies are working to help them complete the task. Finally, after the task is completed, they discuss whether the strategies were helpful and how they might modify them in the future. Students are encouraged to use the self-regulation strategies throughout the reading and writing processes.

GOALS AND OBJECTIVES

The overall goals of the course are as follows:

- Students will learn to read sources critically, annotate, and write summaries.
- Students will independently write well-developed argumentative essays that are clearly organized and in which errors do not interfere with fluent reading and understanding.
- Students will learn to integrate source material in their own essays.

The following objectives are designed to support achievement of the overall goal. These objectives are assessed throughout the semester with reading and writing assignments, quizzes, and class discussions to guide the instructor in planning activities.

- Students will perform a rhetorical task analysis to set a goal and identify the assignment's requirements.
- Students will explain and demonstrate the strategies for previewing, annotating, and drafting.
- Students will explain and demonstrate the strategies for planning, drafting, and revising.
- Students will explain and demonstrate strategies for annotating, writing summaries, and integrating sources in their own essays.
- Students will explain the key structural elements of argumentative writing: a clear position, reasons with support, consideration and rebuttal of opposing positions, and a conclusion.
- Students will monitor their reading and writing progress and application of strategies, evaluate the strategies that were effective in the completion of their goals, and set new goals.
- Students will reflect on their work and effort and consciously determine the ways in which their reading and writing can be successful.

CORE IDEAS OF SELF-REGULATED STRATEGY INSTRUCTION

A basic understanding of the core concepts of self-regulated strategy instruction is helpful in understanding the instructional methods. One of the primary sources for the development of this instructional program is the model of Self-Regulated Strategy Development of Harris and Graham (2009). Strategy instruction draws on multiple theoretical sources to address three key issues: what strategies to teach, what is required for independent strategy use, and how to support learning of strategies (MacArthur, 2011). First, cognitive models of writing help us understand what strategies might be useful to teach. Second, theories of self-regulation are important in understanding the development of independent performance. Finally, substantial research on strategy instruction in reading and writing (Englert & Thomas, 1987; Graham & Harris, 2012; Harris, Santangelo, & Graham, 2008; Myer & Poon, 2001) has identified components of instruction that are important in supporting the development of strategic learning processes.

What Writing Strategies to Teach

First, cognitive models of writing (e.g., Hayes, 1996) provide an understanding of what strategies might be useful to teach. Strategies are conscious, goal-directed processes for solving problems or doing complex tasks. Proficient and struggling learners differ dramatically in their use of strategies. For example, proficient writers set goals for writing based on audience and purpose. They use strategies for generating ideas such as brainstorming and freewriting or reading and talking to others. They have knowledge about how different types of text are organized, and they use that knowledge to help generate and organize their ideas. Proficient writers also have strategies for finding, comprehending, and synthesizing source texts. They also engage in a great deal of revision, both to fix problems and to identify opportunities to improve their writing. In contrast, weak writers do very little planning, even when prompted, and their revision process is limited primarily to minor word changes and error corrections (MacArthur, 2016).

An important part of many reading and writing strategies and, is knowledge of text structures. Text structures are the organizational elements of different genres or modes of text. For example, stories include characters, settings, problems, actions, and resolutions. Argumentative essays include a thesis, reasons, evidence, and counterarguments. Proficient readers and writers use their knowledge about text structures as part of their strategies for previewing and comprehending and planning and revising. Most writing strategies involve using text structure knowledge to plan and organize ideas for writing and to evaluate writing (Englert et al., 1991; MacArthur, 2011). Teaching awareness of text structure has also been shown to improve reading comprehension (Meyer & Poon, 2001). The strategies for writing summaries apply this research finding by using the same text structure to analyze sources, annotate, and write summaries.

Self-Regulation for Independent Use

Second, proficient are able to organize and regulate their own efforts. Writing is hard, and even professional writers have had to develop strategies to persist at their work. For example, Hemingway set goals for how many pages he would write each day, and he would not go out in the evening unless he had met the day's goal. Thus, strategy instruction includes self-regulation strategies to help students develop independence in their use of strategies (Harris & Graham, 2009; Harris et al., 2011). Self-regulation includes knowledge about how one thinks and the ability to manage both cognitive processes and behavior. It includes processes such as setting goals, analyzing tasks, selecting specific strategies, monitoring and adjusting the use of strategies, maintaining motivation, and evaluating progress. These self-regulation processes can be taught in conjunction with specific writing strategies to enhance their use, especially to increase maintenance and generalization of strategies.

In *Implementing Strategy Instruction in Pre-College Accelerated English Courses*, students learn an overall strategy for self-regulation that includes goal setting, task management, monitoring of progress, and reflection. Goal setting involves careful analysis of the requirements of a reading and writing tasks and breaking the tasks down into sub-goals. In addition to reading and writing strategies, students need to learn effort strategies. Effort strategies include not only strategies for managing time and environment, but also ways to manage emotions and motivation. Monitoring of progress refers to self-evaluation of whether the student is using the strategies and whether they are working. Finally, reflection refers to the examination of the entire process by the learner and the careful evaluation of the strategies, as well as the evaluation of the progress made toward learning goals. Class discussions are used to help students develop these self-regulation strategies.

How to Support Learning of Strategies

Finally, strategy instruction draws on extensive research on self-regulated strategy instruction (Graham & Harris, 2012; Harris, Santangelo, & Graham, 2008) to understand how to help students develop self-regulated strategies. Students actively construct their understanding of strategies through the activities in the curriculum. For students to understand the purpose and value of the strategies in the current class, in future courses, and in work experiences, it is critical that the writing tasks be meaningful writing assignments, not exercises. On the other hand, struggling learners need explicit instruction in writing. Strategy instruction resolves the tension between meaningful writing tasks and the need for explicit instruction by using meaningful assignments but providing explicit instruction in strategies for completing the tasks. The degree of explicitness varies, depending on the needs of the students.

The specific instructional methods used here are based on research on instruction in strategies in writing, reading, and other academic areas (MacArthur, 2011). Instructors provide explicit explanations of the strategies and when and where to use them, model the strategies with think alouds, scaffold students as they apply the strategies, arrange for peer collaboration, and gradually release control as students demonstrate mastery. Instructors also guide students in using the self-regulation strategies through class discussion and

discussion of when and where to use strategies, and how the strategies worked and how individual students might modify them.

Instruction in Basic Skills

A comment is in order about the approach taken in the curriculum to basic skills instruction related to errors in grammar, usage, and mechanics. Clearly, many basic writing students have significant difficulties in basic skills, often to the extent that it interferes with their ability to express their ideas coherently. Many basic writing courses devote substantial time to work on basic skills, and most textbooks for developmental courses cover grammar extensively. Unfortunately, research over 40 years (Braddock, Lloyd-Jones, & Schoer, 1963; Graham & Perin, 2007; Hillocks & Smith, 2003) has consistently found that traditional grammar instruction has no positive effect on the quality of students' writing. There is evidence that nontraditional approaches like sentence combining and grammar instruction embedded in writing instruction have some positive effects (Andrews et al., 2006).

The approach in the *Implementing Strategy Instruction in Pre-College Accelerated English Courses* curriculum is to embed grammar instruction in the process of revising and editing. The evaluation criteria used for revision emphasize the importance of writing clear sentences. For example, in evaluating an argumentative text, students consider whether they have stated their position clearly, and they underline each reason to evaluate whether it is expressed clearly. We believe that the emphasis on clear writing will resolve many problems of sentence structure. In addition, each editing lesson includes time for instruction in grammar and conventions, followed by peer-editing and self-editing with instructor support.

However, the curriculum does not include specific methods for teaching students about grammar and conventions. We believe that learning the conventions of academic writing is important. We fully expect that instructors will incorporate instruction in grammar into the course, but we have left decisions about that instruction to the college and individual instructors.

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Instructional Procedures for the Strategy Instruction

Explain the Reading/Writing Strategy

Explain the steps and the purpose of each step. Do this quickly so students can see the whole strategy. Students will understand it better when you model it. Stress that the Reading and Writing Strategy represents a set (or package) of strategies mature learners apply in many reading and writing assignments.

Model the Strategy

Model the Instructional Procedures. Model for students how to use the Reading Strategy to Preview, Annotate, and Summarize a reading and the Writing Strategy to Plan, Draft, and Revise a paper. Use think-aloud modeling so students can hear the thought processes of mature learners. Refer specifically to each step of the strategy before you model it. Include self-statements about effort and motivation in your think-aloud.

Students observe the instructor modeling to get a full understanding of how the strategy works. The instructor should provide explicit instruction but can include or acknowledge student ideas. Students should observe the instructor modeling the entire process. After modeling, discuss the strategy and what students observed.

Guided Practice

Students practice using the Reading Strategy to preview, annotate, and summarize a reading, and they practice using the Writing Strategy to plan, draft, and revise a paper. The instructor monitors whether students are using the strategy and scaffolds its use. It is important to provide feedback and help on the use of the strategy.

Support Understanding and Memorization

Instructors support student understanding. To ensure students remember and understand the strategies, instructor asks them to explain the steps and how they have used the strategy. Students should memorize the steps and instructors can support memorization with oral and written quizzes.

Peer Review and Editing

Students learn from peer review. Students learn both from giving and receiving feedback. Instructors first model and students then practice the peer-review process of evaluation and revision.

Peer review follows these steps: First, in pairs, students read their papers aloud to each other. Then peers exchange papers and read independently, using the rubric evaluation

criteria to score and make written suggestions. They discuss their suggestions, and authors write notes on the rubric to plan what to change before making revisions.

During peer review, the instructor monitors discussions and offers suggestions about the process. Instructors identify students who need additional individual conferencing.

Editing for errors is done separately. After students revise for content, the instructor provides needs-based editing instruction, and students may work in pairs to make edits. The instructor conferences with students about errors.

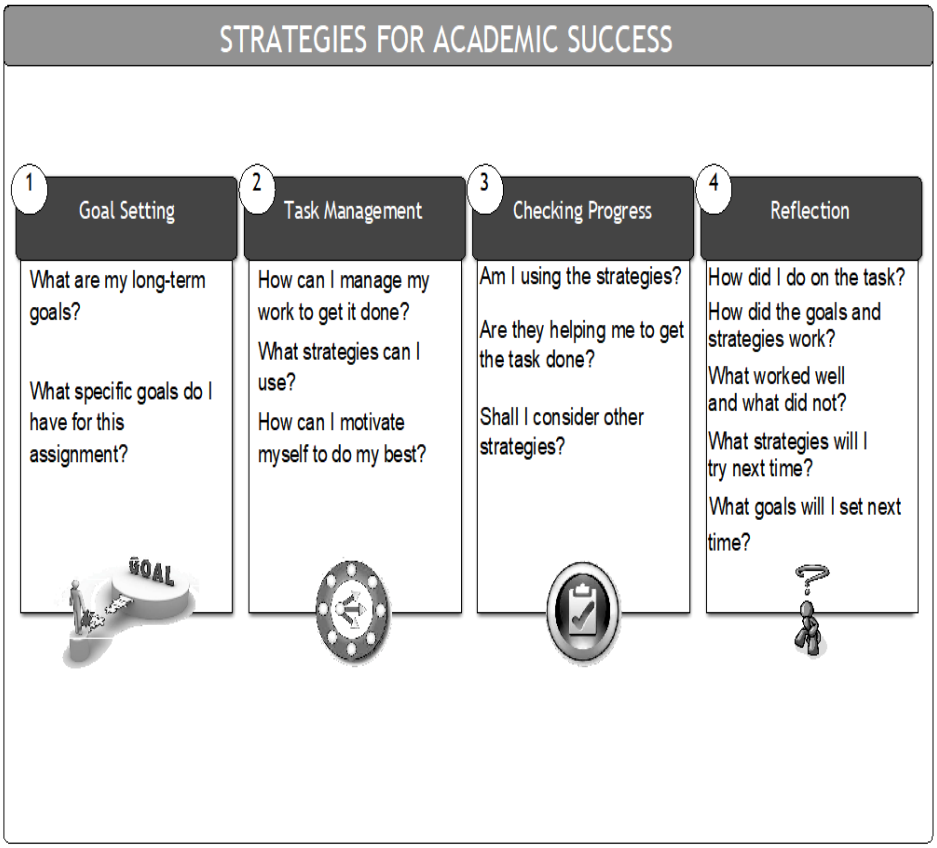
Support Self-Regulation

Students need to learn effort strategies (e.g., time management, motivation, persistence) in addition to explicit writing strategies. The instructor embeds supports for the development of self-regulation into the lessons. Goal setting is part of the Reading and Writing Strategies; self-regulation strategies are modeled with think-alouds and through class discussion students are prompted to select task management strategies and reflect on their work.

Independent Reading and writing is the Goal

Students should be able to explain the Reading and Writing Strategies and the elements of argumentative writing. They should be able to use the strategies to preview, annotate, and summarize as well as to plan, draft, and revise.

Strategies for Academic Success



The Strategies for Academic Success focus on self-regulation. They include four main components: **Goal Setting, Task Management, Progress Monitoring,** and **Reflection**. Here are brief explanations of the strategies. In the curriculum, class discussions are used to support students in using the strategies.

Goal Setting

- What are my long-term goals?
- What specific goals do I have for this assignment?

Goal setting is a powerful strategy for any challenging, complex task, as it can motivate learners when they see their own progress toward a goal. The process involves setting individual goals, both long-term and short-term. Research shows that goal setting differentiates successful and unsuccessful learners. Students may need help to set short-term goals that can be achieved in a reading or writing task.

Task Management

- How can I manage my work to get it done?
- How can I motivate myself to do my best?

Mature learners know strategies for learning. They manage their time, find a place where they can work productively, and deal with motivation to persist even when assignments are difficult. Strategies for managing time and place are especially important for struggling learners, and managing emotion and motivation are equally important. Students who have failed repeatedly find it easy to give up; they need things to say to themselves and tricks to stay on task. Famous professional writers all have tricks to support their motivation and persistence, too.

Progress Monitoring

- Am I using the strategies?
- Are they helping to get the task done?

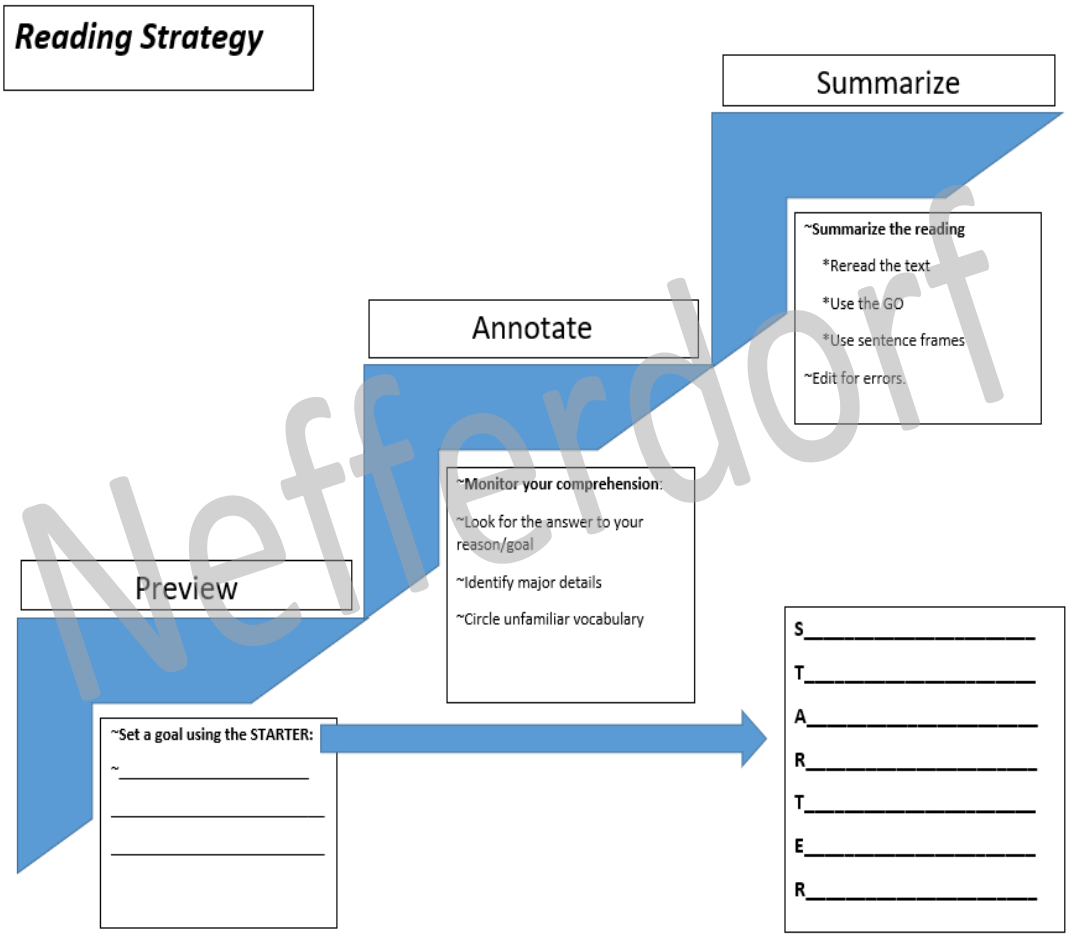
Using strategies makes the task harder at first. Students will only be motivated to use strategies if they see a payoff in the quality of their work or efficiency. An important part of instruction is giving students feedback on both 1) whether and how well they are using the strategy, and 2) the quality of their work. Such feedback supports them as they learn to self-evaluate whether strategies are working. When students believe that they can be successful *when they use the right strategy*, their motivation improves. They also need to learn that they are responsible for choosing strategies that work for them.

Reflection

- How did I do on the task?
- How did the goals and strategies work? What worked well and what did not?
- What goals will I set next time? What strategies will I try?

Reflection continues the evaluation of strategies and task success that began with progress monitoring during the process. After completing the task, students think back on the process and analyze what they learned. They can use that understanding to set goals for next time.

The Reading Strategy



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Reading Strategy: Preview, Annotate, Summarize

Preview

STARTER: Rhetorical task analysis using **S**ource, **T**opic, **A**uthor's purpose, **R**esources, **T**ext-structure, **E**valuate, **R**eason (STARTER)

Using the acronym STARTER, readers can preview the reading and make predictions about it. This process can help them get familiar with the content and organization of the reading. Lastly, it can help students set a goal for the reading in the form of a question: What do I expect learn from this reading or what does the author of the reading expect me to believe?

Annotate

When students start to read and annotate the text, they use the STARTER mnemonic to guide them through the reading, specifically looking for signal words and a possible answer to the question they posed to themselves. Even if students do not find the answer to the question they created, they still will have interacted with the text, thus practicing metacognitive strategies.

Summarize

At the conclusion of the reading, students are asked to summarize the text. Students are required to review the STARTER mnemonic and see if any of their predictions need adjustment. Going back to the mnemonic also reinforces the recursive nature of reading. Students can use the **S**ource, **T**opic, **A**uthor's purpose, and **T**ext structure to start to draft the summary.

Edit for Errors

The instructor provides editing instruction based on students' needs. Students then edit for mechanics, usage, and grammar errors. Editing is delayed until after substantive revisions are made.

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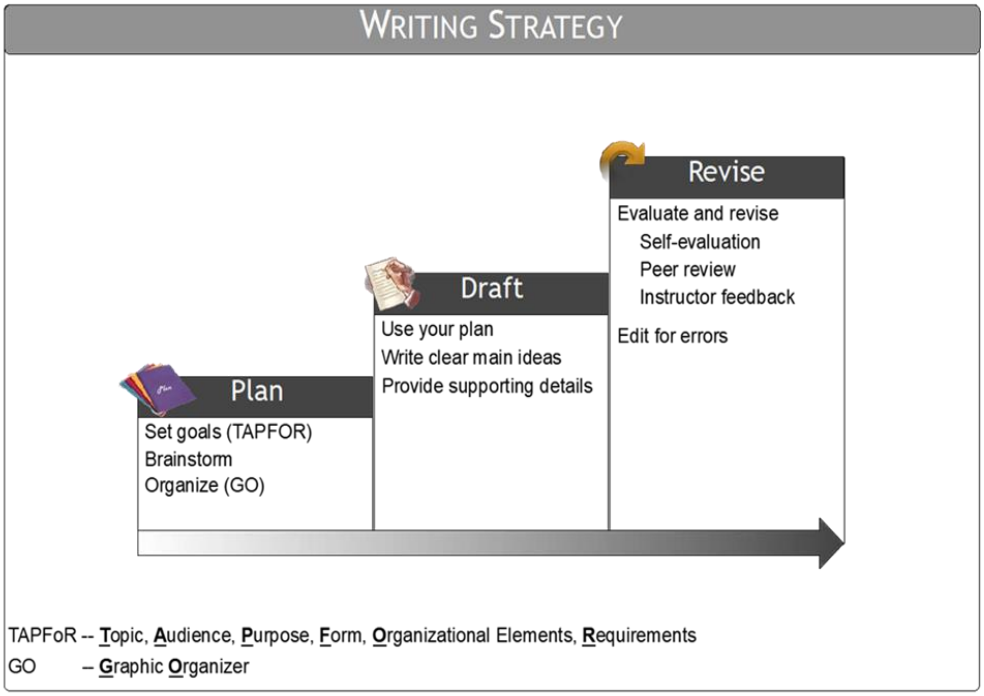
The Writing Strategy



Writing Strategy: Plan, Draft, Revise

PLAN

TAPFOR: Rhetorical task analysis and goal setting using **T**opic, **A**udience, **P**urpose, **F**orm, **O**rganizational Elements, and **R**equirements (TAPFOR).

Using the acronym TAPFOR, writers analyze the assignment or writing task and set goals for what they need to do. Organizational Elements refer to the writing elements specific to a genre that should be included in the writing. Requirements refer to specific assignment details from the instructor, (e.g., length).

Brainstorm: Generate ideas.

The key to brainstorming is to generate as many ideas as possible without evaluating them. Even wild ideas are valuable because they help writers think of other ideas. For argumentative writing, students use a T-Chart to prompt them to record ideas on both sides of an issue. Students are also prompted to think about causes and effects, problems and solutions, and principles as ways to generate ideas.

Organize: Organize information using a Graphic Organizer (GO).

The GO is designed to include the organizational elements of argumentation in this curriculum. Writers select ideas from their brainstorm and add more ideas, putting their notes on the GO. The result is an organized plan for writing a draft.

DRAFT

Use your plan

The writer writes his first draft using the information from the GO. The content and organization have already been worked out in the plan, so the writer can focus on finding the language to express ideas clearly and generating additional ideas to support the main ideas.

Write clear main ideas

One major focus during writing is crafting sentences that clearly express the main ideas. In addition, students learn techniques for maintaining coherence across paragraphs. Transition words and sentence frames are helpful to writers and readers in expressing main ideas and connecting them.

Provide supporting details

A completed paper will include more supportive detail than the plan. Each main idea needs adequate support. Students are expected to elaborate on the evidence and explanations as they write, using examples drawn from personal experience or from readings.

REVISE

Evaluate and Revise

Students learn to use a rubric with evaluation criteria based on the organizational elements for argumentation, plus additional general writing criteria. Students learn to self-evaluate their writing. Students learn how to evaluate and revise their writing, by practicing giving and receiving feedback through peer review. Of course, instructor feedback is also critical.

Edit for Errors

The instructor provides editing instruction based on students' needs. Students then edit for mechanics, usage, and grammar errors. Editing is delayed until after substantive revisions are made.

Additional Notes for Instructors

Assignments and Grading

The curriculum includes specific assignments: three summaries (Article C, Article D, and Article E or F) and two argumentative essays from sources (One from Article C and Article D; one from Article E and Article F). In addition, students write a baseline essay and final assessments—a summary outline and an argument essay from sources (Article G and Article H). However, the curriculum does not include detailed assignments or procedures for grading students. We suggest that instructors develop written assignment guidelines for students that establish their expectations (e.g., font, formatting, length) and procedures (e.g., submitting online, when and how to submit planning and reviewing materials). We do strongly suggest that you require students to submit materials regarding previewing (e.g. STARTER), planning (e.g., GO) and revising (e.g., peer review forms). It is important to give students feedback on their planning and revising processes, as well as their final products. You can decide what makes most sense for when to submit these and how.

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We strongly suggest that your feedback to students and your grading begin with the criteria on the evaluation rubrics. Students are learning to use these criteria, so it makes sense to use them for grading. By the way, it may make your evaluation and feedback somewhat easier because students will be developing an understanding of the evaluation criteria. However, instructors are welcome to expand the scale of the rubric beyond our simple 0 – 2 scale and to add criteria to the rubric for grammar and conventions, formatting, and other issues. The small scale of 0 to 2 is intended to make the rubric easy for students to use, but it is certainly acceptable to expand it, say to 0-4, to make room to recognize degrees of achievement. You might wish to add criteria for grammar and conventions based on your instruction.

Overall, policies on grading are left to colleges and instructors. For example, some colleges ask students to select and submit a portfolio representing their best work for a final grade. Grades may also be based on a combination of essay grades, quizzes, and other work. Credit for quizzes on the elements of the types of writing may help students master the strategies. A suggested quiz might be asking students to memorize the Reading Strategy and Writing Strategy. Prior research stressed the importance of memorizing strategies. For the research study, it is critical that students receive credit for all assessments except the baseline essay. Below, I have provided a table that may help you with weighting your grades.

The Importance of Text Structure

Text structure refers to the genre-specific elements that are included in articles. Think of movie genres. For instance, if you were to watch an action movie—without even knowing the tile or anything about it—you most likely know what you would see in the movie. You would see car chases, explosions, good guys and bad guys, and a variety of special effects. These are just some of the elements of the action movie genre. If you were to see another genre, such as romantic comedy, the genre elements would be different. For instance, romantic comedies often focused on the main couple nearly breaking up over a mistake, but in the end—usually the very end—everything works out for them. And typically, there are a lot of laughs along the way from the colorful characters.

Likewise, texts can be divided into genres, and these genres have specific text structures. Recognizing text structure can help readers identify the purpose of the text and the main idea of the text. Like movies, sometimes these elements can overlap. Horror movies and action movies can both have tense chase scenes and a lot of killings. Similarly, argument text structure can be very informative just like the informative text structure; however, there is a key difference. The argument text structure has a different purpose than the informative text structure; the purpose of the argument text structure is to convince readers of the author's point, whereas the purpose of the informative text structure is to make the readers aware of something.

The following chart highlights some of the common text structures—Narrative, informative, argument, process, comparison and cause or effect. As previously stated, recognizing text structure can help you identify the author's purpose and main idea. Additionally, knowing the structure of a text can help you remember what you have read because you can connect the new information and text structure to ones you have encountered in the past. When reading an article, look for signal words that can inform you of the article's structure.

Narrative text structure
Purpose: The purpose of a narrative is to tell a story with a lesson that can benefit the readers.
Elements: ➢ **Introduction**—often referred to as a hook, it grabs the reader's attention. ➢ **Lesson/main idea**—The lesson or the moral of the story is the take home point readers should walk away with. ➢ **Focus/event**—Narratives often focus on one particular experience. ➢ **Description**--Narratives often use vivid description to describe people, places and events. ➢ **Conclusion**--Narratives often reiterate the lesson for the reader at the conclusion of the piece.

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Signal words: While narratives might not have specific transitions words, a hallmark of narrative writing is use of the first person perspective "I."

Notes:

Informative text structure

Purpose: The purpose of an informative essay is to explain something to the readers.

Elements:

- **Introduction**--Establishes importance of what is being explained. Often the thesis is explicitly stated.
- **Examples**--Informative articles often use examples to illustrate the thesis and also support ideas with specific, concrete examples.
- **Conclusion**--Informative articles often conclude by restating the thesis. The conclusion may also summarize the examples used in the article.

Signal words: For example; for instance; in fact; indeed; of course; specifically; to illustrate; that is

Notes:

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Argument text structure

Purpose: The purpose of an argument is to get readers to agree with you or act as you wish.

Elements:

- **Introduction**--Establishes importance of the issue. The thesis is the author's position on the issue.
- **Reasons**-- Argument articles use reasons to support the author's thesis. Reasons are often supported by specific *evidence*.
- **Opposing Position**--Arguments often mention the opposing position, referred to as a counterargument.
- **Evidence**--Additionally, evidence for the opposing position may be mentioned.
- **Rebuttal**--The author must include a rebuttal of opposing position. A rebuttal explains why the author's position is accurate.
- **Conclusion**--Arguments typically conclude by summarizing the main points and concluding with a strong point. Additionally, conclusion restate the author's position.

Signal words: I think; In my view; From this perspective; some argue; one reason; another reason; However; Even though; In conclusion

Notes:

Process text structure

Purpose: The purpose of a process essay is to explain how to accomplish a task.

Elements:

- **Introduction**—Introductions establishes importance of the issue, lists the goal of the process, and list materials & skills needed to accomplish the process.
- **Steps**—Process papers list steps that the readers must follow.
- **Explanations**—At times, specific explanations of the step are necessary.
- **Conclusion**-- Process articles conclude by explaining what the end goal of the process should be.

Signal words: The first step; Second; Third; Next; After completing…; In addition; furthermore; Finally

Notes:

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Comparison text structure

Purpose: The purpose of a comparison essay is to explore the similarities and/or differences between two or more things. Often the goal is to help readers make a decision.

Elements:

- **Introduction**--Establishes importance of the issue. Lists the two items being compared.

➢ **Similarities**--Comparison articles often give categories of similarities. Additionally, details explain or support the similarities.
➢ **Difference**--Comparison articles often give categories of difference. Additionally, details explain or support the differences.
➢ **Conclusion**--Restate what was items were compared and why they were compared.
Signal words: One way that _____ and_____ are similar is; _____ and _____ are similar on _____; Although; Whereas; But; However; On the other hand; In contrast
Notes:

Cause & effect text structure
Purpose: The purpose of cause and effect is to analyze the causes or effects of a particular phenomenon.
Elements:
➢ **Introduction**-- Establishes importance of the issue. Explains the purpose of the analysis.
➢ **Causes or effects**--Cause or effect articles often explain causes or effects of a phenomena and include supporting explanations.
➢ **Conclusion**-- Conclusions restate what was analyzed.
Signal words: The first cause; One reason _____ happened; The second cause; The effect of ___ is; One important result of ____ is; One negative/positive effect of _____ is
Notes:

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Assignment Suggestions

Assignment	Time Frame	Notes

Summary of Articles C and D	Week one	• Summaries of articles C and D take place in the first week. • Instructors are encouraged to offer guidance while writing these summaries. Furthermore, students will have the opportunity for peer review for these summaries. • Given the level of guidance, instructors make want to make these formative assignments. These assignments will *not* be collected by research team members.
Argument essay from sources—Articles C and D	Week two and three	• The first argument essay (from Articles C and D) takes place during week two and three. • Students will receive instructor guidance and peer review while completing this assignment. • Given the level of guidance, instructors make want to make this a formative assignment. This assignment will *not* be collected by research team members.
Summary of Article E ***or*** F	Week three	• The summary of Article E takes place during week three. • Students should complete this assignment independently. However, after the assignment is completed and graded, instructors can offer chances for revisions if they so choose. • Given the level of independence, instructors make want to make this a summative assignment. This assignment will *not* be collected by research team members.
Argument essay from sources—Article E and F	Week three and four	• The second argument essay (from Articles E and F) takes place during week three. • Students should complete this assignment independently. However, after the assignment is completed and graded, instructors can offer chances for revisions if they so choose. • Given the level of independence, instructors make want to make this a summative assignment. A final copy of this assignment *will* be collected by research team members.
Summary Outline of Article (TBD)	Week four	• The summary outline takes place during the next-to-last day of class. • Students should complete this assignment independently. • Instructors should count it towards students' grades.

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		• A first draft copy of this assignment *will* be collected by research team members.
Argument essay from sources—Article G and H	Week four	• The final argument essay (from Articles G and H) takes place during the last day of class. • Students should complete this assignment independently. • Instructors should count it towards students' grades. • A first draft copy of this assignment *will* be collected by research team members.

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Weekly Schedule

Week 1	Class activity	Homework
Monday 27	**Lesson 1: Introduction of the course** • Explanation of study/letter of consent • Review Goals and Objectives of the course (Page 6 instructor's manual) • Review course schedule/syllabus • Self-efficacy survey (10 minutes) • Pretest argument writing (Respond to writing prompt; 1 hour)	
Tuesday 28	**Lesson 2: Introduction to Strategy Instruction & the Reading Strategy** • Overview of the Strategies for Academic Success (Goal Setting/Task Management/Monitoring Progress/Reflection) • Overview of the Reading Strategy Model (Plan/Draft/Revise) • Model Reading Strategy with Article A	✍ Read the section Introduction to Strategy Instruction in Student Book. ✍ Memorize the steps of the Reading Strategy.
Wednesday 29	**Lesson 3: Modeling the Reading Strategy & Guided practice with Reading Strategy** • Model reading strategies with Article B • Guide students through reading strategies with Article C (Formative summary grade #1) • Peer review of summary • Instructor feedback • Complete summary	
Thursday 30	**Lesson 4: Independent practice with the Reading Strategy** • Guide students through reading strategies with Article D (Formative summary grade #2) • Peer review of summary • Instructor feedback • Complete summary	✍ Read the section Introduction to the Writing Strategy In student book.
Week 2	**Class activity**	**Homework**
Monday 3 (Labor Day)	No class	

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Tuesday 4	**Lesson 5: Introduction to the Writing Strategy and Model the Writing Strategy** • Introduce the Writing Strategy (Plan/Draft/Revise) • Introduce Text structure of argument • Model how to write an argument paper from sources (Articles A & B) • Introduce how to integrate sources	✍ Memorize the steps of the Writing Strategy.
Wednesday 5	**Lesson 6: Complete modeling an argument from sources.** • Complete modeling how to write an argument paper from sources	
Thursday 6	**Lesson 7: Guided practice for argument writing** • Guide students writing argument from sources (Articles C & D)	✍ At your instructor's discretion, continue work on the argument essay.
Week 3	**Class activity**	**Homework**
Monday 10	**Lesson 8: Guided practice for argument writing** • Peer review • Instructor feedback • Complete writing argument from sources (Argument essay--formative grade)	
Tuesday 11	**Lesson 9: Independent Summary writing** • Write summaries for two articles (Articles E & F) (Grade one summary (summative grade) and provide feedback)	
Wednesday 12	**Lesson 10: Independent argument essay writing** • Return/review formative argument essay • Write argument essay	
Thursday 13	**Lesson 11: Independent argument essay writing** • Complete writing argument essay • Turn in at the end of class (Argument essay--summative grade)	
Week 4	**Class Activity**	**Homework**
Monday 17	**Lesson 12: Revise argument essay** • Allow time for revisions and re-submit	
Tuesday 18	**Lesson 13: Review day/TBD**	

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Wednesday 19	**Final exam part 1** • Complete summary outline of assigned reading (TBD). (50 Minutes) • Complete self-efficacy survey (10 minutes)	
Thursday 20	**Final exam part 2** • Write final argument essay using the two new articles (Article G and H) (1 hour and 50 minutes)	

Lesson 1 Introduction to the Course

Overview

The students are introduced to the goals and objectives of the course, sign letter of consent, complete a self-efficacy survey, and a baseline sample of students' writing is collected.

Materials

- Letter of consent (Principle investigator)
- Prompts for baseline writing sample (e.g., topics, directions)
- Students will need word processors and access to printing

Time

- Approximately 1 hour and 50 minutes.

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Notes and Preparation

- Plan on discussing the purpose of the course and course goals.
- Plan on reviewing the syllabus/schedule.

Procedures

- Explanation of the study/consent letter (PI)
- Personal Introductions
- Introduction to the course to purpose of the class and course goals.
    - Purpose of the course and course goals. Explain that this course will prepare students to read informative articles, summarize them and write research papers at the college level. Explain to the students that the **three** overall goals of the course are:

1) To actively read, analyze, and summarize current informative articles. Explain that reading comprehension is a complex task that requires conscious problem-solving effort. Without this conscious effort, it is likely that students will struggle to comprehend the complex readings assigned to them. Explain that students will learn to read articles critically and use ideas from these

sources in their own essays. They will learn strategies for critical reading and summarizing.

2) To write argumentative essays that are organized, elaborated, clearly written and that draw on ideas from readings. Explain that the class will focus on argumentative writing, which students may know as persuasive writing. Comment on the importance of argumentative writing in college, where professors often ask students to read something and respond to it by giving their opinion and supporting it with reasons and evidence. Explain that students will learn strategies for using other writers' ideas in their own essays. They will learn how to cite information appropriately and how to evaluate sources and search for appropriate sources. They will also work on their writing skills and grammar.

3) To develop as independent, successful college students who can set goals and make plans to meet those goals, manage the workload, monitor their own progress, reflect on their effort and learning. Explain that being a successful student is about more than acquiring knowledge and skills. Students need to take responsibility for their own learning and manage the effort and strategies they use. Explain that in this class, students will learn strategies for setting goals, managing time and tasks, evaluating their progress, and reflecting on their own learning to set new goals.

- Review course syllabus
- Administer of self-efficacy survey
- Administer baseline writing sample
- Explain the purposes for the baseline writing task:
    1) To learn about the writing skills of each student to plan instruction and consider their individual needs.
    2) To measure progress across the semester for both the students and instructor. (If appropriate, mention that it is a check on their placement.) Emphasize the importance of doing their best.
- **INSTRUCTIONS:** Students should have access to a computer for this writing task. The project staff will provide the prompts and directions for administration. Give students a blank sheet of paper for planning (unless you/they prefer planning with a word document they can submit electronically to Learning Management System (LMS) with writing sample). Tell them to choose one of the topics and write; using what they already know about planning, drafting, and revising/editing. Tell them that they will have 30 minutes to complete their work. Remind them to use the strategies they are familiar with and tell them they will submit all work with their paper. Explain that this work is independent, and each student should do her/his best. Make sure

student names are on both the planning and writing submission, as well as your section number.

- Closure. Briefly review the course goals. Explain that in this class, students will learn strategies for the reading and writing processes and strategies for managing their own learning. As an instructor, *use your own delivery style,* but here are some points you might include:
    - Explain that the lessons build on one another, and it is imperative that students do not miss classes. If they miss the lesson on modeling, they will get overwhelmed when they will need to complete an activity.
    - Explain that the goal of the course is not only to learn content, but also to learn habits and strategies that can support students' planning for their own success and monitor their progress, so they can continuously set goals for improvement.

Lesson 2 Introduction to Strategy Instruction & the reading strategy

Review

- Remind students that the course goal is to prepare students to write research papers at the university level. The course focuses on argumentative writing. In the first part of the course, students will learn how to write convincing and clear argumentative essays. Then, they will work on critically reading and summarizing published articles. The reading and summarizing work will prepare them for writing argumentative essays that include sources
- Also, that the **three** overall outcome goals of the course are for students:
    1) To actively read, analyze, and summarize current informative articles.
    2) To write argumentative essays that are organized, elaborated, clearly written and that draw on ideas from readings.
    3) To develop as independent, successful college students who can set goals and make plans to meet those goals, manage the workload, monitor their own progress, reflect on their effort and learning.

Overview

Instructors and students discuss students' goals for reading and writing in this class and general academic success as writers. The instructor introduces the Strategies for Academic Success and explains goal-setting, selection of strategies for managing tasks and effort, monitoring of performance and strategy use, and reflection. The instructor also introduces the Reading Strategy.

Materials

- Student Books – one for each student
- Article A "College Isn't Always the Answer" by Jeffery Selingo

Time

- Approximately 1 hour and 50 minutes.

Notes and Preparation

- Be prepared to review the Strategies for Academic Success and the Reading Strategy in the classroom. (You will most likely have to put the Reading Strategy on the board, or you can refer to the model in the student book.)
- Plan on modeling how the Reading Strategies work with article A.

Procedures

Introduction to Strategy Instruction

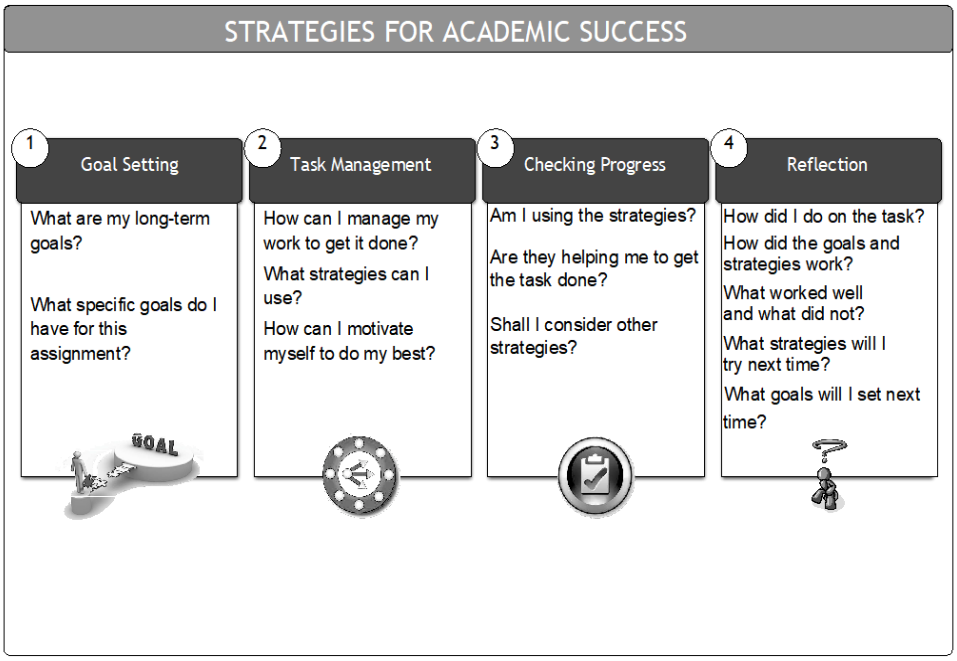
- **Note:** The purpose of this brief discussion is to explain what a strategy is and build motivation to learn the strategies. Your level of engagement and enthusiasm can significantly affect students' commitment to learn the strategies and apply the taught tasks.
- Remind students that in this class, they will learn a specific approach to reading and writing called strategy instruction. Ask students what they think a strategy is. Explain that a strategy is a general method to achieve some goal. Discuss a wide-range of examples (e.g., war, sports, negotiations, academic tasks like reading, math, and writing).
- Explain that good readers and writers use strategies for previewing, annotating and summarizing readings as well as planning, drafting, and revising their papers. Good readers and writers can find college-level assignments difficult, but instead of getting overwhelmed by all its demands, they use strategies that help them break a task into smaller parts and complete their assignments successfully. They also make sure to revisit their work and look at it in a critical way.

Introduction to the Strategy for Academic Success

- **Note:** In this section, you explain the application of the strategy when writing. This will not and should not be a one-time explanation and application. You should be referring to the strategy throughout the semester and across the completion of

writing tasks. This repetition will support students in a reflection process that can ultimately help them with their goal-setting, application of useful strategies, progress monitoring, and transfer of effective strategies to other contexts.

- Display the Strategy for Academic Success poster or refer to it in the booklet.

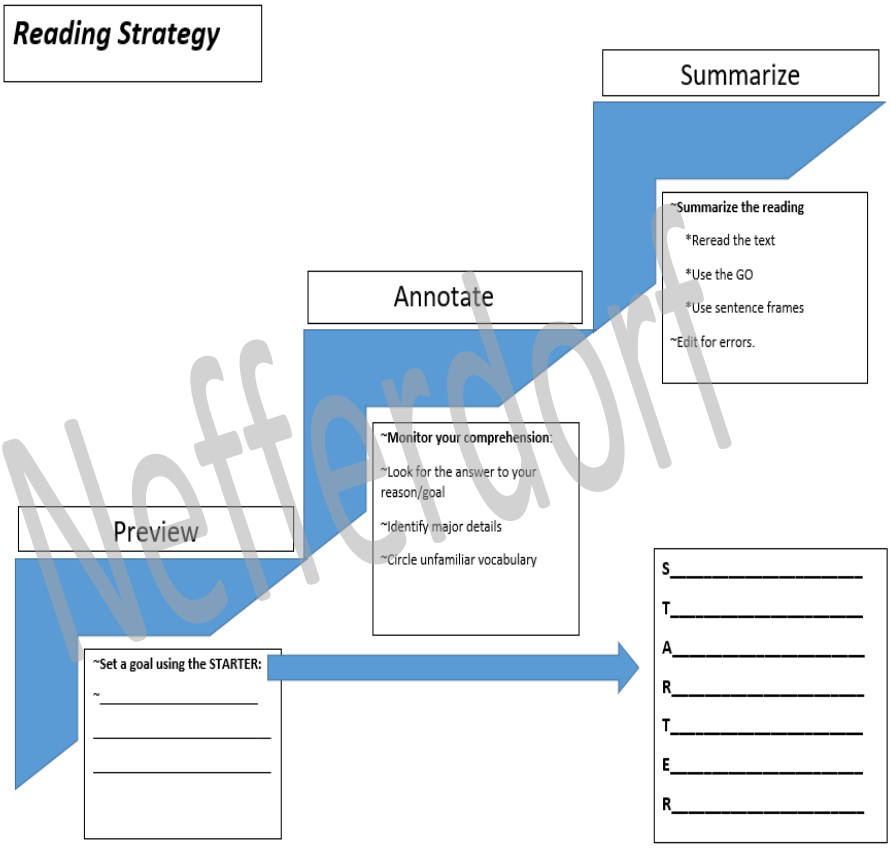


- Explain that academic success relates to academic performance. However, for the latter to take place, students need to stay focused and work toward achieving specific goals.
- Explain that success is something that students can achieve by using the strategies they are taught and by carefully monitoring the use of strategies and their time.
- Explain that students need to be thoughtful about the goals they set, the ways they plan to complete them, their progress, and changes they need to make to achieve their goals. They need to be thoughtful on how they set new goals. Explain that for academic success, students need to consciously think about the goals they have, be specific and explicit about them, consider how to manage their time, effort, even space of work or company, monitor if they have been successful (or not), re-evaluate their goals, and set new ones.
- Explain that the Strategy for Academic Success chart shows four columns (e.g., Goal-Setting, Task Management, Progress Monitoring, Reflection) that represent the steps that could lead to academic success, because they help students be thoughtful about their work, effort, and academic performance. Explain that this is an artificial depiction of the processes that good writers and learners in general use; students all have the potential of being as strategic and successful if they are thoughtful about

their goals and their effort. Below are some basic points you can include in the discussion.

Introduction to the Reading Strategy

- Display or create the Reading Strategy model. As you discuss the previewing, annotating, and summary parts of the Reading Strategy, try to engage the students. <u>This overall explanation of the Reading Strategy should be brief. Students will understand it better when you model it as part of actual reading.</u>



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Modeling

- The specific instructional methods used here are based on research on instruction in strategies in writing, reading, and other academic areas (MacArthur, 2011). Instructors provide explicit explanations of the strategies and when and where to use them, model the strategies with think alouds, scaffold students as they apply the strategies, arrange for peer collaboration, and gradually release control as students demonstrate mastery. Instructors also guide students in using the self-regulation strategies through class discussion, discussion of when and where to use strategies,

and reflections about how the strategies worked and how individual students might modify them.

- You will most likely not complete the modeling process for Article A in this class. Try to break between stages. Lesson 3 will start with a quick review of today's lesson and will require you to model Article B. When modeling article B, make the process interactive by involving the students in the process.

Preview (This section is to be used to explain the Reading Strategies. There is a worksheet following this section you can use for modeling.)

Discuss the importance of briefly previewing informative articles/essays before starting to read. Students may know that previewing is important but not actually do it. Previewing aims to help students identify the author's schema by recognizing signals in the text that denote text structure. The main idea is that previewing makes reading easier, because you may be able to identify the text structure of the article. Knowing whether you are reading an argument versus and informative article can help students better comprehend the reading.

Explain that **previewing** includes TWO things good readers do:

1) Conduct a rhetorical analysis using **STARTER**
2) Set a **goal** for reading

- **STARTER: Rhetorical task analysis using Source, Topic, Author's purpose, Resources, Text-structure, Evaluate, Reason (STARTER)**
  Explain that task analysis helps the readers orient themselves to the reading. Students should always take time to make sure they understand what the reading is asking them to understand. Also, explain the **STARTER** acronym:
  - **S**ource. What is the source of the material I have just previewed? It is important to consider the following questions: What is the title? Who is the author? Where was it published?
  - **T**opic. What is the topic? Consider the main subject or theme of the reading. Ask yourself who might be interested in reading about this topic. Knowledge of the perspective audience helps readers recognize rhetorical devices such as tone and word choice.
  - **A**uthor's purpose. Always consider *why* is the author writing this article? Common purposes for writing are to persuade, to inform, and to entertain. Considering the author's purpose can also shed light on the author's intended audience.
  - **R**esources. Consider what resources you can use to either activate or build my background knowledge? What words or terms might you look up to help you better understand the piece?
  - **T**ext Structure. Text structure refers to the genre-specific elements that are included in the reading. For example, there are many common

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text structures—Description/narrative, sequence, cause or effect, comparison, problem/solution. Argument is a common structure and often include an **I**ntroduction to state the issue/ position, **R**easons and supporting evidence, often an **O**pposing position and rebuttal, and a **C**onclusion. Look for signal words that can inform you of the article's structure. Recognizing structure can help you remember what you have read.

- **E**valuate: Look at what you have written so far. Consider your predictions and then answer the question below.
- **R**eason? Set a goal for reading by asking yourself, *What do I expect to learn from the reading*? Try writing your reason in the form of a question. If you struggle to create a reason, try turning the title into a question.

- **Setting a goal:** The importance of making predictions and creating a reason for reading the text (a reason other than it is a requirement!) Having a goal for any academic assignment is important. At times, all of us have read a text and have found ourselves in the position of not being able to remember what we read. Previewing, making predictions, activating background knowledge, recognizing text structure, and setting a goal, can help improve reading comprehension and assist with memory. Just because a reading assignment is invisible so-to-speak, does not mean we cannot write as we read.

Annotate

Annotating a reading is an effective way of monitoring your comprehension of the reading. Mature readers monitor their comprehension as they read. There are several ways to do this. You could look for the answer to the reason you created in the preview stage. You could write notes in the margin while reading. Additionally, you could circle vocabulary words of term that you may be unfamiliar with. You could also look for the main idea of the reading by looking at the text structure of the reading. Additional strategies include *chunking* the reading into manageable parts, and re-reading confusing sections aloud. While different strategies work for different challenges, all the strategies have a common goal—to help you monitor your comprehension.

Summarize

Summary writing demonstrates reading comprehension and the ability to write about t a reading. In order to summarize a reading, readers will often need to read the article a second time. When reading the article for a second time, use the STARTER to guide you. Using the starter also allows you to learn if your predictions were accurate or need to be adjusted.

Second (closer) reading. Identify main ideas and take notes on the Graphic Organizer (GO).

- Read a paragraph or chunk at a time.
- Look for the argument elements (or other main ideas); underline and label them.
- Check your understanding of important vocabulary (circle key terms).
- Take notes on the GO. Use your own words as if you were telling someone what you read.

Summary. Use the GO and Sentence Frames.

- Put the text aside and write a summary using your GO.
- Remember to present the author's ideas, not your own.
- Use the sentence frames.

STAT and Graphic Organizer

Taking Notes to Write a Summary

- **Source:**
- **Topic:**
- **Author's purpose and main idea:**
- **Text structure:**

Citation:	
Issue/Problem:	
Author's position (or central idea)	
Reasons (or main points)	**Key evidence (or supporting details)**

Opposing position (if present)		
Opposing Reasons	**Support/evidence**	**Rebuttal**

1. **Con** The end result of the ten-word shrink strategy should be a sentence that captures the meaning of the text and can serve as your topic sentence of your summary paragraph.

When writing a summary, it is important to remember that good writers write and then revise to improve the ideas and organization. Then they edit for errors. The key to good revision is learning how to evaluate your writing. Writers can evaluate their summaries by comparing them to the GO.

Conclusion

- Explain to the students that it is very important to remember the steps of the Reading Strategy, so they can apply them in other contexts besides their English class. (Students will be asked to memorize the steps for homework).
- You might remind them again about the importance of keeping up with the work.
    - Explain that the lessons build on one another, and it is imperative that students do not miss classes.
    - Explain that when and if they miss class, they will need to read ahead in their manual and look online for notes or announcements. They should also contact the instructor for any additional questions.
    - Explain that the goal is not only to learn to this course-specific content, but also to learn habits and strategies that can support students' planning for their own success and to monitor their progress so they can continuously set goals for improvement.

Homework for Next Class

✍ Read the section Introduction to Strategy Instruction in Student Book.

✍ Memorize the steps of the Reading Strategy.

Articles A & B (These articles will be used by the instructor to model the reading and writing strategies)

The high cost of college has caused some to ask whether college attendance is worth it. Fear of crippling debt have made some seek alternatives to traditional higher education. These two articles, "College isn't Always the Answer" by Jeffery J. Selingo published in *The Wall Street Journal* and "College Is Still a Good Investment" by Catherine Rampell published in the *Washington Post* and explore each side of the question of whether college is worth the cost for all students.

Article A

Selingo, J. J. (2016, 27 May). College isn't always the answer. *Wall Street Journal* Retrieved from https://sks-sirs-com.libproxy.dtcc.edu

Article B

Rampell, C. (2014, 25 Apr). College is still a good investment. *Washington Post* Retrieved from https://sks-sirs-com.libproxy.dtcc.edu

Graphic Organizer for Modeling Article A

Stage 1: Preview

After you preview* a reading, use the STARTER mnemonic to create a *reason* for reading.

S*ource*	What is the source of the material I have just previewed? It is important to consider the following questions: What is the title? Who is the author? Where was it published?	
T*opic*	What is the topic? Consider the main subject or theme of the reading. Ask yourself who might be interested in reading about this topic. Knowledge of the perspective audience helps readers recognize rhetorical devices such as tone and word choice.	

A*uthor's purpose*	Always consider *why* is the author writing this article? Common purposes for writing are to persuade, to inform, and to entertain. Considering the author's purpose can also shed light on the author's intended audience.	
R*esources*	Consider what resources you can use to either activate or build my background knowledge? What words or terms might you look up to help you better understand the piece?	
T*ext Structure****** **See chart in the beginning to the booklet*	Text structure refers to the genre-specific elements that are included in the reading. For example, there are many common text structures—narrative, informative, argument, process, comparison, and cause or effect. Look for signal words that can inform you of the article's structure. Recognizing structure can help you remember what you have read.	
Evaluate	Look at what you have written so far. Consider your predictions and then answer the question below.	
R*eason*	Set a goal for reading by asking yourself *What do I expect to learn from the reading*? Try writing your reason in the form of a question. If you struggle to create a reason, try turning the title into a question.	

***Previewing can take many different forms depending on the text.*

Stage 2: Annotate

Annotating a reading is an effective way of monitoring your comprehension of the reading. After you set a reason for reading in the form of a question, you should read the text. While reading, annotate the text by trying to answer the question that you created. If you do not find the answer to the question that you created, that is okay. You will still comprehend more by having actively read the text. Additionally, you could circle vocabulary words of

term that you may be unfamiliar with. You could also look for the main idea of the reading by looking at the text structure of the reading. Additionally, you could re-reading confusing sections aloud.

Stage 3: Summarize

Summary writing demonstrates reading comprehension and the ability to write about t a reading. In order to summarize a reading, readers will often need to read the article a second time. When reading the article for a second time, use the STARTER to guide you. Using the starter also allows you to learn if your predictions were accurate or need to be adjusted.

Taking Notes to Write a Summary

- **Source:**
- **Topic:**
- **Author's purpose and main idea:**
- **Text structure:**

<table>
<tr><td colspan="3">Citation:</td></tr>
<tr><td colspan="3">Issue/Problem:</td></tr>
<tr><td colspan="3">Author's position (or central idea)</td></tr>
<tr><td>Reasons (or main points)</td><td colspan="2">Key evidence (or supporting details)</td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">Opposing position (if present)</td></tr>
<tr><td>Opposing Reasons</td><td>Support/evidence</td><td>Rebuttal</td></tr>
</table>

Summary Sentence Frames

Introductory Sentence

The first sentence should mention the author, and the title or source, and give the overall position (or central idea) of the author.

- In "[title or source]," [full name of author] argues that [position/central idea].
- In "[title or source]," [full name of author] explains / describes [overall topic].
- In "[title or source]," [full name of author] discusses [two sides of issue].

Main Element Sentences

Subsequent sentences should present the main ideas, including reasons (or main points) and opposing reasons with rebuttals (if present). The ideas should be attributed to the author through frequent mention of the author. Some key evidence can be included:

- One reason mentioned by [author] is [reason].
- [Author] also claims/argues that [reason].
- [Author] explains/discusses/describes [one side of issue].
- Additionally, [author] explains/discusses/describes [other side of issue].
- [Others/ or specific others] disagree with [author], saying/arguing that [opposing reason].
- The [author] responds by presenting evidence that [rebuttal].

Signal Phrases

When summarizing an essay or article, describe the author's ideas with words such as:

argues, asserts, claims, demonstrates, describes, disagrees, discusses, explains, maintains, points out, proposes, reports, responds, shows, states, writes.

Summary for Article A

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Peer Review Procedures

1. Select a partner / Be assigned a partner
2. Read your own paper aloud and listen to your partner's paper
3. Switch papers. Read your partner's paper again silently
    - Circle and label each element from the rubric
    - Use this information to score each element

- Record your suggestions

4. Discuss the paper with your partner
5. Provide helpful feedback
6. Be respectful but sincere

Evaluation Rubric: Summary

Writer's Name: _____ Reviewer's Name: _____

Date:_____ Rubric Scoring 0 = missing 1 = needs work 2 = good

Citation:

SUMMARY-RESPONSE ELEMENTS

Introductory Sentence	**Score:**				**Comment:**
Are author and title or source given?					
Is author's position (or central idea) clearly stated?					
Main Idea Sentences	**R1**	**R2**	**R3**	**R4**	
Are the reasons (or main points) stated clearly and accurately?					
Is only the most important evidence offered for support?					
Are opposing reasons and rebuttals summarized, if present?					

Other Summary Features

• Is it clear the ideas are the author's?		
• Is it written in the writer's own words?		
• Does it cite the source correctly?		

Lesson 3 Modeling the Reading Strategy/Guided Practice

Review

- Remind students that the core of this curriculum is explicit strategy instruction in text structure that is appropriate for adult learners. Inherent in strategy instruction is self-regulation, a much-needed metacognitive strategy students in pre-college-level courses
- Review the modeling process you did yesterday and complete the process.
- Model the Reading Strategy with Article B. Involve students in the process, and let them know that when you are finished, they will collaborate with a classmate and complete the process. While they are collaborating, you will guide them through the same process with a different reading.

Overview

Complete modeling Article A and then model Article B. Afterwards have students collaborate on the reading Strategy using Article C. While they are collaborating, walk around and offer guidance when necessary.

Materials

- Article A "College Isn't Always the Answer" by Jeffery Selingo
- Article B "College is Still a Good Investment" by Catherine Rampell
- Article C "Advertisements Can Save Public School Programs from the Axe" by Ben Morgenstern

Time

- Approximately 1 hour and 50 minutes.

Notes and Preparation

- Prepare for the lesson by reviewing articles B and C.
- Remember to emphasize the strategies that you use to navigate the reading.

Procedures

- Use the graphic organizers below to model Articles B and C.

- Try to be interactive when modeling Article B.
- Offer guidance when students are collaborating on Article C.

Graphic Organizer for Modeling Article B

Stage 1: Preview

After you preview* a reading, use the STARTER mnemonic to create a *reason* for reading.

S*ource*	What is the source of the material I have just previewed? It is important to consider the following questions: What is the title? Who is the author? Where was it published?	
T*opic*	What is the topic? Consider the main subject or theme of the reading. Ask yourself who might be interested in reading about this topic. Knowledge of the perspective audience helps readers recognize rhetorical devices such as tone and word choice.	
A*uthor's purpose*	Always consider *why* is the author writing this article? Common purposes for writing are to persuade, to inform, and to entertain. Considering the author's purpose can also shed light on the author's intended audience.	
R*esources*	Consider what resources you can use to either activate or build my background knowledge? What words or terms might you look up to help you better understand the piece?	
T*ext Structure** **See chart in the beginning to the booklet*	Text structure refers to the genre-specific elements that are included in the reading. For example, there are many common text structures—narrative, informative, argument, process, comparison, and cause or effect. Look for signal words that can inform you of the article's structure. Recognizing structure can help you remember what you have read.	

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Evaluate	Look at what you have written so far. Consider your predictions and then answer the question below.	You do *not* have to write in this space.
R*eason*	Set a goal for reading by asking yourself *What do I expect to learn from the reading*? Try writing your reason in the form of a question. If you struggle to create a reason, try turning the title into a question.	Question: Were you able to find the answer:

***Previewing can take many different forms depending on the text.*

Stage 2: Annotate

Annotating a reading is an effective way of monitoring your comprehension of the reading. After you set a reason for reading in the form of a question, you should read the text. While reading, annotate the text by trying to answer the question that you created. If you do not find the answer to the question that you created, that is okay. You will still comprehend more by having actively read the text. Additionally, you could circle vocabulary words of term that you may be unfamiliar with. You could also look for the main idea of the reading by looking at the text structure of the reading. Additionally, you could re-reading confusing sections aloud.

Stage 3: Summarize

Summary writing demonstrates reading comprehension and the ability to write about t a reading. In order to summarize a reading, readers will often need to read the article a second time. When reading the article for a second time, use the STARTER to guide you. Using the starter also allows you to learn if your predictions were accurate or need to be adjusted.

Taking Notes to Write a Summary

- **Source:**
- **Topic:**
- **Author's purpose and main idea:**
- **Text structure:**

Citation:	
Issue/Problem:	
Author's position (or central idea)	
Reasons (or main points)	**Key evidence (or supporting details)**

Opposing position (if present)		
Opposing Reasons	**Support/evidence**	**Rebuttal**

Summary Sentence Frames

Introductory Sentence

The first sentence should mention the author, and the title or source, and give the overall position (or central idea) of the author.

- In "[title or source]," [full name of author] argues that [position/central idea].
- In "[title or source]," [full name of author] explains / describes [overall topic].

- In "[title or source]," [full name of author] discusses [two sides of issue].

Main Element Sentences

Subsequent sentences should present the main ideas, including reasons (or main points) and opposing reasons with rebuttals (if present). The ideas should be attributed to the author through frequent mention of the author. Some key evidence can be included:

- One reason mentioned by [author] is [reason].
- [Author] also claims/argues that [reason].
- [Author] explains/discusses/describes [one side of issue].
- Additionally, [author] explains/discusses/describes [other side of issue].
- [Others/ or specific others] disagree with [author], saying/arguing that [opposing reason].
- The [author] responds by presenting evidence that [rebuttal].

Signal Phrases

When summarizing an essay or article, describe the author's ideas with words such as:

argues, asserts, claims, demonstrates, describes, disagrees, discusses, explains, maintains, points out, proposes, reports, responds, shows, states, writes

Summary for Article B

Peer Review Procedures

1. Select a partner / Be assigned a partner
2. Read your own paper aloud and listen to your partner's paper
3. Switch papers. Read your partner's paper again silently
    - Circle and label each element from the rubric
    - Use this information to score each element
    - Record your suggestions
4. Discuss the paper with your partner

5. Provide helpful feedback

6. Be respectful but sincere

Evaluation Rubric: Summary

Writer's Name: _____ Reviewer's Name: _____ Date:_____ Rubric Scoring 0 = missing 1 = needs work 2 = good					
Citation:					
SUMMARY-RESPONSE ELEMENTS					
Introductory Sentence	**Score:**				**Comment:**
Are author and title or source given?					
Is author's position (or central idea) clearly stated?					
Main Idea Sentences	**R1**	**R2**	**R3**	**R4**	
Are the reasons (or main points) stated clearly and accurately?					
Is only the most important evidence offered for support?					
Are opposing reasons and rebuttals summarized, if present?					
Other Summary Features					
• Is it clear the ideas are the author's?					
• Is it written in the writer's own words?					
• Does it cite the source correctly?					

Articles C & D (These articles will be used for guided instruction)

Most people are aware that schools operate with scarce resources, meaning there is never enough funds to support all the programs. Finding new ways to fund schools is a challenge for all schools from kindergarten to post-secondary education. One recent funding source for schools is advertising. However, this funding source elicits passionate arguments both for and against allowing advertising into schools. These two articles examine the issue of whether it is fair to students to allow advertising in schools. Ben Morgenstern takes a logical approach, whereas George Monbiot examines the ethics of the issue.

Article C

Morgenstern, B. (2015, 23 Jun). Advertisements can save public school programs from the axe. *University Wire* Retrieved from https://sks-sirs-com.libproxy.dtcc.eduhttps://sks-sirs-com.libproxy.dtcc.edu

Article D

Monbiot, G. (2013, 16 Apr). Hey advertisers, leave our defenceless kids alone. *The Guardian* Retrieved from https://sks-sirs-com.libproxy.dtcc.edu

Nefferdorf

Guided practice: Graphic Organizer for Modeling Article C

Stage 1: Preview

After you preview* a reading, use the STARTER mnemonic to create a *reason* for reading.

S*ource*	What is the source of the material I have just previewed? It is important to consider the following questions: What is the title? Who is the author? Where was it published?	
T*opic*	What is the topic? Consider the main subject or theme of the reading. Ask yourself who might be interested in reading about this topic. Knowledge of the perspective audience helps readers recognize rhetorical devices such as tone and word choice.	

A*uthor's purpose*	Always consider *why* is the author writing this article? Common purposes for writing are to persuade, to inform, and to entertain. Considering the author's purpose can also shed light on the author's intended audience.	
R*esources*	Consider what resources you can use to either activate or build my background knowledge? What words or terms might you look up to help you better understand the piece?	
T*ext Structure** **See chart in the beginning to the booklet*	Text structure refers to the genre-specific elements that are included in the reading. For example, there are many common text structures—narrative, informative, argument, process, comparison, and cause or effect. Look for signal words that can inform you of the article's structure. Recognizing structure can help you remember what you have read.	
Evaluate	Look at what you have written so far. Consider your predictions and then answer the question below.	You do *not* have to write in this space.
R*eason*	Set a goal for reading by asking yourself *What do I expect to learn from the reading*? Try writing your reason in the form of a question. If you struggle to create a reason, try turning the title into a question.	Question: Were you able to find the answer:

***Previewing can take many different forms depending on the text.*

Stage 2: Annotate

Annotating a reading is an effective way of monitoring your comprehension of the reading. After you set a reason for reading in the form of a question, you should read the text. While reading, annotate the text by trying to answer the question that you created. If you do not find the answer to the question that you created, that is okay. You will still comprehend more by having actively read the text. Additionally, you could circle vocabulary words of term that you may be unfamiliar with. You could also look for the main idea of the reading by looking at the text structure of the reading. Additionally, you could re-reading confusing sections aloud.

Stage 3: Summarize

Wetterdorf

Summary writing demonstrates reading comprehension and the ability to write about t a reading. In order to summarize a reading, readers will often need to read the article a second time. When reading the article for a second time, use the STARTER to guide you. Using the starter also allows you to learn if your predictions were accurate or need to be adjusted.

Taking Notes to Write a Summary

- **Source:**
- **Topic:**
- **Author's purpose and main idea:**
- **Text structure:**

<table>
<tr><td colspan="3">Citation:</td></tr>
<tr><td colspan="3">Issue/Problem:</td></tr>
<tr><td colspan="3">Author's position (or central idea)</td></tr>
<tr><td>Reasons (or main points)</td><td colspan="2">Key evidence (or supporting details)</td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2"></td></tr>
<tr><td colspan="3">Opposing position (if present)</td></tr>
<tr><td>Opposing Reasons</td><td>Support/evidence</td><td>Rebuttal</td></tr>
</table>

Summary Sentence Frames

Introductory Sentence

The first sentence should mention the author, and the title or source, and give the overall position (or central idea) of the author.

- In "[title or source]," [full name of author] argues that [position/central idea].
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Main Element Sentences

Subsequent sentences should present the main ideas, including reasons (or main points) and opposing reasons with rebuttals (if present). The ideas should be attributed to the author through frequent mention of the author. Some key evidence can be included:

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Signal Phrases

When summarizing an essay or article, describe the author's ideas with words such as:

argues, asserts, claims, demonstrates, describes, disagrees, discusses, explains, maintains, points out, proposes, reports, responds, shows, states, writes

Summary for Article C

_____

_____

_____

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Peer Review Procedures

1. Select a partner / Be assigned a partner
2. Read your own paper aloud and listen to your partner's paper
3. Switch papers. Read your partner's paper again silently
    - Circle and label each element from the rubric
    - Use this information to score each element
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4. Discuss the paper with your partner

5. Provide helpful feedback

6. Be respectful but sincere

Evaluation Rubric: Summary

Writer's Name: _____ Reviewer's Name: _____ Date:_____ Rubric Scoring 0 = missing 1 = needs work 2 = good					
Citation:					
SUMMARY-RESPONSE ELEMENTS					
Introductory Sentence	**Score:**				**Comment:**
Are author and title or source given?					
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Main Idea Sentences	**R1**	**R2**	**R3**	**R4**	
Are the reasons (or main points) stated clearly and accurately?					
Is only the most important evidence offered for support?					
Are opposing reasons and rebuttals summarized, if present?					
Other Summary Features					
• Is it clear the ideas are the author's?					
• Is it written in the writer's own words?					
• Does it cite the source correctly?					

Lesson 4 Independent practice with the Reading Strategy

Independent practice: Graphic Organizer for Modeling Article D

Stage 1: Preview

After you preview* a reading, use the STARTER mnemonic to create a *reason* for reading.

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T*opic*	What is the topic? Consider the main subject or theme of the reading. Ask yourself who might be interested in reading about this topic. Knowledge of the perspective audience helps readers recognize rhetorical devices such as tone and word choice.	
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Neffendorf

Evaluate	Look at what you have written so far. Consider your predictions and then answer the question below.	You do *not* have to write in this space.
R*eason*	Set a goal for reading by asking yourself *What do I expect to learn from the reading*? Try writing your reason in the form of a question. If you struggle to create a reason, try turning the title into a question.	Question: Were you able to find the answer:

***Previewing can take many different forms depending on the text.*

Stage 2: Annotate

Annotating a reading is an effective way of monitoring your comprehension of the reading. After you set a reason for reading in the form of a question, you should read the text. While reading, annotate the text by trying to answer the question that you created. If you do not find the answer to the question that you created, that is okay. You will still comprehend more by having actively read the text. Additionally, you could circle vocabulary words of term that you may be unfamiliar with. You could also look for the main idea of the reading by looking at the text structure of the reading. Additionally, you could re-reading confusing sections aloud.

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Summary writing demonstrates reading comprehension and the ability to write about t a reading. In order to summarize a reading, readers will often need to read the article a second time. When reading the article for a second time, use the STARTER to guide you. Using the starter also allows you to learn if your predictions were accurate or need to be adjusted.

Taking Notes to Write a Summary

- **Source:**
- **Topic:**
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- **Text structure:**

Citation:	
Issue/Problem:	
Author's position (or central idea)	
Reasons (or main points)	**Key evidence (or supporting details)**

Opposing position (if present)	

Opposing Reasons	**Support/evidence**	**Rebuttal**

Summary Sentence Frames

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- Additionally, [author] explains/discusses/describes [other side of issue].
- [Others/ or specific others] disagree with [author], saying/arguing that [opposing reason].
- The [author] responds by presenting evidence that [rebuttal].

Signal Phrases

When summarizing an essay or article, describe the author's ideas with words such as:

argues, asserts, claims, demonstrates, describes, disagrees, discusses, explains, maintains, points out, proposes, reports, responds, shows, states, writes

Summary for Article D

Peer Review Procedures

1. Select a partner / Be assigned a partner
2. Read your own paper aloud and listen to your partner's paper
3. Switch papers. Read your partner's paper again silently
    - Circle and label each element from the rubric
    - Use this information to score each element
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Evaluation Rubric: Summary

Writer's Name: _____ Reviewer's Name: _____ Date:_____ Rubric Scoring 0 = missing 1 = needs work 2 = good					
Citation:					
SUMMARY-RESPONSE ELEMENTS					
Introductory Sentence	**Score:**				**Comment:**
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Main Idea Sentences	**R1**	**R2**	**R3**	**R4**	
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Other Summary Features					
• Is it clear the ideas are the author's?					
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• Does it cite the source correctly?					

Homework

✍ Read the section Introduction to Strategy Instruction in Student Book.

✍ Memorize the steps of the Reading Strategy.

Lesson 5 Introduction to the Writing Strategy/Introduction to text structure of argument/Modeling Writing an Argument

Review

- Remind students that the core of this curriculum is self-regulated strategy. College students need to monitor themselves.
- Let them know that the Writing Strategy is similar to the Reading Strategy. The Writing Strategy encourages students to view the writing process as three stages—Plan/Draft/Revise.

Overview

Introduce the Writing Strategy and then model how to write an argument from sources using Articles A and B.

Materials

- Article A "College Isn't Always the Answer" by Jeffery Selingo
- Article B "College Is Still a Good Investment" By Catherine Rampell
- Article C "Advertisements Can Save Public School Programs from the Axe" by Ben Morgenstern
- Article D "Hey Advertisers, Leave our Defenceless Kids Alone" by George Monbiot

Time

- This class period and the next class period.

Notes and Preparation

- Prepare for the lesson by reviewing Articles B and C.
- Remember to emphasize the strategies that you use when modeling.

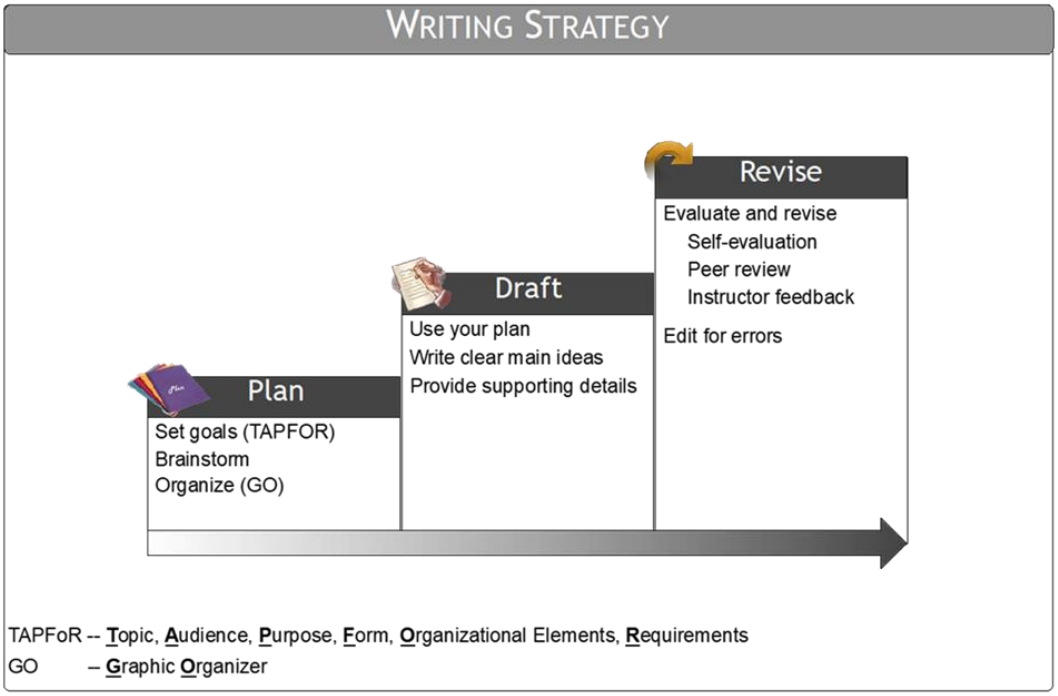
Procedures

- Introduce/ Display Writing Strategy.
- Introduce argument
- Model writing and argument essay from sources.

- We recommend that instructors prepare for modeling by writing their own essays using the strategy.
- Using the strategy helps instructors understand it and write better challenges.
- Using the strategy will help the instructors to feel confident and comfortable about teaching it.

- It is important to model the strategies 'live' without referring to preplanned notes.

The Writing Strategy



Introduction to the Writing Strategy

- Replicate the Writing Strategy on the board. Review the planning, drafting, and revising parts of the Writing Strategy. This overall explanation of the Writing Strategy should be brief. Students will understand it better when you model it as part of actual writing.

Plan

Discuss the importance of planning before starting to write. Students may know that planning is important but not actually do it. The main idea is that planning makes writing easier, because you already have your ideas organized when you start to write. Get your ideas organized first and then start thinking about writing sentences and finding words.

Explain that **planning** includes THREE things good writers do:

3) Conduct a rhetorical task analysis using **TAPFOR**

4) **Brainstorm** to generate idea

5) **Organize** information using the GO

- **TAPFOR: Rhetorical task analysis and goal-setting using** T**opic,** A**udience,** P**urpose,** F**orm,** O**rganizational Elements,** R**equirements (TAPFOR)**
  Explain that task analysis helps the writer understand the assignment or even choose among a choice of writing topics. Students should always take time to make sure they understand what the assignment is asking them to do. If it isn't clear, they can ask their instructor for additional information. Also, explain the **TAPFOR** acronym:
  - **T**opic: It is important to be clear about the topic of an assignment and to think what you know about it. If you have a choice, you should choose topics that you know about. The students have just finished reading and summarizing articles on the issue, so they will begin by listing reasons on both sides from those articles. They can also include key evidence that they might use. In addition, they can add their own ideas about reasons and evidence. It is important to keep track of the sources for ideas on the brainstorm; you can use a code for each article (e.g., 1, 2 or A, B).
  - **A**udience: It is important to think about who might read the essay. If the writing is done in class, the audience will include the students and instructor; however, topics may give an additional audience. Knowledge of the audience helps the writer decide what ideas will be persuasive, how formal to be, and what vocabulary to use.
  - **P**urpose: Writers write for a purpose, to tell people about their experiences, persuade others to agree with them on an issue, make decisions, and/or explain something. As the author it's important the purpose is clear because it's a key to knowing what to include in a paper and to guide the readers understanding.
  - **F**orm: Refers to the structure or presentation the writing demands. For example, an assignment might require a paragraph or essay; a newspaper article, editorial, online article, or blog might be the form for published texts.
  - **O**rganizational Elements: Refers to the text-specific elements that should be included in the writing: for example, arguments include an **I**ntroduction to

state the issue/ position, **R**easons and supporting evidence, often an **O**pposing position and rebuttal, and a **C**onclusion.

- **R**equirements: Refers to individual instructor requirements (e.g., length, title page, font).

- **Brainstorm:** Generate Ideas
  Explain that after the writers have analyzed the writing task, they need to come up with ideas. There are several different ways to brainstorm ideas. Explain that during the Brainstorming step, they will generate lists of reasons and evidence on both sides based on the ideas from sources as well as their own ideas. The challenge is choosing source information to use and deciding how to integrate it with the whole essay without excessive copying.

- **Organize:** Organize Information using a Graphic Organizer (GO)
  Explain that in the TAPFOR, the students determined the Purpose and Organizational Elements, which help them to organize the paper. The GO also includes those elements for argumentative writing.

  Explain that they will choose ideas from the brainstorm and put them on the GO to make a plan that they can follow when they draft the essay. Note that writers also come up with new ideas while they are organizing. They will need to keep track of the sources for the ideas; they can use the first author's name for this. Organizing produces a plan with the main ideas all in order. Once the ideas are all organized, writing the paper is easier.

Draft: Use the plan to write clear ideas, provide supporting details

While drafting, writers use the plan that they created using the GO. They also elaborate on their ideas and explain them to ensure they are expressed clearly to their reader. Therefore, they use the organized ideas from their plan and focus on writing good sentences that clearly explain these ideas, as well as providing supporting details. They will need to include citations. They can use some of the sentence frames from summary writing when they refer to ideas from sources.

Note that writing is still difficult, even with a plan. Even good writers get stuck sometimes and need to use strategies to stay on task. For example, they may take a short break or write in a quiet environment that helps them concentrate. They may even reward themselves after completing a part that was challenging.

Revise: Evaluate and Revise, then Edit errors

- Good writers write and then revise to improve the ideas and organization. Then they edit for errors.
- The key to good revision is learning how to evaluate your writing. In the course, students will learn how to evaluate their writing using a rubric with specific evaluation questions, proper use of citing sources and avoiding plagiarism.

As part of the editing process, they will learn how to find and correct common errors and learn editing strategies.

Emphasize

- Explain to the students that it is very important to remember the steps of the Writing Strategy, so they can apply them in other contexts besides their writing class. (Students will be asked to memorize the steps for homework).

Explain the ways you will be collecting students' work (use of folders, electronic submissions, etc.). Explain the format that you would like your students to use and how to save their papers (e.g., student name, assignment, title).

Introduction to Argumentative Writing with Sources

- Discuss the purpose of argumentative writing and explain that this unit will focus on argumentation. Ask students to share what they know about argumentation and where they have heard that term. You may want to address a potential misconception that arguing means fighting. If students are not familiar with the term "argumentation," ask them about persuasive writing. Without getting too bogged down on differences between argument and persuasion, you could just say that high schools often teach the same thing but call it persuasive writing.
- Discuss common examples. You may refer to presidential elections and debates. You may also draw on the most common majors for examples (e.g., criminal justice and legal arguments at trial with two sides, medical technology and scientific arguments about new medical treatments, etc.).
- Discuss the components and principles of debate: an opinion is stated, or a position is taken, and time is given for one person to provide reasons and evidence in favor of it. Then the opponent has the opportunity to respond to present reasons and evidence against the opinion. Stress the dialogic form of a debate and how the point that someone is trying to make becomes stronger when it addresses the other side.
    - **Note**: Through this discussion, you may review the importance of reasons and evidence and use this discussion as a transition to the idea that it is important to address the opposing position. By anticipating the opposing position, you can make your own argument stronger.
- Ask students to share what they think the purpose of argumentation and argumentative writing is, and how a writer might successfully complete such a paper.

- Explain that in an argumentative essay, the writer provides reasons and cites reasons that will convince the reader to accept her/his position and evidence to support those reasons. In addition, the writer presents the opposing position (view), reasons for that, and a rebuttal in which he presents evidence against the reasons given by an opponent. Explain that it is important to provide reasons in the rebuttal that explain how the other side's reasons are not correct.
- Discuss the value and importance of using sources in argumentative writing. Consider that most of the writing students do in college or at work will involve using source information in some way. Remind them that using sources means more than finding some factual information to support their position. It involves learning about the reasons and arguments that people have made on both sides of an issue and trying to make sense of it all as they develop and express their own view. Explain that informed readers learn information about both sides of a controversy prior to developing their own perspective on a topic. This allows them to be accurate in their beliefs and have a general understanding of the issues that are discussed.
- Explain the Elements of Argumentative Writing. Ask the students how they think an argumentative essay is organized. What are the elements? Explain the IROC elements, referring to the chart. You may display it or ask students to follow in their book.
- Further, discuss with students the types of clear reasons and supporting evidence that can be use in arguments. This can be helpful to students when they brainstorm to write an argument and when they evaluate articles written by others. You can choose what to emphasize based on your own expertise in composition. One choice is the familiar Aristotelian ethos, pathos, and logos. Another choice is to emphasize a few of the most common types of reasons and evidence used, such as causes and effects, problem and solution, comparisons, and personal experiences. You will return to these ideas throughout the unit.

Elements of Argumentative Writing (IROC)

I **Introduction**

- Issue: What is the issue? Why is it important?
- Position/Thesis: What is your position?

R Reasons and Evidence

- Clear reasons: Give reasons for your position
- Supporting Evidence: Support your reasons with facts, examples, and explanations.

O Opposing Position

- Opposing reason(s): What does the other side have to say?
- Evidence for opposing reason: Give facts, examples, or explanations.
- Rebuttal: Say why you disagree. Give your reasons.

C **Conclusion**

- Re-state position: Tell what your position is again.
- Finish with a strong point: Leave the reader with something to think about.

Remember: transition words guide the reader through the essay

Transition Words for Argumentative Writing (IROC)

For Positions

- I think that _____.
- In my view, _____.
- From my perspective, _____.
- My response to this issue is _____.

For Reasons

- One reason I think _____ is _____.
- Another reason I think _____ is _____.
- An additional reason is _____.
- In addition, _____
- Also, _____.
- Next, _____.
- Furthermore, _____.
- Moreover, _____.
- Finally, _____.

For Conclusion

- In conclusion, _____.

Sentence Frames for Opposing Position and Rebuttal

Three Steps to Writing an Effective Opposing Position Paragraph

Step 1: Begin by stating the opposing position:

- Some people argue (believe, say, think, suggest) that _____
- On the other hand, some readers think (believe, say, suggest, claim) that _____
- _____ (a group or person) believes that _____
- However, some people disagree with_____ (your position). They claim (say, suggest, think) that _____.

Step 2: Then give a reason or two why they think that way:

- One reason they give is that _____.
- They support their position by saying that _____.

Step 3: Then give your rebuttal:

- However, _____ (evidence against their reason).
- Even though _____, I argue that _____
- Although_____, I still maintain that _____.

Setting Goals Using TAPFOR

T

Topic

A

Audience

P

Purpose

F

Form

O

Organizational Elements

R

Requirements

Brainstorm (Remember to keep track of the sources that you use!)

For:	**Against:**

Graphic Organizer for Argumentative Writing (IROC)

Issue:

Position [I say]:			Opposing Position [What others say]:		
Reasons [Why I say what I say]	Evidence		Reasons [Why they say what they say]	Evidence	Rebuttal [Why they are wrong]
(Remember to keep track of the sources that you use!)					

Peer Review Procedures

1. Select a partner / Be assigned a partner
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Evaluation Rubric: Argumentative Essay with Sources

Writer's Name: _____ Reviewer's Name: _____

Rubric Score: 0 =missing 1 = needs work 2 =good

INTRODUCTION	Score			
Issue: Does the writer say why the issue is important?				
Position: Is the writer's position clear?				
REASONS and Evidence (Paragraphs 2-4)	R1	R2	R3	R4
Clear REASON: Does each topic sentence give a clear/accurate reason?				
Supporting EVIDENCE: Is each reason supported with facts, examples, or explanations?				
OPPOSING POSITION (and Rebuttal)				
Opposing reason(s): Did writer state the opposing position and provide reason(s)?				
Evidence for opposing reason: Is each opposing reason(s) supported with facts, examples, or explanations?				
Rebuttal: Does it argue against specific reasons/evidence?				
CONCLUSION				
Restate position: Is the position stated in new words?				
Strong point: Does it leave the reader something to think about?				
USE OF SOURCES				
Is information from sources credited and cited?				
Were sources evaluated for credibility? (Ask your peer)				
Is source information written in the writer's own words?				
Other				
Are transition words used effectively?				
Were all assignment requirements met?				
PEER FEEDBACK:				

What was done well?	Suggestions for improvement:
Writer's Goal: What will I change?	

Claim/Set-up/Evidence/Tie-in (C.S.E.T.) Format

Writing from sources can be challenging. Using outside sources in meaningful way can pose problems for writers of all levels. Typically, writers use sources to strengthen their argument. However, some writers fall into common pitfalls of excessive copying from the source or neglecting to integrate their own ideas. The CEST format can help students use sources in a meaningful way. Created by Dr. William Lewis at the University of Delaware, the CSET format is a self-regulating format that helps students identify the purpose of integrating sources.

Look at the two paragraphs below. Which one is easier to follow?

One benefit of cursive writing is that it might improve students' test scores. "First graders who learned to write in cursive received higher scores in reading words and in spelling than a comparable group who learned to write in manuscript" (Early, 1976, p. 68). "A few years ago, the College Board found that students who wrote in cursive for the essay portion of the SAT scored slightly higher than those who printed, which experts believe is because the speed and efficiency of writing in cursive allowed the students to focus on the content of their essays" (Asherson, 2013, para. 2).

This benefit of writing cursive could start immediately after students are taught this skill. For instance, "First graders who learned to write in cursive received higher scores in reading words and in spelling than a comparable group who learned to write in manuscript" (Early, 1976, p. 68). Researchers believe that the students were better able to recognize words when they learned to write in cursive, and that ultimately helped them in other academic areas. Furthermore, cursive writing can help even older students on their tests. Asherton (2013) writes, "The College Board found that students who wrote in cursive for the essay portion of the SAT scored slightly higher than those who printed, which experts believe is because the speed and efficiency of writing in cursive allowed the students to focus on the content of their essays" (para. 2). Clearly there are benefits to cursive writing at many grade levels, so it is worth taking the time to teach it in schools.

The second paragraph reads easier. In the first paragraph, the writer makes a claim and supports it with quotes from the original text, whereas in the second paragraph the writer uses the CSET format, providing context for the reader and effectively interacting with the text.

CSET format explained

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Claim: The claim is the student writer's idea, position, or thesis. Writers often make claims about a topic after reading different sources.

Set-up: The set-up is essentially an attributive tag. The set-up introduces the context for the evidence that is about to be used to support the claim. The set-up often includes the author's name and the source from which the evidence is taken. **Note**: if the article does not have an author listed, then cite the article title (or the first few words of the title if it is long) and the year, using double quotation marks.

Evidence: The evidence is the quote or the paraphrase form the source that the student writer is citing to support the claim.

Tie-in: The tie-in is an explanation, given by the student writer, of how the evidence supports the claim that the student writer made.

Example #1

In this funny poem, written by Dr. Lewis, students can see how to use the format. After the poem, there are examples from other articles.

Untitled #1
The cold harsh wind it heaves and blows,
It chills my fingers and my toes.
And falling from the sky of slate,
A dancing whirr of down flakes.
The flakes that dance, and whirr and fly,
They sometimes hit me in the eye.
Seeing them again, I clap with glee,
Ha ha, ha ha, hee hee, hee hee.
Don't go to that shopping mall!
It is the season after fall!
And when you get at home in bed,
Thoughts of frost they fill your little mind!

Using the CSET format, what season is described in the poem?

Claim: The season described in the poem is winter. (Student writer's claim)

Set up: In lines nine and ten of the poem, the author stated (Letting the reader know where the evidence is coming from)

Evidence: "Do not go to that shopping mall! /It is the season after fall!" (Quote from the poem)

Tie-in: By cautioning the reader not to go to the mall because it is the season after fall, the poet is referring to the hectic shopping season that proceeds Christmas. As everyone knows, Christmas is in the season of winter.

Complete answer: The season described in the poem is winter. In lines nine and ten of the poem, the author stated, "Do not go to that shopping mall! /It is the season after fall!" By cautioning the reader not to go to the mall because it is the season after fall, the poet is referring to the hectic shopping season proceeds that Christmas. As everyone knows, Christmas is in the season of winter.

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Example #2 from "Why Sports Should Allow Doping" by Ellis Cashmore published on the *CNN Wire Service*, November 10, 2015.

Brief summary. In this article Cashmore argued that doping in professional sports should be allowed because it is impossible to stop.

Claim: I agree with Cashmore's assertion that doping is a difficult practice to stop in professional sports. (Student writer's claim)

Set up: Cashmore stated in paragraph 10, that (Student writer identified the author and paragraph from which the evidence is taken)

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Evidence: "the World Anti-Doping Associations (WADA) always appears to be—and often is—one step behind the cheats." (Quote from the text)

Tie-in: Anyone who follows professional sports can see the justification of this statement. For instance, one has to look no further than Lance Armstrong to see the difficulty in catching dopers. Armstrong has been accused of running the most sophisticated doping ring ever, and he was not caught until years after the fact. Doping is prevalent in almost every sport, and these athletes as well as the governing body of the sport have a vested interest in not being caught for fear of a bad reputation. (Student writer's justification for using the evidence from the text to support the claim the student writer made.)

Complete answer: Doping profession sports is a difficult practice to stop in professional sports. Cashmore (2015) stated in paragraph 10, that "the World Anti-Doping Associations (WADA) always appears to be—and often is—one step behind the cheats" (para. 10). Anyone who follows professional sports can see the justification of this statement. For instance, one has to look no further than Lace Armstrong to see the difficulty in catching dopers. Armstrong has been accused of running the most sophisticated doping ring ever, and he was not caught until years after the fact. Doping is prevalent in almost every sport, and these athletes as well as the governing body of the sport have a vested interest in not being caught for fear of a bad reputation.

Practice

Woman Rolls off Loading Dock at Valley Crest

(*Citizens Voice*, Wilkes-Barre, PA July 16, 1995)

Luzerne County officials are attempting to find out how a 91- year-old wheelchair-bound patient at Valley Crest Nursing home found her way to an outside loading dock and fell off while still in her chair.

Anna Cerwonka, 91, is in "critical" condition in the intensive care unit of Scranton Community Medical Center. According to sources the woman sustained a serious head injury when she fell Friday evening at approximately 8:15….

According to sources, Cerwonka was in her wheelchair when, for some unknown reason, the elderly woman bolted toward a door which led to a loading dock located at the rear of the building….At least one person attempted to intercept Cerwonka, but the spry elderly woman wheeled around the individual, headed toward the door, opened it, sped out onto the loading dock, and fell while still in her chair.

Answer the following question using the CSET format.

Are the sources cited in the article reliable?

Claim:

Set-up:

Evidence:

Tie-in:

Complete answer:

Homework for Next Class

✍ Memorize the steps of the Writing Strategy.

Lesson 6 Complete Modeling

Overview

- Review previous class.
- Complete modeling.
- Review the process with students and ask if they have questions.

Time

- One hour and 50 minutes.

Procedures

- Review the previous class and complete the modeling procedure, including revising.
- Review the Writing Strategy and elements of argument.
- Have students do the following:
    - Discuss the purposes of argumentative writing and when argumentation is used.
    - Describe the Elements of Argumentative Writing (IROC).
    - Discuss the importance of opposing positions and how to respond to them.
    - Explain and use the strategy for planning, drafting, and revising argumentative essays.

Lesson 7 Guided Practice: Argument Writing

Overview

The students will write an argumentative essay from sources that is clearly organized and well developed with the instructor's guidance.

Materials

- Article C and D
- Course booklet

Time

- Approximately two class periods.

Notes and Preparation

- Review Articles C and D
- Review elements of argument writing from sources.

Procedures

- Walk around the class while students are writing.
- Encourage students to self-regulate their behavior.

Conclusion

- This will take two classes

Elements of Argumentative Writing (IROC)

I Introduction

- Issue: What is the issue? Why is it important?
- Position/Thesis: What is your position?

R Reasons and Evidence

- Clear reasons: Give reasons for your position
- Supporting Evidence: Support your reasons with facts, examples, and explanations.

O Opposing Position

- Opposing reason(s): What does the other side have to say?
- Evidence for opposing reason: Give facts, examples, or explanations.
- Rebuttal: Say why you disagree. Give your reasons.

C Conclusion

- Re-state position: Tell what your position is again.
- Finish with a strong point: Leave the reader with something to think about.

Remember: transition words guide the reader through the essay

Transition Words for Argumentative Writing (IROC)

For Positions

- I think that _____.
- In my view, _____.
- From my perspective, _____.
- My response to this issue is _____.

For Reasons

- One reason I think _____ is _____.
- Another reason I think _____ is _____.
- An additional reason is _____.
- In addition, _____
- Also, _____.
- Next, _____.
- Furthermore, _____.
- Moreover, _____.
- Finally, _____.

For Conclusion

- In conclusion, _____.

Sentence Frames for Opposing Position and Rebuttal

Three Steps to Writing an Effective Opposing Position Paragraph

Step 1: Begin by stating the opposing position:

- Some people argue (believe, say, think, suggest) that _____
- On the other hand, some readers think (believe, say, suggest, claim) that _____
- _____ (a group or person) believes that _____
- However, some people disagree with_____ (your position). They claim (say, suggest, think) that _____.

Step 2: Then give a reason or two why they think that way:

- One reason they give is that _____.
- They support their position by saying that _____.

Step 3: Then give your rebuttal:

- However, _____ (evidence against their reason).
- Even though _____, I argue that _____
- Although_____, I still maintain that _____.

Setting Goals Using TAPFOR

T

Topic

A

Audience

P

Purpose

F

Form

O

Organizational Elements

R

Requirements

Brainstorm (Remember to keep track of the sources that you use!)

For:	**Against:**

Graphic Organizer for Argumentative Writing (IROC)

Issue:

Position [I say]:			Opposing Position [What others say]:		
Reasons [Why I say what I say]	Evidence		Reasons [Why they say what they say]	Evidence	Rebuttal [Why they are wrong]
(Remember to keep track of the sources that you use!)					

Peer Review Procedures

1. Select a partner / Be assigned a partner
2. Read your own paper aloud and listen to your partner's paper
3. Switch papers. Read your partner's paper again silently
    - Circle and label each element from the rubric
    - Use this information to score each element
    - Record your suggestions
4. Discuss the paper with your partner

5. Provide helpful feedback

6. Be respectful but sincere

Evaluation Rubric: Argumentative Essay with Sources

Writer's Name: _____ Reviewer's Name: _____

Rubric Score: 0 =missing 1 = needs work 2 =good

INTRODUCTION	Score			
Issue: Does the writer say why the issue is important?				
Position: Is the writer's position clear?				
REASONS and Evidence (Paragraphs 2-4)	R1	R2	R3	R4
Clear REASON: Does each topic sentence give a clear/accurate reason?				
Supporting EVIDENCE: Is each reason supported with facts, examples, or explanations?				
OPPOSING POSITION (and Rebuttal)				
Opposing reason(s): Did writer state the opposing position and provide reason(s)?				
Evidence for opposing reason: Is each opposing reason(s) supported with facts, examples, or explanations?				
Rebuttal: Does it argue against specific reasons/evidence?				
CONCLUSION				
Restate position: Is the position stated in new words?				
Strong point: Does it leave the reader something to think about?				
USE OF SOURCES				
Is information from sources credited and cited?				
Were sources evaluated for credibility? (Ask your peer)				
Is source information written in the writer's own words?				
Other				
Are transition words used effectively?				
Were all assignment requirements met?				
PEER FEEDBACK:				

What was done well?	Suggestions for improvement:
Writer's Goal: What will I change?	

Lesson 8 Guided Practice/Brief Conferences

Overview

The students will complete writing the argumentative essay from sources that is clearly organized and well developed with the instructor's guidance.

Materials

- Article C and D
- Course booklet

Time

- Entire class time including brief conferencing

Notes and Preparation

- Review Articles C and D
- Review elements of argument writing from sources.

Procedures

- Continue to guide students stress the strategies they can use, how to use them, and when to use them.
- Conference with students after they peer review.

Conclusion

- TBD

Lesson 9 Independent Summary Writing

Overview

The students will independently write two summaries, one Article E and one for Article F.

Materials

- Article E and F
- Course booklet

Articles E & F (Students will use these articles independently)

Driverless cars have been in the media for the past few years. Advances in technology have supporters of driverless cars touting the benefits to humankind. However, detractors have raised genuine concerns about the safety and logistics of these cars. These two articles explore the potential pros and cons of driverless cars.

Article E

Leonhardt, D. (2017, 22 Oct). Driverless cars made me nervous, then I tried one. *New York Times (Online)* Retrieved from https://sks-sirs-com.libproxy.dtcc.edu

Article F

Samuelson, R. J. (2017, 25 Sep). Hackers behind the wheel. *Washington Post* Retrieved from https://sks-sirs-com.libproxy.dtcc.edu

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Time

- Entire class time

Notes and Preparation

- Review Articles E and F

Procedures

- During this time, students will demonstrate their knowledge of the Reading Strategy.
- This time is a like a test, you should not give students help with their work.

Conclusion

- Grade one summary and provide feedback.

Lesson 10 Independent Argument Writing (Part 1)

Overview

The students will complete the argumentative essay from sources that is clearly organized and well developed with the instructor's guidance.

Materials

- Article E and F
- Course booklet

Time

- Entire class time

Notes and Preparation

- Return guided practice argument essay from lessons 7 and 8.

Procedures

- Return guided practice argument essay from lessons 7 and 8.
- Have students write an independent argument essay from Articles E and F.
- This time is a like a test, you should not give students help with their work.

Conclusion

- TDB

Lesson 11 Independent Argument Writing (Part 2)

Overview

The students will complete writing the argumentative essay from sources that is clearly organized and well developed.

Materials

- Article E and F
- Course booklet

Time

- Entire class time

Procedures

- Have students complete writing an independent argument essay from Articles E and F.
- This time is a like a test, you should not give students help with their work.

Conclusion

- Collect essays

Lesson 12 Return Argument Writing & Revisions

Overview

The students will complete the argumentative essay from sources that is clearly organized and well developed with the instructor's guidance.

Materials

- Article E and F
- Course booklet

Time

- Entire class time including brief conferencing

Notes and Preparation

- Grade Review Articles E and F

Procedures

- Return independent arguments and allow time for revisions as you see fit.

Conclusion

- TBD

Lesson 13 Review Day

Overview

TBD

Materials

- TBD

Time

- Entire class time

Notes and Preparation

- TBD

Procedures

- TBD

Conclusion

- TBD

Final Assessments (Part 1)

Overview

Students will complete an outline of a "cold" reading and complete the self-efficacy scale.

Materials

- Article to be outlined (TBD)

Time

- Entire class

Notes and Preparation

- Review Article to be outlined

Procedures

- Have students complete the self-efficacy scale (10 Minutes)
- Have students complete an outline of a "cold" reading.

Conclusion

- TBD

Final Assessments (Part 2)

Overview

The students will write an argumentative essay from sources that is clearly organized and well developed with the instructor's guidance.

Materials

- Article G and H

Articles G & H (These two short articles will be used for the final in-class assessment.)

Standardized test has always elicited a variety of responses regarding its effectiveness. Within the last few years, the Common Core State Standards (CCSS) have been measured by new tests such as the Smarter Balanced assessments and the *Partnership for Assessment of Readiness for College and Careers* (*PARCC*) assessments. However, these new tests have brought about a backlash from parents, students, and even teachers aimed against so much testing in schools. Some states have had organized opt out movements across the country, meaning parents have not allowed their children to take either tests, and high school juniors have opted themselves out by not showing up for the tests. These two articles explore the value of standardized tests.

Article G

Parents who opt out of tests teach kids the wrong lesson. (2015, 20 Aug). *USA TODAY* Retrieved from https://sks-sirs-com.libproxy.dtcc.edu

Article H

Deutermann, J., & Rudley, L. (2015, 20 Aug). Tests decimate love of learning. *USA TODAY* Retrieved from https://sks-sirs-com.libproxy.dtcc.edu

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Time

- Entire class time

Procedures

- Students will use what they have learned in the class to write an argument from sources.

Conclusion

- TBD

Setting Goals Using TAPFOR

T

Topic

A

Audience

P

Purpose

F

Form

O

Organizational Elements

R

Requirements

Brainstorm (Remember to keep track of the sources that you use!)

For:	**Against:**

Graphic Organizer for Argumentative Writing (IROC)

Issue:

Position [I say]:			Opposing Position [What others say]:		
Reasons [Why I say what I say]	Evidence		Reasons [Why they say what they say]	Evidence	Rebuttal [Why they are wrong]
(Remember to keep track of the sources that you use!)					

Evaluation Rubric: Argumentative Essay with Sources

Writer's Name: _____

Rubric Score: 0 =missing 1 = needs work 2 =good

INTRODUCTION	Score			
Issue: Does the writer say why the issue is important?				
Position: Is the writer's position clear?				
REASONS and Evidence (Paragraphs 2-4)	R 1	R2	R3	4
Clear REASON: Does each topic sentence give a clear/accurate reason?				
Supporting EVIDENCE: Is each reason supported with facts, examples, or explanations?				
OPPOSING POSITION (and Rebuttal)				
Opposing reason(s): Did writer state the opposing position and provide reason(s)?				
Evidence for opposing reason: Is each opposing reason(s) supported with facts, examples, or explanations?				
Rebuttal: Does it argue against specific reasons/evidence?				
CONCLUSION				
Restate position: Is the position stated in new words?				
Strong point: Does it leave the reader something to think about?				
USE OF SOURCES				
Is information from sources credited and cited?				
Were sources evaluated for credibility? (Ask your peer)				
Is source information written in the writer's own words?				
Other				
Are transition words used effectively?				
Were all assignment requirements met?				
Reflection:				
What was done well?	Suggestions for improvement:			
Writer's Goal: What will I change?				

Appendix C

PROFESSIONAL DEVELOPMENT PLAN

Professional Development Plan

The goal of the professional development (PD) was to familiarize Delaware Technical Community College (DTCC) faculty members at the Stanton Campus with the curriculum and the procedures for the treatment group of English 091, an accelerated developmental education (DE) English class offered at all four campuses of Delaware Technical Community College (DTCC). The curriculum for the accelerated course was designed from a full-semester curriculum, *Supporting Strategic Writers*, created by Dr. Charles MacArthur and Dr. Zoi Philippakos. Their curriculum is a full-semester curriculum for DE English courses in higher education. For my ELP, I designed an accelerated version of this curriculum to be used in a quasi-experimental research design to test if students in the treatment group had higher overall quality of writing, improved reading comprehension, and increased self-efficacy.

The accelerated curriculum shared many characteristics of the *Supporting Strategic Writers* curriculum, but added some lessons were modified and new lessons were added to condense and link the curriculum to the learning goals English 091. Like the original curriculum, the core of the accelerated curriculum is self-regulated strategy

instruction, the idea that the cognitive process used by proficient learners can be taught to struggling learners (MacArthur, Philippakos, & Ianetta, 2015). To successfully teach this curriculum, faculty in the treatment group had to become familiar with the principles of self-regulated strategy instruction and the procedures used in the curriculum.

Like the *Supporting Strategic Writers* curriculum, the condensed curriculum required students to learn a set of consistent strategies. The two sets of strategies, or "strategy packages," comprise the curriculum and work together to increase students' metacognitive awareness of underlying text structures in reading and writing to improve reading comprehension and argument writing. In the SSW curriculum, students learned multiple genre-based strategies for writing and reading, such as narration, causation, comparison, and argumentation. The condensed curriculum only focused on summary writing and the argumentative genre because the accelerated course requires summary writing, argument writing from writing from sources.

Both strategy packages followed a consistent method throughout the 4-week course. Following the principles put forth by Harris and Graham (2009), treatment instructors taught literacy strategies and at the same time model self-regulatory behaviors. In order for students to understand metacognitive strategies, treatment instructors have to model why they choose a strategy, how they use it, and how they evaluate its effectiveness. Instructors model goal-setting, self-monitoring, and self-evaluation for both reading and writing assignments. They use the think-aloud technique throughout in every lesson. Treatment instructors start lessons by discussing the importance of the strategy being taught. Next, the teachers set a goal for the assignment. This process

includes memorization of mnemonics. Treatment instructors used the think-aloud technique as they used the strategy packages to read and summarize texts and write argument essays. Lastly, treatment instructors model how they evaluate their work by comparing it to the goal they had set for themselves. The think-aloud process allows students to witness the strategies the teacher uses to work through challenges encountered during the process and reflect on the strategies they used.

After modeling, students are given the opportunity for guided practice. This process requires the treatment instructors to move around the classroom and guide students through the reading and writing strategy packages. Guided practice also involved collaboration and peer review. Lastly, students are given the opportunity to work independently. The goal of this instruction was for students internalize the literacy and self-regulation strategies to read and write independently and increase self-efficacy.

Participants

Two treatment instructors volunteered to teach three sections of English 091. The study divided the seven English 091 classes—three in the treatment groups and four in the control group—offered at the Stanton Campus, with approximately 45 students in the treatment group and 45 students in the control group. Originally, three instructors were scheduled to teach in the treatment group; however, one class was cancelled due to low enrollment, leaving just two teachers requiring training. The control group had three instructors in it and followed the business-as-usual method of teaching. All five instructors had taught the course in previous semesters. The two instructors in the treatment group included a full-time instructor and a part-time instructor with experience

ranging from 20 years to over 40 years. Non-random selection was necessary because faculty members had to agree to participate for professional development (PD) in the summer prior to the fall 2018 course. One participant held a master's degree in English and the other held a master's degree in special education.

Professional development session

Due to the small number of instructors in the treatment group and the difficulty of finding the time over the summer when both were available, only one PD session was scheduled. Also, since instructors had volunteered for the treatment group and there was no compensation, time was a concern. After discussing these factors with my advisor, I decided to create the PD for one-half day, approximately three hours. According to *Effective Teacher Professional Development*, a publication from the Learning Policy Institute, effective PD has seven widely shared characteristics; it is content focused, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection, and is of sustained duration (Darling-Hammond, Hyler, Gardner, 2017). For the PD session, I tried to incorporate as many of these seven characteristics from *Effective Teacher Professional Development*; however, it was not always possible as I discuss in the reflection.

I completed the following tasks in the 3-hour PD session: reviewed the principles of self-regulated strategy instruction, discussed the Strategies for Academic Success, and modeled the Reading Strategy and the Writing Strategy. I modeled how to use the strategy packages, provided an opportunity for the two treatment instructors to try each

strategy package collaboratively, and also provided them the opportunity to try the reading and writing models independently. Additionally, I reviewed the common format of the lesson plan and the detailed weekly schedule. Instructors were able to ask questions at any point. It was my goal to not only familiarize the treatment instructors with the concepts and procedures of the accelerated course, but to also listen to their feedback and ensure that the curriculum and practices were acceptable to them.

Principles of self-regulated strategy instruction. My first task was to explain the procedures for strategy instruction. I used the same instructions used in the *Supporting Strategic Writers* Curriculum.

Instructional Procedures for the Strategy Instruction
Explain the Reading/Writing Strategy **Explain the steps and the purpose of each step.** Do this quickly so students can see the whole strategy. Students will understand it better when you model it. Stress that the Reading and Writing Strategy represents a set (or package) of strategies mature learners apply in many reading and writing assignments.
Model the Strategy **Model the Instructional Procedures.** Model for students how to use the Reading Strategy to Preview, Annotate, and Summarize a reading and the Writing Strategy to Plan, Draft, and Revise a paper. Use think-aloud modeling so students can hear the thought processes of mature learners. Refer specifically to each step of the strategy before you model it. Include self-statements about effort and motivation in your think-aloud. Students observe the instructor modeling to get a full understanding of how the strategy works. The instructor should provide explicit instruction but can include or acknowledge student ideas. Students should observe the instructor modeling the entire process. After modeling, discuss the strategy and what students observed.

Guided Practice

Students practice using the Reading Strategy to preview, annotate, and summarize a reading, and they practice using the Writing Strategy to plan, draft, and revise a paper. The instructor monitors whether students are using the strategy and scaffolds its use. It is important to provide feedback and help on the use of the strategy.

Support Understanding and Memorization

Instructors support student understanding. To ensure students remember and understand the strategies, instructor asks them to explain the steps and how they have used the strategy. Students should memorize the steps and instructors can support memorization with oral and written quizzes.

Peer Review and Editing

Students learn from peer review. Students learn both from giving and receiving feedback. Instructors first model and students then practice the peer-review process of evaluation and revision.

Peer review follows these steps: First, in pairs, students read their papers aloud to each other. Then peers exchange papers and read independently, using the rubric evaluation criteria to score and make written suggestions. They discuss their suggestions, and authors write notes on the rubric to plan what to change before making revisions.

During peer review, the instructor monitors discussions and offers suggestions about the process. Instructors identify students who need additional individual conferencing.

Editing for errors is done separately. After students revise for content, the instructor provides needs-based editing instruction, and students may work in pairs to make edits. The instructor conferences with students about errors.

Support Self-Regulation

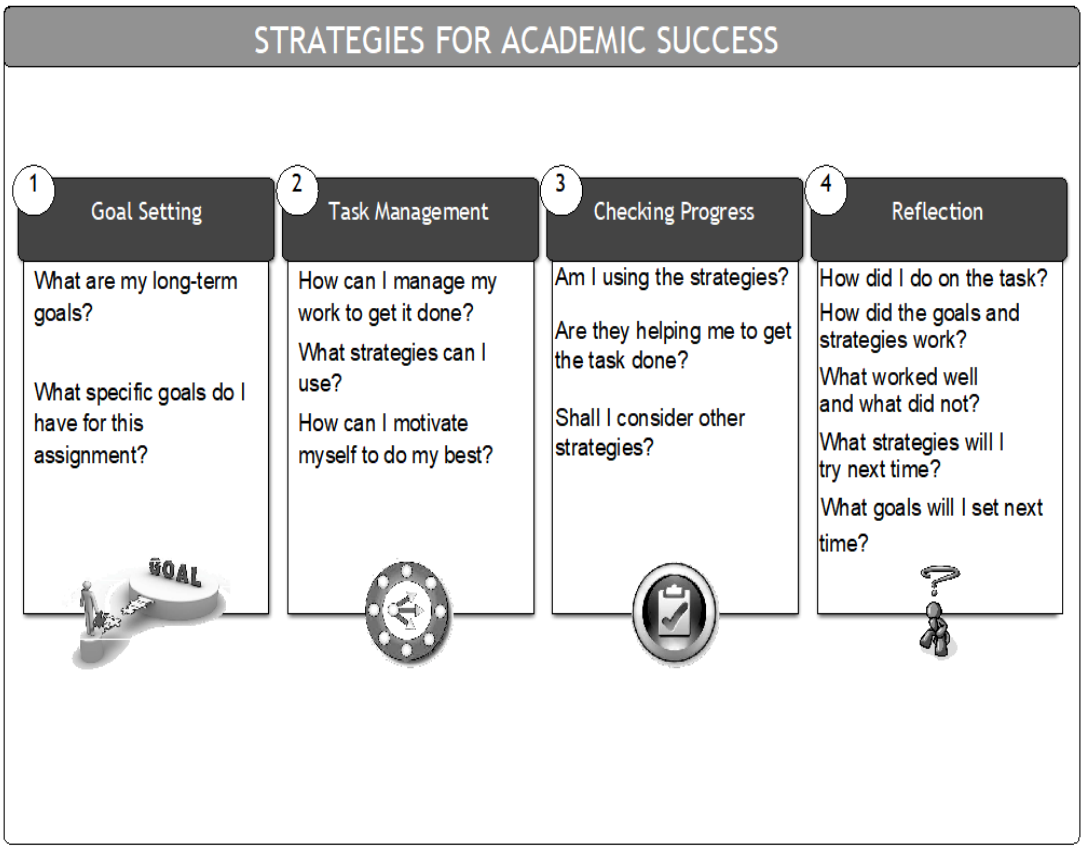
Students need to learn effort strategies (e.g., time management, motivation, persistence) in addition to explicit writing strategies. The instructor embeds supports for the development of self-regulation into the lessons. Goal setting is part of the Reading and Writing Strategies; self-regulation strategies are modeled with think-alouds and through class discussion students are prompted to select task management strategies and reflect on their work.

Independent Reading and writing is the Goal

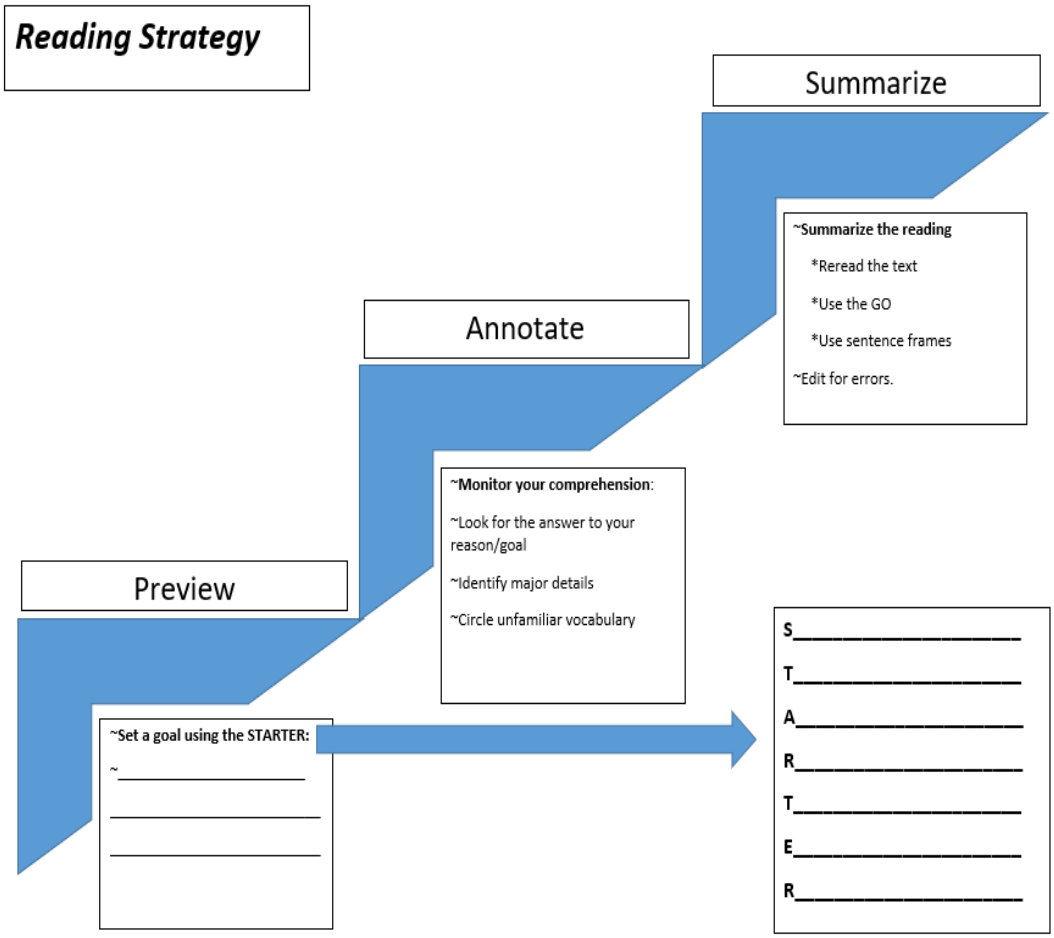
Students should be able to explain the Reading and Writing Strategies and the elements of argumentative writing. They should be able to use the strategies to preview, annotate, and summarize as well as to plan, draft, and revise.

Motivation and self-regulation. Like the original curriculum, self-regulatory strategies are key in the accelerated curriculum. In the PD session, I explained these strategies—goal setting, task management, progress monitoring, and reflection—with personal examples. Afterwards, both instructors were given the opportunity to think of examples from their experiences that illustrated these strategies.

Strategies for Academic Success



The Reading strategy. The reading strategy model consists of strategies for previewing, annotating, and summarizing. Like the empirically tested writing strategy model, the reading strategies included setting a goal with the use of a mnemonic. It also required students to annotate while reading and conclude the reading with a summary. I modeled how to use this protocol, with the teachers as students, using practice readings that were similar to the readings used in the course, argumentative essays written for national newspapers. I provided guided practice, where treatment instructors could collaborate, ask questions and offer feedback. Treatment instructor also had the opportunity to practice the independently with real artifacts from the course.



Reading Strategy: Preview, Annotate, Summarize

Preview (This section is to be used to explain the Reading Strategies. There is a worksheet following this section you can use for modeling.)

Discuss the importance of briefly previewing informative articles/essays before starting to read. Students may know that previewing is important but not actually do it. Previewing aims to help students identify the author's schema by recognizing signals in the text that denote text structure. The main idea is that previewing makes reading easier, because you may be able to identify the text structure of the article. Knowing whether you are reading an argument versus and informative article can help students better comprehend the reading.

Explain that **previewing** includes TWO things good readers do:

6) Conduct a rhetorical analysis using **STARTER**

7) Set a **goal** for reading

- **STARTER: Rhetorical task analysis using Source, Topic, Author's purpose, Resources, Text-structure, Evaluate, Reason (STARTER)**
  Explain that task analysis helps the readers orient themselves to the reading. Students should always take time to make sure they understand what the reading is asking them to understand. Also, explain the **STARTER** acronym:
  - **S**ource. What is the source of the material I have just previewed? It is important to consider the following questions: What is the title? Who is the author? Where was it published?
  - **T**opic. What is the topic? Consider the main subject or theme of the reading. Ask yourself who might be interested in reading about this topic. Knowledge of the perspective audience helps readers recognize rhetorical devices such as tone and word choice.
  - **A**uthor's purpose. Always consider *why* is the author writing this article? Common purposes for writing are to persuade, to inform, and to entertain. Considering the author's purpose can also shed light on the author's intended audience.
  - **R**esources. Consider what resources you can use to either activate or build my background knowledge? What words or terms might you look up to help you better understand the piece?
  - **T**ext Structure. Text structure refers to the genre-specific elements that are included in the reading. For example, there are many common text structures—Description/narrative, sequence, cause or effect, comparison, problem/solution. Argument is a common structure and often include an **I**ntroduction to state the issue/ position, **R**easons and supporting evidence, often an **O**pposing position and rebuttal, and a **C**onclusion. Look for signal words that can inform you of the article's structure. Recognizing structure can help you remember what you have read.
  - **E**valuate: Look at what you have written so far. Consider your predictions and then answer the question below.
  - **R**eason? Set a goal for reading by asking yourself, *What do I expect to learn from the reading*? Try writing your reason in the form of a question. If you struggle to create a reason, try turning the title into a question.
- **Setting a goal:** The importance of making predictions and creating a reason for reading the text (a reason other than it is a requirement!) Having a goal for any academic assignment is important. At times, all of us have read a text and have found ourselves in the position of not being able to remember what we read. Previewing, making predictions, activating background knowledge, recognizing text

structure, and setting a goal, can help improve reading comprehension and assist with memory. Just because a reading assignment is invisible so-to-speak, does not mean we cannot write as we read.

Annotate

Annotating a reading is an effective way of monitoring your comprehension of the reading. Mature readers monitor their comprehension as they read. There are several ways to do this. You could look for the answer to the reason you created in the preview stage. You could write notes in the margin while reading. Additionally, you could circle vocabulary words of term that you may be unfamiliar with. You could also look for the main idea of the reading by looking at the text structure of the reading. Additional strategies include *chunking* the reading into manageable parts, and re-reading confusing sections aloud. While different strategies work for different challenges, all the strategies have a common goal—to help you monitor your comprehension.

Summarize

Summary writing demonstrates reading comprehension and the ability to write about t a reading. In order to summarize a reading, readers will often need to read the article a second time. When reading the article for a second time, use the STARTER to guide you. Using the starter also allows you to learn if your predictions were accurate or need to be adjusted.

Second (closer) reading. Identify main ideas and take notes on the Graphic Organizer (GO).

- Read a paragraph or chunk at a time.
- Look for the argument elements (or other main ideas); underline and label them.
- Check your understanding of important vocabulary (circle key terms).
- Take notes on the GO. Use your own words as if you were telling someone what you read.

Summary. Use the GO and Sentence Frames.

- Put the text aside and write a summary using your GO.
- Remember to present the author's ideas, not your own.
- Use the sentence frames.

Summary writing. Treatment instructors were shown how the summery writing graphic organizer incorporated strategies for both the reading and writing protocol.

STAT and Graphic Organizer

Taking Notes to Write a Summary

- **Source:**
- **Topic:**
- **Author's purpose and main idea:**
- **Text structure:**

Citation:		
Issue/Problem:		
Author's position (or central idea)		
Reasons (or main points)	**Key evidence (or supporting details)**	
Opposing position (if present)		
Opposing Reasons	**Support/evidence**	**Rebuttal**

Summary Sentence Frames

Introductory Sentence

The first sentence should mention the author, and the title or source, and give the overall position (or central idea) of the author.

- In "[title or source]," [full name of author] argues that [position/central idea].
- In "[title or source]," [full name of author] explains / describes [overall topic].
- In "[title or source]," [full name of author] discusses [two sides of issue].

Main Element Sentences

Subsequent sentences should present the main ideas, including reasons (or main points) and opposing reasons with rebuttals (if present). The ideas should be attributed to the author through frequent mention of the author. Some key evidence can be included:

- One reason mentioned by [author] is [reason].
- [Author] also claims/argues that [reason].
- [Author] explains/discusses/describes [one side of issue].
- Additionally, [author] explains/discusses/describes [other side of issue].
- [Others/ or specific others] disagree with [author], saying/arguing that [opposing reason].
- The [author] responds by presenting evidence that [rebuttal].

Signal Phrases

When summarizing an essay or article, describe the author's ideas with words such as:

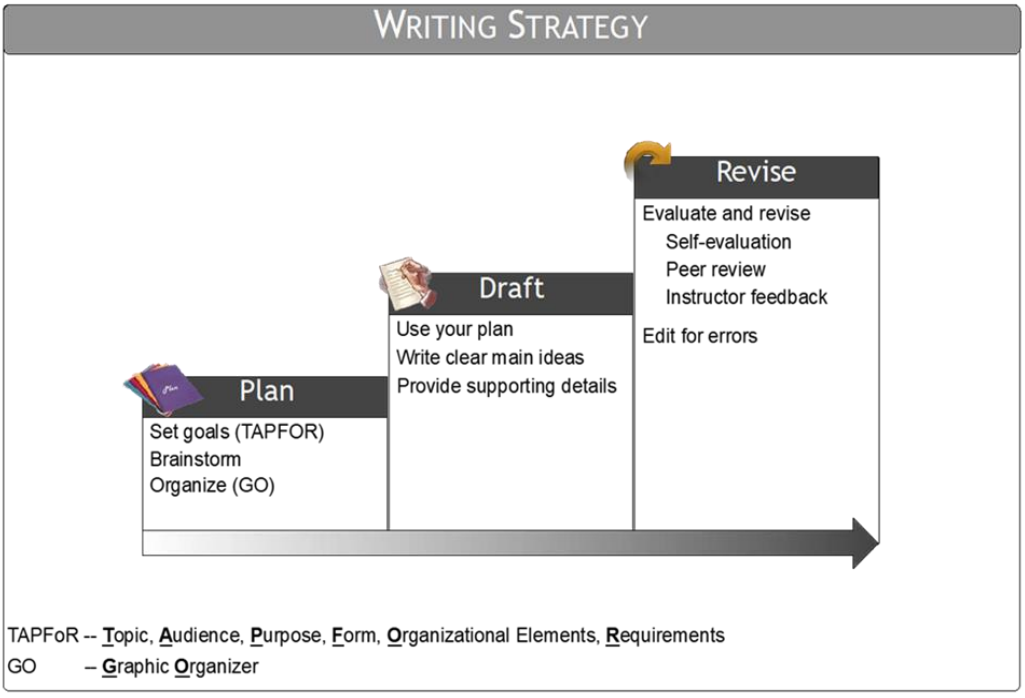
argues, asserts, claims, demonstrates, describes, disagrees, discusses, explains, maintains, points out, proposes, reports, responds, shows, states, writes.

Two additional strategies for writing the author's main idea

2. **Magnet summary strategy**. Created by Doug Buehl, the *magnet summary strategy* requires students to choose the most important word in the text or "chunk" of the text. The most important word or term is the *magnet*. Next, students must locate four words that are related to the important word. These words are the *attractors*. Afterwards, students must *write one sentence* that use all five words in a meaningful way. The end result should be a sentence that captures the meaning of the text and can serve as the topic sentence of a summary paragraph.
3. **Ten-word shrink strategy**. Originally developed by researchers at Vanderbilt University, the ten-word summary strategy requires that after students read a text or

a section of the text, they put the book down and say aloud or to a partner what the text was about. At this point, they can use as many words as they would like. After describing the text, students should try to reduce what they said to ten words. The most effective way to accomplish this task is for students to use their fingers and try to say the *gist* of the text in no more than ten words.

The Writing Strategy. The writing strategy consisted of students using a set pattern of strategies for planning, drafting and revising. Since only one PD session was offered, there was not time for the treatment instructors to actually write an essay; however, I was able to model the planning stage and explain the drafting and revision stages.



Writing Strategy: Plan, Draft, Revise

PLAN

TAPFOR: Rhetorical task analysis and goal setting using **T**opic, **A**udience, **P**urpose, **F**orm, **O**rganizational Elements, and **R**equirements (TAPFOR).

Using the acronym TAPFOR, writers analyze the assignment or writing task and set goals for what they need to do. Organizational Elements refer to the writing elements specific to a genre that should be included in the writing. Requirements refer to specific assignment details from the instructor, (e.g., length).

Brainstorm: Generate ideas.

The key to brainstorming is to generate as many ideas as possible without evaluating them. Even wild ideas are valuable because they help writers think of other ideas. For argumentative writing, students use a T-Chart to prompt them to record ideas on both sides of an issue. Students are also prompted to think about causes and effects, problems and solutions, and principles as ways to generate ideas.

Organize: Organize information using a Graphic Organizer (GO).

The GO is designed to include the organizational elements of argumentation in this curriculum. Writers select ideas from their brainstorm and add more ideas, putting their notes on the GO. The result is an organized plan for writing a draft.

DRAFT

Use your plan

The writer writes his first draft using the information from the GO. The content and organization have already been worked out in the plan, so the writer can focus on finding the language to express ideas clearly and generating additional ideas to support the main ideas.

Write clear main ideas

One major focus during writing is crafting sentences that clearly express the main ideas. In addition, students learn techniques for maintaining coherence across paragraphs. Transition words and sentence frames are helpful to writers and readers in expressing main ideas and connecting them.

Provide supporting details

A completed paper will include more supportive detail than the plan. Each main idea needs adequate support. Students are expected to elaborate on the evidence and explanations as they write, using examples drawn from personal experience or from readings.

REVISE

Evaluate and Revise

Students learn to use a rubric with evaluation criteria based on the organizational elements for argumentation, plus additional general writing criteria. Students learn to

self-evaluate their writing. Students learn how to evaluate and revise their writing, by practicing giving and receiving feedback through peer review. Of course, instructor feedback is also critical.

Edit for Errors

The instructor provides editing instruction based on students' needs. Students then edit for mechanics, usage, and grammar errors. Editing is delayed until after substantive revisions are made.

Detailed lesson plans. The accelerated curriculum consisted of 13 lessons, each one following a similar format used in the *Supporting Strategic Writers* curriculum. Each lesson was divided into eight components: overview, materials, time, notes and preparation, procedures, conclusion and homework.

Weekly Schedule. I reviewed the weekly schedule with the treatment instructors. The schedule listed the weeks, dates, what activates were to be covered, the assessments, and the homework for the next class.

Weekly Schedule

Week 1	Class activity	Homework
Monday 27	**Lesson 1: Introduction of the course** • Explanation of study/letter of consent • Review Goals and Objectives of the course (Page 6 instructor's manual) • Review course schedule/syllabus • Self-efficacy survey (10 minutes) • Pretest argument writing (Respond to writing prompt; 1 hour)	
Tuesday 28	**Lesson 2: Introduction to Strategy Instruction & the Reading Strategy** • Overview of the Strategies for Academic Success (Goal Setting/Task Management/Monitoring Progress/Reflection)	✍ Read the section Introduction to Strategy

	• Overview of the Reading Strategy Model (Plan/Draft/Revise) • Model Reading Strategy with Article A	Instruction in Student Book. ✍ Memorize the steps of the Reading Strategy.
Wednesday 29	**Lesson 3: Modeling the Reading Strategy & Guided practice with Reading Strategy** • Model reading strategies with Article B • Guide students through reading strategies with Article C (Formative summary grade #1) • Peer review of summary • Instructor feedback • Complete summary	
Thursday 30	**Lesson 4: Independent practice with the Reading Strategy** • Guide students through reading strategies with Article D (Formative summary grade #2) • Peer review of summary • Instructor feedback • Complete summary	✍ Read the section Introduction to the Writing Strategy In student book.
Week 2	**Class activity**	**Homework**
Monday 3 (Labor Day)	No class	
Tuesday 4	**Lesson 5: Introduction to the Writing Strategy and Model the Writing Strategy** • Introduce the Writing Strategy (Plan/Draft/Revise) • Introduce Text structure of argument • Model how to write an argument paper from sources (Articles A & B) • Introduce how to integrate sources	✍ Memorize the steps of the Writing Strategy.
Wednesday 5	**Lesson 6: Complete modeling an argument from sources.** • Complete modeling how to write an argument paper from sources	
Thursday 6	**Lesson 7: Guided practice for argument writing** • Guide students writing argument from sources (Articles C & D)	✍ At your instructor's discretion,

		continue work on the argument essay.
Week 3	**Class activity**	**Homework**
Monday 10	**Lesson 8: Guided practice for argument writing** • Peer review • Instructor feedback • Complete writing argument from sources (Argument essay--formative grade)	
Tuesday 11	**Lesson 9: Independent Summary writing** • Write summaries for two articles (Articles E & F) (Grade one summary (summative grade) and provide feedback)	
Wednesday 12	**Lesson 10: Independent argument essay writing** • Return/review formative argument essay • Write argument essay	
Thursday 13	**Lesson 11: Independent argument essay writing** • Complete writing argument essay • Turn in at the end of class (Argument essay--summative grade)	
Week 4	**Class Activity**	**Homework**
Monday 17	**Lesson 12: Revise argument essay** • Allow time for revisions and re-submit	
Tuesday 18	**Lesson 13: Review day/TBD**	
Wednesday 19	**Final exam part 1** • Complete summary outline of assigned reading (TBD). (50 Minutes) • Complete self-efficacy survey (10 minutes)	
Thursday 20	**Final exam part 2** • Write final argument essay using the two new articles (Article G and H) (1 hour and 50 minutes)	

Reflection

At the conclusion of the PD, treatment teachers seemed satisfied. I informed them was available to answer questions throughout the remainder of the summer as well as the duration of the course. When the intervention was over, I interviewed both instructors in the treatment group about their experience with the curriculum and their feedback on the PD. These interviews yielded useful information for improving the professional development for future instructors. As previously mentioned, I tried to incorporate the characteristics of effective PD listed in *Effective Teacher Professional Development*: it is content focused, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection, and is of sustained duration (Darling-Hammond, Hyler, Gardner, 2017). I was not able to use student models or offer sustained duration. I was available for support, but I was not able to offer coaching sessions during the semester because I was teaching a full-tome credit load of 15 credit hours. For future PD sessions, there are three changes I would make based on feedback from the treatment instructors.

Distribute English 091 curriculum prior to PD session and offer more than one session. Post treatment interviews revealed that the instructors would have befitted from receiving the curriculum prior to the training. Both instructors noted that having time to review the curriculum could have afforded them the opportunity to familiarize themselves with the curriculum and formulate questions prior to training. One respondent said a second session to address any question that arose after the first session could have been beneficial also. Unfortunately, the curriculum was not completed until a day or two prior to the training. Moving forward, the curriculum can be distributed prior

to the PD. The instructors' responses made me realize that in addition to distributing the curriculum prior to the training, instructors could also benefit by becoming familiar with studies focused on self-regulated strategy instruction.

Distribute empirical studies on self-regulated strategy instruction. While the curriculum included a brief overview of the core ideas of self-regulated strategy instruction, the treatment instructors might have had a better understanding of the practices if given studies. Specifically, two studies used to develop this accelerated curriculum. "Self-regulated strategy instruction in college developmental writing" (MacArthur, Philippakos, & Ianetta, 2015) and "Strategy instruction in writing for adult literacy learners" (MacArthur, & Lembo, 2009) could have helped instructors build their theoretical understanding of strategy instruction. The latter study has samples of student writing, which could have benefited instructor in the treatment group since I did not have student samples. Both studies could have given them the background knowledge and the time and opportunity to think of any questions they had prior to the PD. This was an oversight on my part, but moving forward I will include these studies in the PD. Additionally, I could provide a summary of the research for them or distribute copies of my literature review to help faculty better understand self-regulated strategy instruction.

Use student samples. Post treatment interviews also revealed something I was aware of while planning the PD—student sample papers would have been beneficial. Analyzing student work allows instructors to develop a common understanding of the range of student work. One respondent commented that she would have like to have known that she and the other instructor were evaluating student writing in a similar way.

While the modeling did help the instructors see what instruction looked like, student papers would have allowed instructor to see what the result of the instruction looked like. However, given the newness of the course, there were no student samples to use. Now that the intervention has concluded, there are student samples for future training, including training papers for both the summary outline and the argument written from sources. Additionally, there are anchor papers with explanations for their overall quality score.

For my first time providing PD, I was pleased with the outcome. Moving forward I would incorporate the changes I discussed. Additionally, I would consider adding a second session. Administrators at DTCC are now considering a 7-week DE English course, and I think the lesson learned from this PD will help me design more effective PD in the future.

References

Darling-Hammond, L., Hyler, M.E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.

MacArthur, C. A., Lembo, L. (2009). Strategy instruction in writing for adult literacy learners. *Reading and Writing, 22*, 1021-1039. http://dx.doi.org/10.1007/s11145-008-9142-x.

MacArthur, C. A., Philippakos, Z. A., Ianetta, M. (2015). Self-regulated strategy instruction in college Developmental writing. *Journal of Educational Psychology*. Vol 107, 855-867.

Appendix D

RESEARCH DESIGN

This quasi-experimental, mixed-method study collected both quantitative and qualitative data to learn about the effectiveness of the intervention as well as faculty and students' perceptions of the curriculum. Non-random selection was necessary because faculty members in the treatment group had to agree to participate in professional development (PD) in the summer of 2018. A mixed methods design was appropriate because I wanted both quantitative and qualitative data to learn about the effectiveness of the intervention. This quasi-experimental study investigated the effects of a developmental English course that met four days a week for four weeks at the start of the fall 2018 semester. The curriculum is based on the full-semester *Supporting Strategic Writers* curriculum developed by Dr. Charles MacArthur and his colleagues. Five instructors participated with two in the treatment group and three in the business-as-usual group.

To learn if the condensed curriculum was effective at improving students' ability to write argumentative essays from sources, improve reading comprehension, increase self-efficacy, and benefit them in their FYC course, I asked the following research questions:

Question 1. Is there a difference in overall quality of argument essays written from sources by students in the treatment group compared to argument essays written from sources by the control group?

To answer this question, students in both groups were asked to complete a final essay on the last day of class. The final essay required students to read two articles they had not seen before and write an argument essay incorporating both sources in class. Students received two editorials with different viewpoints on the same topic from *USA Today*. Students were given the entire last class to complete the task, approximately 110 minutes. The final argumentative essays written from sources were also scored by independent raters for overall quality. The 7-point scale used to evaluate the final essays was same scale used to evaluate the baseline essay with an integration of sources category added. Standard procedures for training raters and ensuring interrater reliability were used.

Question 2. Is there a difference between the treatment and control groups in how accurately they present the author's main idea and major details in an summary outline?

To answer this question, students in both the treatment and control group completed an outline of an argumentative article at the conclusion of the 4-week semester. Summary outlines were evaluated on a 12-point scale that measured whether students' answers captured the main issue, the author's thesis, support for the thesis, the counterargument and rebuttal, and the conclusion. Independent raters scored the outlines. Standard procedures for training raters and ensuring interrater reliability were used.

Question 3. Is there a difference between the treatment and control on change in self-efficacy?

To answer this question, students completed a section of a motivational scale at pretest and posttest. The self-efficacy questionnaire, developed by MacArthur, Philippakos, & Graham (2015), consists of 22 items and asks students to rate how confident they are completing various writing activities. On a scale of 1 to 10, students are asked to rate how they perceive their ability to perform specific writing tasks.

Question 4. Is there a difference between treatment and control groups' passing rate of the first year composition (FYC) course?

To answer this question, grades from the FYC, the 11-week course that immediately follows the accelerated course, were collected and compared to one another.

I also wanted to learn what the students retained from the curriculum as well as what they thought of the teaching methods. To collect these data, I conducted six student interviews.

Student interviews. Two students from each section of the treatment group were interviewed, six students total. Instructors were asked to provide one student from the top 25% of the class and one from the bottom 25% of the class. Interviews lasted approximately five to 10 minutes. The following questions were asked of six treatment group students:

Question 1. When assigned a reading, what tasks should you complete?

Probe: What is the first thing you should do?

Probe: Do you recall the mnemonic used in class?

Probe: After you set a reason or goal for the reading, what do you do next?

Probe: What do you do while reading?

Probe: After reading, what task do you complete?

Question 2. When given a writing assignment, what steps should you take?

Probe: What is the first thing you should do?

Probe: Do you recall the mnemonic used in class?

Probe: After you set a reason of goal for your writing assignment, what do you do next?

Probe: After drafting, what steps are next?

Question 3. What were your overall impressions of the curriculum?

Treatment group instructor interviews. Too learn what the treatment group instructors thought of the intervention and the PD they had received. I will ask the following questions:

Question 1. Tell me about your experience teaching the curriculum.

Probe: Were there any parts that you found effective?

Probe: Are there any changes that you would like to make?

Question 2. Do you think the professional development you received adequately prepared you for implementing the curriculum?

Probe: What suggestions do you have for professional development in the future?

Probe: Is there anything you would add in the PD?

Appendix E

TREATMENT AND CONTROL GROUP INSTRUCTOR INTERVIEWS

Background interviews. Short interviews, approximately 10 minutes long, with both treatment and control group faculty will be conducted to get information on teaching experience, degrees, demographics, and their approaches to teaching reading and writing. Both Treatment and Control instructors will be asked the following open-ended questions:

Question 1. How many years have you been teaching?

Question 2. What degrees do you hold?

Question 3. Describe your approach to teaching reading and writing.

Post-treatment interviews. Interviews, approximately 10 to 15 minutes long, with treatment group instructors will be conducted to learn about their perspectives of the curriculum as well as their thoughts on the effectiveness of the professional development they received. Treatment group instructors will be asked the following questions:

Question 1. Tell me about your experience teaching the curriculum.

Probe: Were there any parts that you found effective?

Probe: Are there any changes that you would like to make?

Question 2. Do you think the professional development you received adequately prepared you for implementing the curriculum?

Probe: What suggestions do you have for professional development in the future?

Probe: Is there anything you would add in the PD?

TREATMENT GROUP INSTRUCTOR OBSERVATIONS

Rating Fidelity of Implementation of Key Components of Strategy Instruction

Teacher: Date: Unit/lesson: 12

Observer:

Directions: Complete your observation, record a number from 0 to 2 to state whether a lesson component was taught as intended in the curriculum or not. Give a score of 0 if a component was not taught, a score of 1 if taught with limitations, or a score of 2 if taught as planned. Leave blank the sections that do not refer to your observation. Rate quality for observed components.

Review	
• Review strategy(ies) or elements [beginning or end of class]	

Introduction to the Text Structure (Reading or Writing)	
• Explanation of the importance of text structure	
• Explanation of text structure elements	

Explanation of the Writing Strategy	
• Discussion about Planning	
• Discussion about Drafting	
• Discussion about Revising	

Explanation of the Reading Strategy	
• Discussion about Previewing	
• Discussion about Annotating	
• Discussion about Summarizing	

Discussion of Strategies	
• Discussion about strategies students use	
• Discussion about goals	

Modeling Writing	
• Planning	
○ TAPFOR	
○ Brainstorm	
○ GO	
• Draft using Plan	
• Revise	
○ Evaluate using elements	
○ Make at least one revision	

Modeling Reading	
• Previewing	
○ STARTER	
○ Created reason for reading the article	
• Previewing	
○ Identify text structure	
○ Confirm reason for reading	
• Summarize	
○ Use shrink strategy	
○ Write summary using an attributive tag	

Peer Review: Explanation and Modeling (Argument Writing or Summary Writing)	
• Explanation of peer review procedures	
• Review of rubric	
• Evaluation of sample paper [either modeling or collaborative]	
• Make suggestions	
• Make at least one revision	
Peer Review: Student Practice	
• Students practice evaluating and making suggestions on additional paper, either as group or individually	

Peer Review	
• Students review own papers in pairs or groups	
• Teacher monitors process and provides feedback	

Guided Practice	
• Moves around classroom assisting students	
• Emphasizes self-regulation	

Quality rating: Based on your observation notes and the guidelines on "Rating Quality of Implementation of Key Components of Strategy Instruction" assign a quality score from 1 to 3 for the lesson you observed. Your score should refer only to the section/part of the lesson that you observed.

Quality component	Observer's Score
Introduction of a text structure	
Explanation of the writing strategy with modeling of planning and/or drafting and revising.	
Explanation of the reading strategy with modeling of planning and/or drafting and revising.	
Peer review	

Rating Quality of Implementation of Key Components of Strategy Instruction

General comments on rating:

- The components to be rated are all part of the core principles for self-regulated strategy instruction.
- You should rate these components when they occur in a lesson. There are particular lessons in which these components are planned, but they may also occur at other times in the lessons. Also, instructors may teach just part of a lesson in one class. If an activity (e.g., modeling) is planned in a lesson but is completely skipped, do not rate these components; the absence will be recorded on the checklist.
- In an accelerated course, the way in which these components are implemented will, and should, take place quickly over the course of the semester. Near the beginning, instructors need to provide more extended explanations of the writing strategies and ask students to explain them. As the students become familiar with the strategies, it is appropriate to have less explanation. Also, teachers will provide more or less guidance to students depending on student performance. For example, collaborative practice may move more towards modeling if students are not able to respond. Part of the rating task is to judge whether the component is done well in the current situation.
- The general procedure for completing the ratings (and checklist) is take field notes throughout the lesson, remembering to record the kind of information

needed for the ratings. Immediately after the lesson, complete the checklist and the ratings.

Introduction to text structure

- Rate this component for the first lesson in text structure. Also, rate it if the instructor engages in extended discussion of the purpose of the text structure elements in other lessons.
- 3 - Interactive discussion focused on the purpose of recognizing text structure with an emphasis on communication. Asks students for examples and gives examples of communication with this purpose in real life and in writing. Discusses the elements of the text structure in terms of the purpose. Clearly explains the elements.
- 2 - Limited discussion either in student interaction, breadth of examples, or connection of elements to purpose. a) Instructor provides good explanation of purpose with examples but with minimal student interaction; or b) Instructor and students interact, but examples are limited to academic writing and elements are not connected to the purpose.
- 1 - Simple statement of the purpose of the text structure and explanation of the elements. Emphasis is on form rather than purpose.

Explanation of the writing strategy with modeling of planning and/or drafting and revising.

- Rate this component for the initial explanation and modeling of the strategy in argument writing. Also rate it if the instructor models parts of the drafting and revising strategy in other lessons. But do not use it for modeling of evaluation for peer review; there is a separate rating for that. Remember to consider how much experience the class has with the strategy in judging implementation.
- Note whether the modeling included planning, drafting, and/or revising.
- 3 - Explains the strategy steps clearly and thinks aloud while using the strategy to plan, draft, or revise a new paper (i.e., is, or appears to be, a new paper by the instructor). Refers to each strategy step. Discusses the think-aloud with students afterwards. Note that later in the semester, less explanation of the strategy steps may be needed; also, the instructor may involve students more while still maintaining overall control of the modeling.
- 2 - Limited think aloud, either a) Demonstrates the strategy but with no think aloud (i.e., writes the planning content but with no think aloud beyond brief explanation of the strategy and the content); or b) Displays a completed example of the planning/revising process with some explanation of the thought process (e.g., prepared list of brainstormed ideas or completed graphic organizer or scored paper with some explanation).

- 1 - Presentation or explanation of the strategy with no demonstration.

Explanation of the reading strategy with modeling of previewing, annotating, and summarizing.

- Rate this component for the initial explanation and modeling of the strategy for each informative article. Also rate it if the instructor models parts of the previewing and summarizing strategy in other lessons. But do not use it for modeling of evaluation for peer review; there is a separate rating for that. Remember to consider how much experience the class has with the strategy in judging implementation.
- Note whether the modeling included previewing, annotating, and/or summarizing.
- 3 - Explains the strategy steps clearly and thinks aloud while using the strategy to preview, annotate, or summarize a new article. Refers to each strategy step. Discusses the think-aloud with students afterwards. Note that later in the semester, less explanation of the strategy steps may be needed; also, the instructor may involve students more while still maintaining overall control of the modeling.
- 2 - Limited think aloud, either a) Demonstrates the strategy but with no think aloud (i.e., writes the planning content but with no think aloud beyond brief explanation of the strategy and the content); or b) Displays a completed example of the previewing/summarizing process with some explanation of the thought process (e.g., prepared STARTER think sheet or completed summary with some explanation).
- 1 - Presentation or explanation of the strategy with no demonstration.

Peer review

- Rate this component when the instructor is preparing students for peer review by evaluating and revising papers by unknown peers or explaining the peer review procedure. When the instructor is modeling self-evaluation separate from peer review, use the Explain and Model rating.
- 3 - Explains the procedures for peer review and may discuss the importance of peer review. Uses modeling or collaborative practice to evaluate a paper, or papers, by an unknown peer. Uses think-aloud when modeling and guides students in explaining their evaluations during collaborative practice. Uses the evaluation criteria on the rubric, scores the paper, and makes suggestions. May use reverse GO for argument writing or STARTER for summary writing. May make one or two actual revisions. Discusses the process with students afterwards.
- 2 - Uses modeling or collaborative practice to evaluate a paper, or papers, by an unknown peer. However, the think aloud and/or the guidance for student

evaluations may be limited or unclear. Or the evaluation might be well done, but no specific suggestions for revision.

- 1 - Evaluates the paper using the criteria, but with minimal think-aloud or discussion of student evaluations. No suggestions or revisions are made.

FIDELITY MEASURE

Faculty Self-Check List

Teacher: Date: Unit/lesson:

Observer:

Directions: At the end of each class, check the activities that you either introduced, practiced, or reviewed.

Review	
• Review strategy(ies) or elements [beginning or end of class]	

Introduction to the text structure (Reading or Writing)	
• Explanation about the importance of text structure	
• Explanation of text structure elements	

Explanation of the Writing Strategy	
• Discussion about Planning	
• Discussion about Drafting	
• Discussion about Revising	

Explanation of the Reading Strategy	
• Discussion about Previewing	
• Discussion about Annotating	
• Discussion about Summarizing	

Discussion of Strategies	
• Discussion about strategies students use	
• Discussion about goals	

Modeling Writing	
• Planning	
○ TAPFOR	
○ Brainstorm	
○ GO	
• Draft using Plan	

• Revise	
○ Evaluate using elements	
○ Make at least one revision	
Modeling Reading	
• Previewing	
○ STARTER	
○ Write reason for reading the article	
• Previewing	
○ Identify text structure	
○ Confirm reason for reading	
• Summarize	
○ Use shrink strategy	
○ Write summary using an attributive tag	

Peer Review: Explanation and Modeling (Argument Writing or Summary Writing)	
• Explanation of peer review procedures	
• Review of rubric	
• Evaluation of sample paper [either modeling or collaborative]	
• Make suggestions	
• Make at least one revision	
Peer Review: Student Practice	
• Students practice evaluating and making suggestions on additional paper, either as group or individually	

Peer Review	
• Students review own papers in pairs or groups	
• Teacher monitors process and provides feedback	

Guided Practice	
• Moved around classroom assisting students	
• Emphasized self-regulation	

List any changes you made in the curriculum.

_____

_____

_____

Appendix F

STUDENT MEASURES

Self-Efficacy Measure

Confidence About Writing Tasks

Students differ in how confident they are about doing various writing activities and assignments in courses. Please rate your confidence that you can do each of these writing tasks by circling a number for your percent confidence. For example, 100% means you are positive you can do it; 0% means you are sure you cannot do it; 50% means you think there is an equal chance that you could do it or not. Read each sentence and **circle the number** that best represents **how confident you are** about doing that task.

0% 10 20 30 40 50% 60 70 80 90 100%

no chance some chance 50/50 chance good chance completely sure

1. I can write a paragraph with a clear topic sentence.

0% 10 20 30 40 50% 60 70 80 90 100%

no chance some chance 50/50 chance good chance completely sure

2. I can write complex sentences without making grammatical errors.

0% 10 20 30 40 50% 60 70 80 90 100%

no chance some chance 50/50 chance good chance completely sure

3. I can set goals for improving my writing.

0% 10 20 30 40 50% 60 70 80 90 100%

no chance some chance 50/50 chance good chance completely sure

4. I can think of a lot of ideas for my writing.

0% 10 20 30 40 50% 60 70 80 90 100%

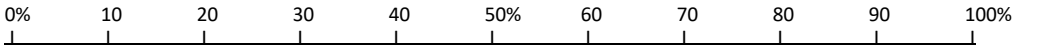
no chance some chance 50/50 chance good chance completely sure

5. I can write a well-organized essay with an introduction, body, & conclusion.

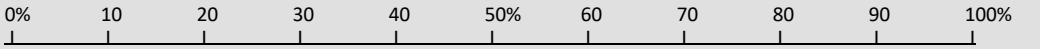
0% 10 20 30 40 50% 60 70 80 90 100%

no chance some chance 50/50 chance good chance completely sure

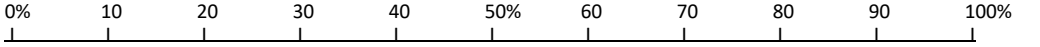
6. I can evaluate whether I am making progress in learning to write.



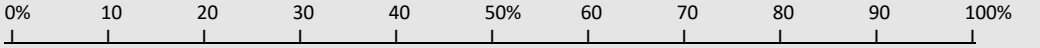
7. I can write a paper using correct grammar.



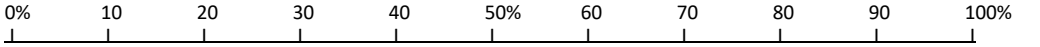
8. I can organize paragraphs with ideas to support the topic sentence.



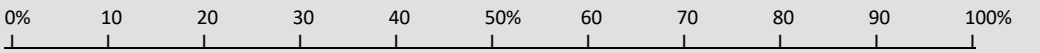
9. I can think of many words to describe my ideas.



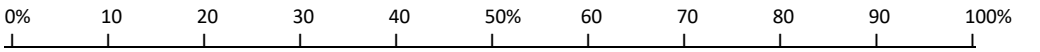
10. I can plan before I write using an outline or organizer.



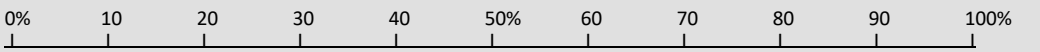
11. I can use punctuation correctly in all my sentences.



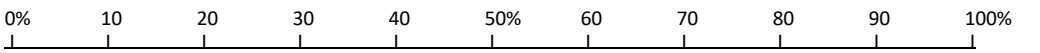
12. I can avoid distractions while I write.



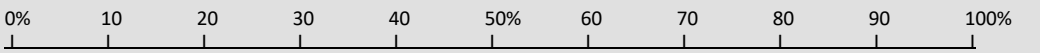
13. I can end an essay with a strong conclusion.



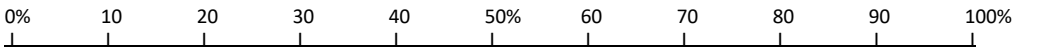
14. I can come up with original ideas for my writing.



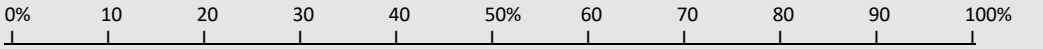
15. I can use commas and semi-colons correctly in my sentences.



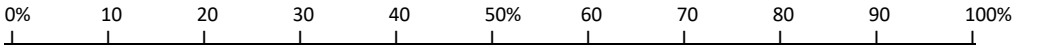
16. I can plan time to get my writing done by the deadline.



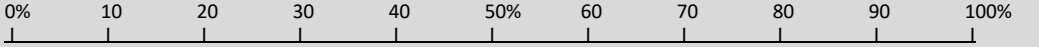
17. I can start an essay with an interesting introduction.



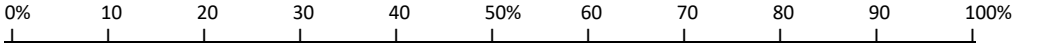
18. I can focus on my writing for at least one hour.



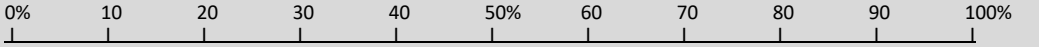
19. I can find ideas to write about when I'm given a topic.



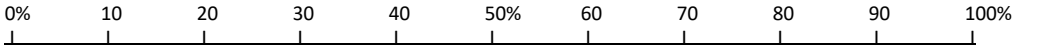
20. I can write a paper without spelling mistakes.



21. I can think of the perfect words to express my ideas.



22. I can tell when to use different writing strategies.



Pretest Argument Essay Writing Prompts

Choose one of the following topics and write an argument essay on the topic

1. In the past year, Philadelphia has suffered through several instances of "flash mob" attacks. These acts consist of a group of teens fighting, stealing, or just acting violently towards others in a quick, rampaging manner. Philadelphia's mayor and city council have now enacted mandatory curfews for teenagers.

Do you think curfews keep teens out of trouble? In your paragraph, state your position and support it with evidence.

2. Most states have laws requiring motorcyclists to wear helmets. Many riders object to this limitation on their freedom, arguing that they should be free to take the risk. Those in favor of the laws argue that the government has a responsibility to reduce injuries from traffic, and that helmet laws are like seatbelt requirements.

Should motorcyclists be required to wear helmets? In your paragraph, state your position and support it with evidence.

3. Cell phones make communication more convenient than ever before. It is possible to call or text people at any time. Some people think that students should be allowed to bring their cell phones to class and have them available during class time. Others disagree.

Do you think students should have access to their cell phones during class? In your paragraph, state your position and support it with evidence.

4. High school students have many opportunities to participate in sports activities. In addition to official school teams, there are club teams, intramural sports, and recreation leagues. Many people believe that sports help students learn important lessons about working together and that all students should participate. However, others point out that some students are interested in other activities or have responsibilities outside of school.

Should all high school students be required to participate in an organized sport? In your paragraph, state your position and support it with evidence.

5. Many young people exercise their right of freedom of expression by getting tattoos or other forms of body art. Sometimes, this body art becomes an issue in the workplace. Some employers think that it creates an unfavorable impression in the workplace. They may refuse to hire people with body art or require them to cover it up at work. However, others argue that the body art does not interfere with the actual work, and that requiring them to cover it is discriminatory.

Do you think that employers should be allowed to require workers to cover body art in the workplace? In your paragraph, state your position and support it with evidence.

Scoring Compositions for Overall Quality

Your job is to evaluate the overall quality of the students' compositions. Many dimensions contribute to overall quality. Common criteria for good writing include Ideas or content, Organization, Word choice, Sentence fluency, and Conventions. **Ideas** are the substance of a piece of writing. Good writing includes a clear overall topic and subordinate ideas that make sense and that are clearly explained and elaborated. **Organization** is important to make the ideas in a paper clear and accessible to the reader. Well-written compositions usually include an introduction to the topic. Subordinate ideas should be clearly connected to the overall topic with appropriate transitions. **Word choice** is important both for clarity and style. Well-chosen words convey meaning clearly and enliven the writing. Poorly chosen words may be vague or repetitive. In some cases, word **usage** may be incorrect. **Sentence fluency** includes the flow of language and variety in sentences, as well as correct grammar and sentence structure. Finally, **conventions** are all the mechanical features of written language -- spelling, punctuation, capitalization. Your job is to consider all of the dimensions to evaluate the overall quality of the essay.

Overall Quality

Score of 7

The composition has a clear overall topic elaborated with ideas that are supported with specific and relevant details. It is organized with an introduction, clearly sequenced ideas, smooth transitions, and a conclusion. Words are chosen that convey meaning clearly, and sentences are varied in form and length. There are few, if any, errors in grammar and usage.

Score of 5

The composition has a clear overall topic with related ideas that are supported with details. Most of the ideas are elaborated to some degree. It is organized with an introduction, a sequence of ideas with some transitions, and a conclusion. Word choice is generally appropriate, and there is some variety of sentences. There may be occasional errors in grammar or usage, but they do not interfere with understanding.

Score of 3

The composition has a topic and a few related ideas but there is little elaboration. Ideas may not be explained well or may be a little difficult to understand. Organization may be weak and it may lack an introduction and transitions among ideas. Word choice may be repetitive or vague, and sentences may be simple or lack variety. Errors in grammar and usage may interfere with understanding or fluent reading.

Score of 1

The composition has major problems of content and/or organization. It may lack a clear topic; it may have few ideas or the ideas may not make sense or be connected to the topic; it may be poorly organized and difficult to follow. There is little, if any, elaboration of ideas. Word choice may be repetitive or inappropriate, and sentences may be short and simple. There may be frequent errors in grammar and usage that interfere with understanding.

Final Essay Assignment

Instructions:

- Distribute readings:

"Parents Who Opt Out of Tests Teach kids the Wrong Lesson" by the USA Today Editorial Board.

"Tests Decimate Love of Learning" by Jeanette and Lisa Rudley

- Explain that students are to read each editorial, evaluate the arguments and reasons, and develop and express their own view on standardized testing. Students should write an argument paper that explains their position and incorporates the two sources that they have just read.
- Please ask the students to do their best and to use what they have learned during the semester. Also, please refrain from giving them any help during the assessment.

Readings for Final Essay

USA TODAY
Aug 20, 2015, p. A.7

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"Parents Who Opt Out of Tests Teach Kids the Wrong Lesson"

By The USA Today Editorial Board

For as long as tests have been given, students have been dreaming up ways to get out of them. But parents usually saw through excuses and prevailed to keep kids in classrooms on exam day.

Not anymore.

As another school year begins, parents in pockets across the country, from Seattle to Long Island, are protesting what they see as excessive standardized testing. They are refusing to let their children take mandated statewide tests -- an action in which anger has overtaken good judgment.

Granted, the tests required by the federal No Child Left Behind law aren't ideal. In many places, a focus on test-prep has shortchanged more effective ways of teaching. But like them or not, the tests are the most objective measures of student progress and school performance. They shouldn't be dumped by individual parents in political protest.

What began as a trickle of boycotts in 2001 has turned into a torrent in some places. About 200,000 of New York's 1.1 million third- through eighth-graders refused to take the English and math tests this year. In some Long Island districts, refusal rates topped 60%. About half of Washington state's 11th-graders skipped state-mandated tests in April, depressing passing rates because test skippers got scores of zero. Pockets of refusal have shown up in Colorado, New Jersey, Pennsylvania, Utah and other states.

Whether it's permissible to skip the tests depends on where you live. Several states have passed opt-out provisions. Many have not. In New York, for example, school districts are required to administer tests, and there is no provision for opting out. But students who skip the test can be counted as "not tested," and parents have taken advantage of that procedure.

In many places, teachers are part of the opt-out problem because teacher evaluations are based in part on test results, which unions vehemently oppose. Do teachers really want to

return to the days when many teacher evaluation systems were shams and even the worst teachers were seldom fired?

While parents might be opting out with the best intentions, boycotts are not the responsible civil disobedience they envision. Parents are teaching their children to defy rules designed for the good of the community. Parents justify their actions by saying their children have become anxious or traumatized by "high-stakes" tests or perform poorly.

What will these parents do when their child is afraid to go to the dentist? Or take a different test? Or write a class report? You have to wonder what will happen when these kids grow up and face college and workplace competition. Perseverance and the ability to do difficult, upsetting tasks are part of life.

Parents who don't like the public education system have options: They can home-school their children or send them to private schools. If they opt for public education, they can work within the system to improve testing or change the law. But flouting the rules teaches everyone, including their own children, the wrong lessons.

USA TODAY
Aug 20, 2015, p. A.7

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Tests Decimate Love of Learning

By Jeanette Deutermann and Lisa Rudley

Parents in this country have a fundamental right to make educational decisions on behalf of their children. This includes standing up against a system we feel is detrimental to our children, their education and the foundation of our communities -- our public schools.

The excessive high-stakes testing obsession that has marched into our classrooms through federal and state mandates has decimated the love of learning for millions of children. Testing is not the enemy. Our children are diagnostically assessed by their teachers throughout the year. However, these high-stakes tests are neither diagnostic nor useful tools for the very educators forced to administer them.

After an entire year spent test prepping and up to 18 hours of testing for our youngest learners, what benefit do the tests provide our children? Very few test questions are released publicly, and the few that have been revealed are reading passages that are multiple grade levels above the grade being tested. Millions of taxpayer dollars are spent on excessive testing every year.

In the months before the assessments, parents report children being agitated, physically ill, showing signs of anxiety and losing sleep. We're talking about children as young as 8 years old. Why would we put our children through this if it isn't really about improving their individual educational experience and outcomes?

What do children acting alongside their parents learn from this act of civil disobedience? They learn to be upstanders, not bystanders. They learn that when you can speak for those who cannot, you must. They learn that when like-minded citizens act in unison to right a wrong, they can, in fact, do so against all odds.

Parents of about 200,000 children in New York said "enough is enough" by refusing to participate in these harmful policies in order to protect their children, restore local control and get back their children's classrooms.

Jeanette Deutermann and Lisa Rudley are public school parents and founders of New York State Allies for Public Education

Scoring Compositions for Overall Quality

For this assessment, students were given two articles that presented opposing positions on an issue and asked to write an essay arguing for their own position while using information from both articles. Your task is to evaluate the overall quality of the essays. Many dimensions contribute to overall quality. Common criteria include **Ideas, Organization, Word choice, Sentence fluency,** and **Conventions**. In this case, **Use of Sources** is also critical. **Ideas** are the substance of a piece of writing. A good argumentative essay should explain the issue, take a clear position, provide reasons and evidence/explanations, and address counterarguments. The ideas should be clearly explained and elaborated. **Organization** is important to make the ideas clear and accessible to readers. A well written essay includes an introduction, clearly sequenced ideas with smooth transitions, and a conclusion. Ideas and organization are, of course, connected to use of sources.

Use of Sources includes several dimensions. Students were expected to use **information from both sources** and to **reference** the sources. It is better to use **important ideas** from the sources – reasons or key evidence – rather than just minor details or facts. The ideas from a source should be presented **accurately** and **integrated** with ideas from the other source and with the student's own ideas from personal experience or common knowledge. As a rater, you need to be familiar with the source essays and their main ideas. You will have the essays and lists of main ideas from them. Fully correct **referencing** includes citations in the text and references at the end. Citing the author in some way in the text is more important than formatting details. **Plagiarism** includes both copying and using ideas without citation. Ideas from sources should be written in the student's **own words**. **Copying** is far more serious for the current rating because it does not show comprehension of the ideas. Use of key terms from the source is appropriate, but patch-writing, or re-arranging the words of the source or substituting synonyms is not. **Quotations** should be used selectively to present key ideas from the source, and they should constitute a small percentage of the essay. They should be marked and cited.

Word choice is important both for clarity and style. Well-chosen words convey meaning clearly and enliven the writing. Poorly chosen words may be vague, repetitive, or incorrectly used. **Sentence fluency** includes the flow of language and its clarity. Good essays have sentences that are easy to understand and vary in complexity. Weak sentences interrupt fluent reading or interfere with comprehension. **Conventions** includes grammar and the mechanics of writing – spelling, capitalization, and punctuation. Even good writing can have some errors. These three features of language at the word and sentence level are considered together. They should be considered when they either make a clear contribution to conveying ideas clearly with style or interfere with fluent reading and clarity.

Your task is to consider all of these dimensions and select a score, 1 to 7, that represents overall quality.

	7	**5**	**3**	**1**
Ideas/ Content	The essay takes a clear position on the issue, supports it with relevant and elaborated reasons and evidence, and addresses opposing or alternative positions effectively.	The essay takes a clear position on the issue and supports it with relevant reasons and some evidence; it may consider an opposing position.	The essay takes a position and includes a few related ideas but there is little elaboration. Ideas may not be explained well or may be a little difficult to understand.	The composition has major content problems. It may lack a clear position; it may have very few ideas or the ideas may not make sense or be connected to the topic.
Organization	It is organized with an introduction, clearly sequenced ideas, smooth transitions, and a conclusion.	It is organized with an introduction, a sequence of ideas with some transitions, and a conclusion.	Organization may be weak to the point that it begins to interfere with understanding or fluent reading.	The composition has major problems of organization. It may be poorly organized and difficult to follow.
Word Choice	Words are chosen that convey meaning clearly.	Word choice is generally appropriate.	Word choice is limited and may include some incorrect/awkward usage.	Word choice is limited with incorrect usage.
Sentence Fluency	Sentences are clear and varied in	Sentences are generally clear	Some sentences may be awkward	Numerous sentences are

	complexity.	with some variety.	and unclear or uniformly short.	awkward and unclear.
Conventions	There are few, if any, errors in grammar and usage.	There may be occasional errors in grammar or usage, but they do not interfere with understanding.	Errors in grammar and usage may interfere with understanding or fluent reading.	There may be frequent errors in grammar and usage that interfere with understanding.
Use of Sources	• The essay uses important ideas from both texts with correct references to the sources. • The ideas are conveyed accurately in the student's own words. • If used, quotes are selected to convey important ideas, marked, and cited. • Ideas from sources, including quotes, are integrated with the	• The essay uses at least one idea from each text with some reference to the sources. • Most of the ideas are fairly accurate and in the student's own words, though there may be some close paraphrasing or minor copying. • If used, quotes may convey less important ideas or be slightly overused, but they are marked and cited.	• The essay uses ideas from one or both texts but the sources may not be referenced. • Those ideas may be inaccurate or unclear or limited to minor details or some content may be copied without citation. • Quotes may be used excessively to convey ideas without showing understanding. • The essay relies primarily on personal knowledge, some of which	• The essay does not use ideas from the sources and does not mention them. • Thus, the essay relies entirely on personal knowledge, some of which may be unclear or irrelevant. OR • Substantial sections of the essay are copied.

overall argument. • Personal knowledge (experience and common knowledge) is integrated with the full essay.	• Ideas from sources, including quotes, are included in the essay but may not be integrated well. • Personal knowledge is used in relevant ways.	may be unclear or irrelevant. OR Ideas from sources are poorly integrated with the essay.	

Some additional guidance:

Read the essay multiple times. Read first for an overall impression, thinking about clarity of ideas and organization, use of sources in general, and problems with language. Read again, looking specifically for ideas from sources and whether they are expressed in the student's own words and cited and whether they are integrated with each other and the student's own thoughts. Think also about whether language features (vocabulary, sentence structure, conventions) add to quality or interfere with fluent reading and comprehension. The overall judgment should balance all features but placing more emphasis on ideas, organization, and use of sources than on language features. A rating of 7 indicates good writing across all dimensions. A rating of 5 indicates adequate writing that references some information from both sources, takes a position and supports it, and is written relatively clearly without language problems that interfere with reading. A rating of 3 indicates an essay with some significant problems; it takes a position and provides some support but with limited ideas and elaboration, source information may not be referenced, language problems may interfere with reading or understanding. A rating of 1 indicates severe problems that touch all areas on the rubric.

Note on plagiarism and copying. Plagiarism includes using ideas without giving credit as well as copying. Copying is more serious, especially for the current rating. If students use their own words to convey the source ideas it shows understanding of those ideas; they just need to learn to cite them properly. When students copy from the sources, they may not even understand them. In fact, overuse of quotes, while not plagiarism, may also indicate lack of understanding. If you observe copying, discount any paragraphs or ideas

that are majority copied (i.e., rate as if those paragraphs were not there), plus reduce the score. If all of the paragraphs are majority copied, score a 1.

Lack of clarity can come from many sources: inaccurate ideas from sources, severe disorganization with sentences in a paragraph on different issues, or difficulty with language that you might see in an L2 learner. In the case of language issues, try to determine if the underlying ideas make sense and give credit for that before subtracting points for the language.

Referencing ideas in the text is more important than including references at the end.

Score of 1

Essay 228 is a poorly organized mix of ideas on both sides of the issue without taking a clear position, though it does lean in favor of tests. Each paragraph states an idea and comments on it, but the paragraphs are not connected. Information from sources seems to be used but without citation. There are numerous grammatical errors that interfere with comprehension.

228

Standardized testing can be useful to show how well the children are learning. If tests are not given, there would not be anyway to see if the teachers are doing their job in teaching. Parents should have documentation on the standardized testing that their child is given to see if it does help their children's education.

Parents should be able to get as much information about the testing before being so against it. A copy of the tests could be an option to receive to see how their children scored on the test and have more of an understanding on how well they are learning.

Students should not have a choice to take standardized tests in school, they may feel they don't have to take other tests also. When the student gets older and goes to college there won't be a choice on having to take tests there also.

Parents feel like it is their right to give their children the choice on taking standardized tests. The tests seem like they are a waste of time, being there aren't any results from them to be given to the parents.

Speaking up for our children is what parents are supposed to do. Or they didn't want to deal with hearing about their children complaining about taking the tests, and they wanted an option for them not to have to take it.

Parents could help their children by them getting extra rest for the test. Speaking to their children the importance of taking the test to show how well their teacher is teaching them. It also helps the school by the overall grades all the students get.

The better a parent understands the standardized tests in their child's school the more they will understand why it is important for them to take it instead of trying to help their child get out of taking the test.

Score of 2

Essay 223 is organized with introduction, reasons, counterargument, and conclusion. It begins with a good hook and a clear, if poorly stated, position. But the remaining paragraphs consist largely of quotes without any comprehensible explanations. As a result, the essay makes little sense. Also note that the student referenced the wrong article in the first three citations.

223

Argument Final

Parents Discouraging Children From Tests is Unacceptable

When I was in grade school, I absolutely hated tests. I would even go to the extent of pretending I'm sick to my parents, just to get out of a test. No matter, what my mom would always put her foot down and make me go. I never had a parent that discouraged me from a test before. But some of my friend's parent's were like that, and I always wondered why? Parents taking children away from tests is bad for multiple reasons.

To begin with, one reason parents taking children away from tests is bad is it effects their education. According to Deutermann and Rudley (2015), "The tests are the most objective measures of student progress and school performance" (para. #4). Tests are very beneficial when it comes to a child's learning development. Additionally, Deutermann and Rudley (2015) states, "About half of Washington state's 11th-graders skipped state-mandated tests in April, depressing passing rates because test skippers got scores of zero" (para. #5). Those declining rates affects the school and child drastically.

Secondly, another reason parents taking children away from tests is bad is that it teaches them the wrong idea. According to Deutermann and Rudley (2015), "If they opt for public

education, they can work within the system to improve testing or change the law. But flouting the rules teaches everyone, including their own children, the wrong lessons" (para. #10). Parents are setting examples in all the wrong ways for their kids.

Despite these disadvantages, others think parents taking children away from tests is good. As claimed by Deutermann and Rudley (2015), "These high-stakes tests are neither diagnostic nor useful tools for the very educators forced to administer them" (para. #2). With that being said, what beneficially comes out of tests? Additionally, Deutermann and Rudley (2015) states, "Millions of taxpayer dollars are spent on excessive testing every year" (para. #3). If that's the case, think about all the other places that money could go and be used beneficially. However, those high-stakes tests energize and help the student by acting as practice. They may not be useful to the educator administering them, but they are useful to the student.

As you can see, parents taking children away from tests is bad for multiple reasons. So instead of teaching your children bad examples, you can either homeschool them or send them to a private school.

Parents who opt out of tests teach kids the wrong lesson. (2015, 08/20). USA TODAY Retrieved from http://sks.sirs.com

Deutermann, J., & Rudley, L. (2015, 08/20). Test decimate love of leaning. U SA TODAY Retrieved from bttp://sks.sirs.com

Score of 3

Essay 210 has an introduction, conclusion, and three reason paragraphs. The introduction and conclusion are clear but formulaic, just listing the reasons. Both sources are used and cited but quotation marks are missing for two quotes; there are no references. The counterargument of USA today is mentioned but in a confusing sentence. The three reasons are explained in the writer's own words and with some of the writer's ideas. Grammar problems interfere with fluent reading but not comprehension.

210

Throughout school years we experience many changes, from education, to classrooms, teachers and material. But a big change that needs to be made is allowing students to opt out of tests with no penalty. While discussing this topic of change we will evaluate that schools often fail to see what effects tests have on kids, parents want to teach their kids valuable lessons, and that the value of education has been lost. In conclusion we will be discussing the kinds of reactions and effects standardize testing is bringing about students, parents and schools.

Throughout the school year students are often given and assessed on how well they do on standardize testing, but what schools often fail to evaluate is what kind of toll it is taking on their students. Many parents are beginning to realize what kinds of effects these assessments may be having on their child. For example, Jeanette Deutermann and Lisa Rudley state that parents are often witnessing them being agitated, physically ill, showing signs of anxiety and losing sleep.

Many students experience these things because little time is spent in the class room to prepare them for these important tests. They then are expected to study at home on top of their other academic responsibilities and then Deutermann and Rudley state that students

are often tested at a higher-grade level then the on enrolled in. So, in my opinion it's easy to say stress levels may

be high. They express at the end of the article that after seeing what their child goes through for these assessments' parents are beginning to question why they are putting their child through these things if it is not actually benefiting their individual education. In conclusion schools need to take into consideration what effects these tests may be having on these children.

Parents often want to teach their children to stand up for something they believe should be changed for the better of others. Deutermann and Rudley explain that when children stand by their parents they can learn how to be upstanders not bystanders, how to speak for others if they

cannot speak for themselves and that if people stand up in unison you can go against all odds. For example, I believe while these parents fight for their students right to opt out of or get rid of standardize testing the children are learning that they can stand up for something that is going to benefit people in a positive way. Parents have the fundamental right to make educational decisions on behalf of their child, so I believe the writers of "Parents Who Opt Out of Test Teach Kids the Wrong Lesson" they believe in and are teaching children that even if you have the right to do something you shouldn't do it. In conclusion, parents who are standing up for their child are teaching them and pushing them in the right direction for the future.

Throughout the years the value of education and learning have been lost. In many schools' students get bombarded with tests from day one, it often starts with a pretest that will help evaluate the teacher, then a test that will just be for a regular class, state testing, standardize testing done by schools, PSAT, SAT, and posttests. Throughout lessons teachers will say what will and won't be on a test so then students are pressured to learn certain material, rather than learning and understanding all of it. Deutermann and Rudley state that trough out the school year teacher will provide their own assessment of their students to see where they stand but they are still forced to stress and cram studying in for tests that show the school what they have learned, but most of the time the tests do not reflect on the current school year. Many teachers do not teach for the right reasons anymore they teach a certain amount of material that they can use to test their students on. In conclusion, many teachers do not teach for students to understand material, they teach them, so they can be tested. That is where the value of education is lost.

In brief we discussed that changes need to testing need to be made because of the effects it has been having on our students, we then talked about how many parents want to show their kids how to stand up for something in a positive way and lastly that many values of education have been lost throughout the years due to the obsession of testing.

Score of 4

Essay 227 is organized with a position, reasons, opposing reasons with rebuttal, and conclusion. However, the ideas and explanations are not entirely clear throughout the paper. The position is that state mandated tests are too rigorous for young children. Both sources are used and cited, following the general format of reason-quote-explanation, but the explanations are not entirely clear or elaborated. The second reason in particular is not clear and uses a quote not related to the point, and the rebuttal is weak. Other than the quoted sentence fragment in the introduction, minor grammar errors do not interfere with reading.

227

Testing is Diminishing Our Children's Love of Learning

In today's society, too harsh of a focus is put on testing to the exclusion of everything else where modern federal and state mandated high stakes testing diminish students aptitude towards learning. "...entire year spent test prepping and up to 18 hours of testing for our youngest," Jeanette Deutermann and Lisa Rudley 2015 (para. 3). This is too rigorous for young children in elementary schools who don't fully understand the importance of the test or the testing material to begin with. For them, this is merely an activity they are bound to take part in.

The rigorous testing leaves a lasting impression on young children, and not a positive one. "In the months before the assessments, parents report children being agitated, physically ill, showing signs of anxiety and losing sleep. We're talking about children as young as 8 years old." Jeanette Deutermann and Lisa Rudley 2015 (para. 3). It is unacceptable to put a child in elementary school through distress of this sort which could leave permanent effects. I remember when I was younger and I had to take standardized

tests. It was a moment of panic for me because it could determine which classes I ended up in.

High stakes testing takes a toll on young children because they don’t have a profound understanding yet. It doesn't help that "Our children are diagnostically assessed by their teachers throughout the year." Jeanette Deutermann and Lisa Rudley 201 5 (para. 2). Children don 't understand that the teachers are doing their jobs. Children feel like they are just a number in the system not cared about which in many cases is untrue.

These high stakes tests are not fair to children or parents. "Very few test questions are released publicly, and the few that have been revealed are reading passages that are multiple grade levels above the grade being tested" Jeanette Deutermann and Lisa Rudley 2015 (para. 3). This simply makes for unclear unfair testing where parents really can't help case or prepare their child for the test, as a result students are stuck in an endless panic where they can't put to ease until the test is administered

In "Parents Who Opt Out of Tests Teach kids the Wrong Lesson" 2015 (para. 9) it is mentioned that some parents are fighting these standardized tests by having kids not take them teaches kids to run away from their problems and issues rather than dealing with them. Although a valid point, it is a question of if your health and well being is at risk it may be better to run away from your problems.

Standardized testing has too harsh a focus on the testing aspect of education and not enough focus on the teaching aspect. It is as if because of these tests schools teach how to take a test, rather than teaching the material that will benefit students in life. One way or

another, these tests are making students not wanna learn because they view it as "what's the point?" because they are not good at nor interested in test taking.

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Deutermann, .I.,& Rudley, L. (2015, 08/20). Tests decimate love ofleaming. *USA TODAY* Retrieved from bJtps://sks.sirs.con1

http://sks.sirs.comlibproxy.dtcc.edu/webapp/article ?artno=37705&type=ART

Score of 5

Essay 229 is well organized. The position is implied rather than stated in the introduction, which is followed with two clear reason paragraphs, an opposing position with rebuttal, and a conclusion. The essay takes the simpler position that standardized tests should not be given rather than the issue in the sources about whether parents should be able to opt out. The paragraphs themselves are organized with a topic sentence, quote with citation, and comment about the quote. The ideas are not elaborated; for example, the first reason paragraph does not explain the evidence that tests are not useful. And the writer's own ideas are not included. The language is simple but adequate; a few errors like the sentence fragment in the first paragraph do not interfere with comprehension.

229

Bring the love back for learning

Most children enjoy going to school when they are younger. They love to go to school and learn new things with their teachers and their friends. The children show off what they have been learning in their class. It doesn't sound like a stressful environment and it shouldn't. But with standardized testing being a huge part of the public school system, it has made a negative impact on children. Therefore, slowing pulling them away from the love of learning.

One reason standardized testing should not be in schools is that these tests are not useful. As Deutermann & Rudley (201 5) states, "these high-stakes test are neither diagnostic nor useful tools for the very educators forced to administer them." (para. 2). Teachers have their own tools to use in class which would come with greater benefits rather than being forced to test children on subjects they might have not thoroughly gone over. The children are put at a huge disadvantage.

Another reason standardized testing should not be in schools is that children are too stressed about the tests. Deutermann & Rudley also point out that, "parents report children being agitated, physically ill, showing signs of anxiety and losing sleep." (para.4). Children should not have to stress out about testing at such a young age, it is not worth all of the illnesses and lack of sleep. The children should be able to go to school and be happy to learn what the teachers are teaching them without being so anxious for months.

Despite these advantages, some people might say that tests are used to measure student progress. According to USA Today (20 15), "like them or not, the tests are the most objective measures of student progress and school performance." (para.4). However, the students are put in a tough spot because some students do not like to be under pressure and will not do as good on a test. Also, some students are not good at taking test but are great in class. For example, some children might be better at doing worksheets in class, doing class discussions but not do well on a test. For that very reason that shouldn't be the main way to measure student progress and performance.

For these reasons, standardized testing should not be in schools. Children should be able to go school and learn how they are most comfortable. Children should have a fair chance on their progress in school. At their age the students should not have to be so anxious about a test that is only given once or twice a year and only worry about what they are learning in class currently. Once this is resolved, children could go back to having a love for learning and enjoy going to school for all of the right reasons.

References

Deutermann, J ., & Rudley, L. (2015, 08120). Tests decimate love of learning. USA TODAY retrieved from htt p://sks.sirs.com

Parents who opt out of tests teach k ids the wrong lesson. (2015, 08/20) USA TODAY retrieved from http://sks.sirs.com

Summary Measure for English 091

Instructions: Explain the purpose for the summary outline is for students to use what they have learned during the semester about summarizing readings. Students have to write the main idea of an article and the major details the author uses to support the main idea.

If students have access to a computer for this writing task, then please collect two copies of the summary outline. If students are handwriting the summary outline, please submit the original copy. If you need a second copy, then let me know I will copy them for you.

After reading the article, please complete the following tasks:

1. In a complete sentence, write the main idea of the article.
2. In complete sentences, list the major details the author gives to support the main idea.

Main Idea:

Major details:

Reading for Scoring Summary Outlines

New York Times
(New York, NY)
Aug 28, 2018, p. A.23

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“The Dangers of 'Safe Injection"”
By Rod J. Rosenstein, Deputy Attorney General of the United States

Almost 64,000 Americans died of drug overdoses in 2016, a shocking 54 percent increase since 2012. Dangerous opioids such as heroin and fentanyl contributed to two-thirds of the deaths. This killer knows no geographic, socioeconomic or age limits. It strikes city dwellers and Midwestern farmers, Hollywood celebrities and homeless veterans, grandparents and teenagers.

Remarkably, law enforcement efforts actually declined while deaths were on the rise. Federal drug prosecutions fell by 23 percent from 2011 to 2016, and the median drug sentence doled out to drug traffickers decreased by 20 percent from 2009 to 2016.

The Trump administration is working to reverse those trends. Prosecutions of drug traffickers are on the rise, and the surge in overdose deaths is slowing.

Unfortunately, some cities and counties are considering sponsoring centers where drug users can abuse dangerous illegal drugs with government help. Advocates euphemistically call them "safe injection sites," but they are very dangerous and would only make the opioid crisis worse.

These centers would be modeled on those operating in Canada and some European countries. They invite visitors to use heroin, fentanyl and other deadly drugs without fear of arrest. The policy is "B.Y.O.D."--bring your own drugs--but staff members help people abuse drugs by providing needles and stand ready to resuscitate addicts who overdose.

Last year, San Francisco assembled a task force to establish an injection site, and last week the California State Senate passed a bill that would allow San Francisco to operate such sites and grant legal immunity to the drug users who visit them. In May, the mayor of New York City announced a plan to open four injection sites. A Seattle task force approved a similar plan, and city officials have pitched outfitting a van as a mobile

injection site. Numerous states, including Colorado, Massachusetts, Vermont and Maine, have explored similar options to help their residents use hard-core drugs.

One obvious problem with injection sites is that they are illegal. It is a federal felony to maintain any location for the purpose of facilitating illicit drug use. Violations are punishable by up to 20 years in prison, hefty fines and forfeiture of the property used in the criminal activity. The law also authorizes the federal government to obtain civil injunctions against violators. Because federal law clearly prohibits injection sites, cities and counties should expect the Department of Justice to meet the opening of any injection site with swift and aggressive action.

Proponents of injection sites say they make drug use safer, but they actually create serious public safety risks. Many people addicted to opioids use illicit fentanyl or one of its analogues, which can be up to 5,000 times more powerful than heroin. Users often have no idea what they are actually buying from criminal drug dealers. Moreover, a bystander or emergency medical worker who comes into contact with such drugs can be gravely harmed.

Additionally, injection sites destroy the surrounding community. When drug users flock to a site, drug dealers follow, bringing with them violence and despair, posing a danger to neighbors and law-abiding visitors. For instance, the area near an injection site in Vancouver, British Columbia, was described by a member of the Redmond, Wash., City Council as "a war zone" with "drug-addled, glassy-eyed people strewn about" and "active drug dealing going on in plain sight."

Injection sites do not help drug users overcome addiction. Most visitors simply walk in, get high and stumble out. Some estimates suggest that as few as 10 percent of injection site users find their way into treatment. The rest continue the downward spiral of addiction.

Supporters also ignore the unintended consequences on the next generation. Injection sites normalize drug use and facilitate addiction by sending a powerful message to teenagers that the government thinks illegal drugs can be used safely.

That is not the way to end the opioid crisis. Americans struggling with addiction need treatment and reduced access to deadly drugs. They do not need a taxpayer-sponsored haven to shoot up.

To end the drug crisis, we should educate everyone about the dangers of opioid drugs, help drug users get treatment and aggressively prosecute criminals who supply the deadly poison. Under the leadership of President Trump and Attorney General Jeff Sessions, the Department of Justice is delivering results. Many federal, state and local agencies are working with us to combat opioid addiction. Cities and counties should join us and fight drug abuse, not subsidize it.

Instructions for Scoring Summary Outlines

For this assessment, students read an article and were asked to summarize the author's thesis and the major details. Your task is to evaluate whether students' responses accurately represent the author's thesis and major details of the article. First, read through the student's responses to identify the author's thesis and major details. Next, use the checklist to record how many of the major details are listed.

Scoring the outlines. If the author's thesis is accurately represented, assign 2 points. If students list any details as the author's thesis, do not give credit for the thesis nor the detail. Such a mistake shows limited understanding of the article. If the author's thesis is accurately represented but also includes details, give it 1 point. Assign 1 point for each idea that is accurately represented. If a student combined two ideas in one response, then each idea would receive a point, for a total of 2 points. The terms *and/or* or *OR* in the scoring key means either part of the response is sufficient. For the conclusion, assign 1 point if *education*, *drug treatment*, and *prosecution* are mentioned, assign a half (.5) point if only one or two of the topics are mentioned.

The Dangers of 'Safe Injection' by Rod Rosenstein
THESIS
• Safe injection sites are dangerous **and/or** would make the opioid crisis worse **OR** not viable solution
ISSUE
• Opiate drug overdoses have increased in recent years.
• Some cities plan to open safe injection sites to reduce drug overdoses
• Trump administration has increased drug prosecutions
PRO
• Safe injection sites are illegal under federal law
• Injection sites destroy the community **OR** bringing drug dealers **and/or** violence
• Safe injection sites do not help users overcome addiction **OR** don't provide treatment
• Injection sites send a message to youth that opioids can be used safely **OR** normalize drug use
• Injection sites create safety risks because opioids are dangerous to users **and/or** medical workers
CON
• Safe injection sites provide clean needles **and/or** can resuscitate addicts who overdose, saving lives
CONCLUSION

- The way to solve this problem is through education, drug treatment, and aggressive prosecution

Student Interview Questions

To learn what the students retained from the curriculum as well as what they thought of the teaching methods, I conducted six interviews. Two students from each section of the treatment group were interviewed, six students total. Instructors were asked to provide one student from the top 25% of the class and one from the bottom 25% of the class. Interviews were conducted at the end of the four-week semester. I asked three open-ended questions with probes. Interviews took approximately five to 10 minutes. The following questions were asked of six treatment group students:

Question 1. When assigned a reading, what tasks should you complete?

Probe: What is the first thing you should do?

Probe: Do you recall the mnemonic used in class?

Probe: After you set a reason or goal for the reading, what do you do next?

Probe: What do you do while reading?

Probe: After reading, what task do you complete?

Question 2. When given a writing assignment, what steps should you take?

Probe: What is the first thing you should do?

Probe: Do you recall the mnemonic used in class?

Probe: After you set a reason of goal for your writing assignment, what do you do next?

Probe: After drafting, what steps are next?

Question 3. What were your overall impressions of the curriculum?

Appendix G

RESEARCH CONFERENCE PROPOSAL

On December 1, 2019, I submitted the following proposal to the Two-Year College English Association (TYCA) Diana Hacker TYCA Outstanding Programs in English Awards. The following artifact shows acknowledgement of submission, the criteria for the submission, and my proposal.

December 4, 2019

MEMORANDUM TO: Eric Nefferdorf, Delaware Technical Community College, Newark, DE

FROM: Linda Walters-Moore, TYCA Administrative Assistant

SUBJECT: Nomination Received – 2020 Diana Hacker TYCA Outstanding Programs

I want to inform you that I have received your submission for the 2020 Diana Hacker TYCA Outstanding Programs in English Awards. Your application will be forwarded to the selection committee.

Please contact me if you have any questions.

Diana Hacker TYCA Outstanding Programs in English Awards

Program Description -- Please provide a brief description of your program in 60 words or less.

Research shows that many students who enter college without the prerequisite skills in English and math often have high attrition rates and low graduation rates,

particularly among minority students. My program is an accelerated intervention aimed at improving reading and writing skills as well as increasing self-efficacy in community college students placed into developmental education English courses.

Program Statement – Please provide a detailed explanation of the program's goals and impact in 1,000 words or less. Be sure to include a description of the program, the purpose, the focus, the target population, the outcomes, and the evaluation process. Remember to consider the five criteria by which the program will be judged (listed on the print version of this form) as you develop your statement.

Criteria

1. Sensitivity to the educational, cultural and ethnic needs of diverse students.
2. Innovative strategies for improving student learning that can be shared so that other teachers and colleges can benefit by adopting or adapting them.
3. Evidence of success in improving student learning.
4. Collaboration among those who participate in or are affected by the programs.
5. Pedagogy informed by sound theory and practice.

Context

Community colleges have an important role in the American higher education system. Open admissions policies and low-cost tuition provide opportunity to higher education for many who otherwise might not have access to it. However, increased access to higher education has also posed challenges for community colleges across the country. Research shows that students who place into developmental education (DE) courses, many of whom are low-income and minority students, often have lower numbers for degree completion (Bailey, Jeong, & Cho, 2010). The question of how to effectively

serve DE students has become one of the most difficult issues facing community colleges today (Crisp & Delgado, 2014).

In response to this challenge, community colleges across the country have increased offerings of accelerated DE courses with the intention of helping underprepared students matriculate into college-level courses at a faster rate and eliminate exit points—places where students may stop attending (Jaggars, Hodara, Cho, & Xu, 2014). In its *Blueprint for the Future: Keeping Students First* report (2015), Delaware Technical Community College (DTCC) called for the "expanded options for accelerated completion of developmental education such as integrated developmental college courses, summer bridge programs, and boot camps" (p. 13). In 2015, DTCC started offering an accelerated DE English course for students who scored one to twelve points below the ACCUPLACER cutoff scores for college-level English. Enrollment in the accelerated DE English course reduces the need for remediation and allows students to take an 11-week first-year composition course the same semester. However, the questions about the effective instructional methods and the long-term benefits of accelerated English courses still remain, and little empirical research exists.

The Program

My goal was to design a curriculum that was accelerated, addressed self-efficacy, and included reading and writing strategies. Furthermore, the curriculum had to be relevant to the work students will encounter in college-level courses. Oftentimes, curriculum in DE courses focuses on helping students build requisite skills necessary for reading and

writing through practices in textbooks and real-life readings (Perin, 2013). While these curricula may seem like a logical progression towards competency, some have hypothesized that curricula focused on subskills such as grammar can be de-motivating because it does not seem relevant to college-level work, thus decreasing student motivation and possibly contributing to student attrition (Jaggars et al., 2014).

In 2018 as the Developmental Education Program Coordinator at DTCC, I created an accelerated curriculum using the *Supporting Strategic Writers* curriculum, a full-semester curriculum created by Dr. Charles MacArthur, as the foundation. The accelerated curriculum shared many characteristics of the *Supporting Strategic Writers* curriculum, but added and modified lessons to link the curriculum to the learning objectives of the accelerated DE English course at DTCC.

Like the original curriculum, the core of the accelerated curriculum is self-regulated strategy instruction. Strategy instruction explicitly teaches metacognitive strategies used by proficient learners to struggling learners to help them complete challenging tasks independently and increase self-efficacy, students' beliefs in their ability to complete a task (MacArthur, Philippakos, & Ianetta, 2015). Cognitive models of instruction provide practitioners with the underlying concepts for strategy instruction and stress the importance of metacognitive skills, such as goal-setting, self-monitoring and self-evaluation.

To learn if the accelerated curriculum had an impact on the quality of writing, reading comprehension, and students' self-efficacy, I divided the seven accelerated DE

English classes offered at the Stanton Campus of DTCC into treatment and control groups with approximately 45 students in each group. Five instructors participated with two in the treatment group and three in the business-as-usual control group. Non-random selection was necessary because faculty members had to agree to participate for professional development (PD) in the summer prior to the fall 2018 course. PD took approximately three hours. Post-intervention interviews with the treatment group revealed the instructors had a positive experience with the curriculum and PD they received.

Evaluation Process and Outcomes

The primary outcome measure was a final examination in which students wrote an argumentative essay drawing on two newspaper opinion articles they had not seen prior to that day. Essays were scored for overall quality on a 7-point scale. Raters independent of the program were trained to evaluate the overall quality essays written from sources. Interrater reliability was acceptable with 52% exact agreement and 93% agreement within one point. A statistically significant effect was found favoring the treatment ($p <$ .002; ES (Cohen's d) = .96). Analysis of other measures (summary, motivation questionnaire, completion of FYC course) are currently being completed, with the expectation of finishing in mid-December. It is my goal to contribute to student success by sharing my research findings with scholars in the field, learning more about how these instructional methods could be applied to other classes, and applying these methods at all DTCC campuses.

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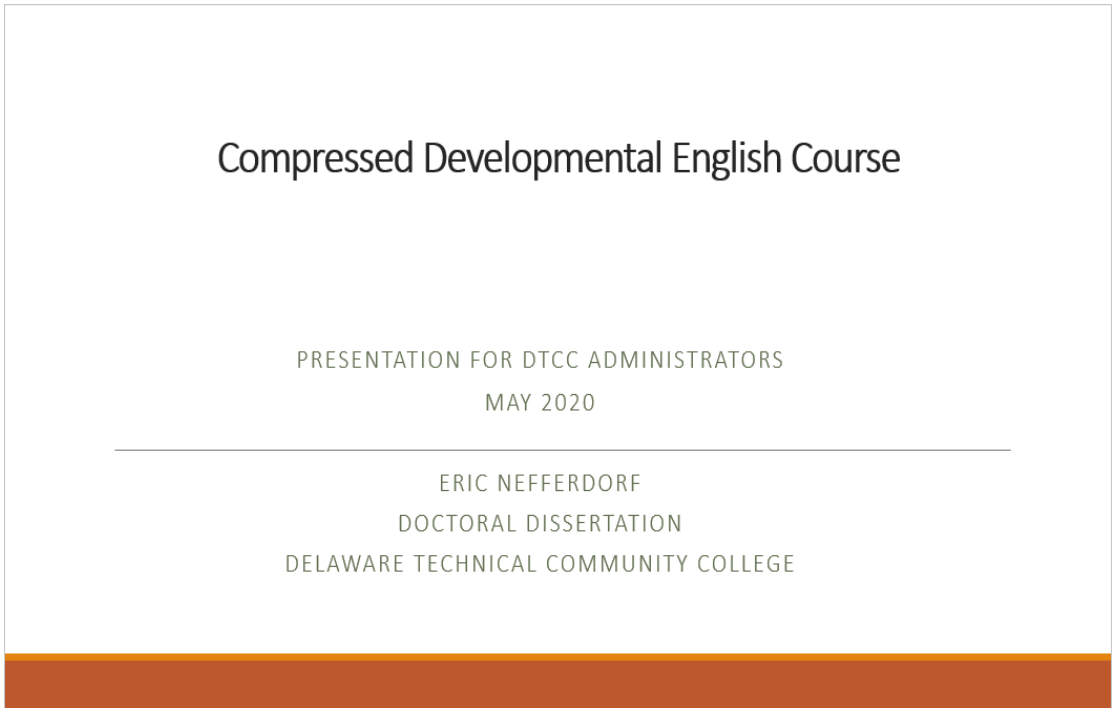
Appendix H

POWERPOINT FOR DTCC ADMINISTRATORS



Overview of Developmental Education

- Developmental education (DE) provides opportunity for many students, particularly underrepresented groups, to attend college.
- However, concerns about the effectiveness of DE and graduation rates persists (Crisp & Delgado, 2014).
- Research shows that many students enter community colleges without the requisite skills to place into college-level courses in English and mathematics (Bailey, Jeong, & Cho, 2010).
- DE is more common among low income, black and Hispanic, and first-generation students (Cox, 2009).

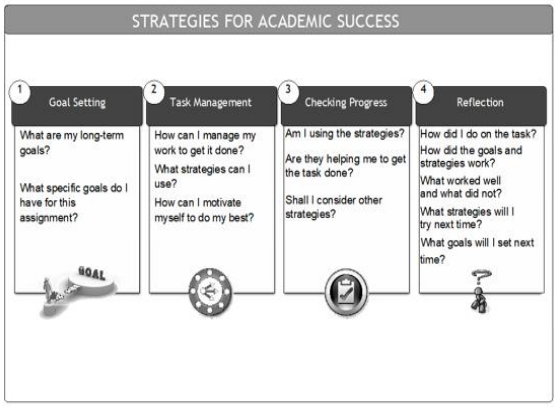
Developmental Education at DTCC

- Delaware Technical Community College has made several efforts to effectively help developmental education students:
  - **Multiple measures.** Research shows that high school GPA is a better predictor of course success than the commonly used ACCUPLACER or COMPASS tests (Scott-Clayton, 2012).
  - **Compressed courses.** The compressed courses are 4-week, 2-credit courses that leaves time for 11-week FYC course are higher-level DE course in the same semester.
  - **Pathways.** The state of Delaware has implemented Pathways which are designed to help students from a younger age to build the necessary background knowledge and familiarize them with the demands of their chosen field.
  - **Accelerated Learning Program (ALP) model.** Currently we are considering acceleration through corequisite remediation.

Structural Change *and* Instructional changes

- All of these structural change efforts have shown progress.
- Little research has focused on instructional changes (MacArthur, Philippakos, & Ianetta, 2015).
- The *Supporting Strategic Writers* (SSW) curriculum was initially developed at DTCC during a 3-year design research project.
- The SSW combines self-regulated strategy instruction with common practices in college composition.
- It offers reading and writing strategies along with self-regulation strategies.
- For my ELP, I developed a compressed curriculum was an adapted version of SSW curriculum

Strategies for Academic Success

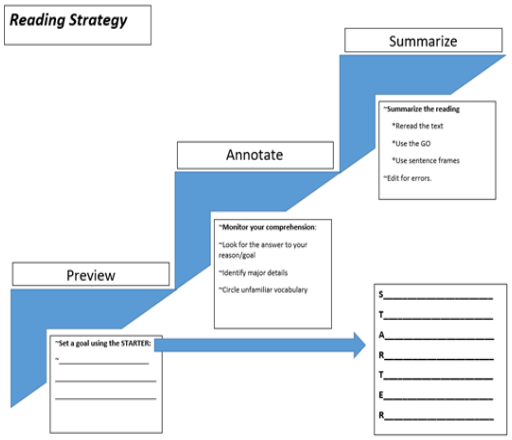


Overview of the Reading Strategy

- The reading strategy is a sequence of strategies designed to help students recognize that reading is a recursive process. It requires students to preview a reading and set a goal, read and annotate, and write a summary of the reading.
- The reading strategy requires students to make predictions about the author's purpose, audience, and text structure and either confirm or adjust them when they read.
- The goal of the reading strategy is to help students become familiar with the ideas in the reading so they can successfully integrate them into an argument essay.

Reading Strategy

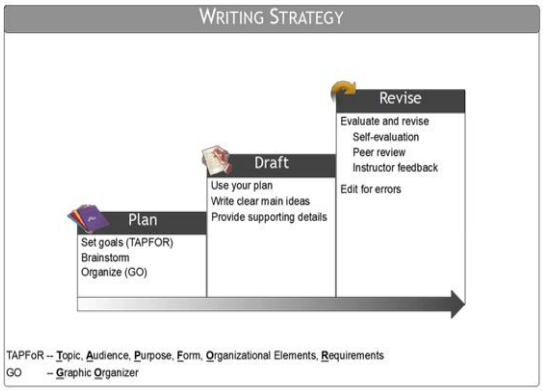
STARTER:
Source?
Topic?
Author's purpose?
Resources?
Text-structure?
Evaluate answers.
Reason for reading?



Overview of the Writing Strategy

- The writing strategy is a sequence of strategies designed to help students recognize that writing has three stages—plan, draft, and revise
- The planning stage requires that students set a goal, generate ideas and organize them.
- The drafting stage requires students to follow their plan and write out ideas and add details.
- The revision stage requires students to review their goal and evaluate their content and edit for errors.

Writing Strategy



Study Design

Quasi-experimental, mixed-method study

Two treatment and 3 control instructors and approximately 63 students

When compared to their counterparts in the control group, would treatment group students, using a condensed curriculum built on self-regulated strategy instruction,

1) write better quality argument essays from sources?
2) show evidence of greater reading comprehension?
3) show increased self-efficacy over the control group?
4) do better in their FYC course than the control group?

Instructor interviews

Student interviews

Pretest and Posttest Means for Treatment and Control on Baseline and Final Essays

	Treatment Mean (SD)	Control Mean (SD)	Total Mean (SD)
	n =22	n =24	n =46
Writing Quality			
Baseline Essays	2.74 (0.75)	2.54 (0.66)	2.64 (0.70.)
Final Essays	3.61* (0.80)	2.83 (0.73)	3.21 (0.85)
Adjusted Final Essay	3.57	2.87	

Note: Writing quality for baseline essays was rated on a 7-point scale. Writing quality for final essays was rated on the same 7-point scale used to evaluate the final essays except for the additional category of source integration.
*p< .002

Results

1. Writing essays with sources, p = .002; ES = 0.96 . Adjusted means for students in the treatment group were .70 higher on the 7-point quality scale than the control group.
2. Summary outlines showed no statistically significant difference between the two group's means The difference in mean scores favored the control group with a small effect size (Cohen's d = .28).
3. Self-efficacy measure showed no statistically significant difference between the two groups' means. Descriptively, both groups made gains from pretests to posttest, but final group means were equivalent. Using means adjusted for pretest scores, the effect size was small (Cohen's d = .06), favoring the treatment group.
4. No significant difference in taking or passing FYC between the treatment and control groups. FYC was taken by 23 C and 24 T; it was passed by 17 C and 13 T.

Student Interview Results

Two students from each section of the treatment group were asked 3 open-ended questions to learn what they remembered from the reading and writing strategies and to listen to their perspectives on the curriculum.

- All respondents were able to recall the three steps in the reading strategy. Most recalled the exact words used in the model, whereas some recalled a synonym or explained what action took place.
- Fewer students recalled the three main steps of the writing strategy. Common among students was confusing parts of the writing strategy (Plan-Draft-Revise) with the organizational elements of argument writing (Introduction-Reasons-Opposing Position-Conclusion).
- All students reported positive experiences with the curriculum, referring to it as enjoyable, helpful, and effective.

Instructor Interview Results

Treatment group instructors were asked 3 open-ended questions to learn what they thought of the curriculum and the professional development they had received.

- Both treatment instructors gave positive feedback, citing they liked modeling, learning new strategies, the repetition of strategies, and the emphasis on self-regulation.
- When asked if they would make changes to the curriculum, one said that students should write sooner and the other wanted PowerPoints added to the curriculum.
- When asked about the effectiveness of the PD, both instructors agreed that two PD sessions would give them more opportunities to practice the strategies, having the curriculum prior the PD would help them get familiar with it, and having the opportunity to practice scoring student papers would be beneficial.

Next Steps

Moving forward, there are fours possible direction in which we can explore:

- Test the revisions
- Scale up.
- Expand Professional Development.
- Examine Co-requisite Models of Accelerated DE courses.

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Appendix I

ELP PROPOSAL

Instruction in Accelerated Pre-College English Courses

An ELP Proposal from Eric Nefferdorf

July 25, 2018

Committee Members:

Dr Charles MacArthur

Dr Steve Amendum

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Instruction in Accelerated Pre-College English Courses: ELP Proposal

Overview

Delaware Technical Community College (DTCC) is a statewide, multi-campus community college serving approximately 14,000 students, both full and part-time, annually at its four campuses located in Delaware. The George and Stanton campuses are located in New Castle county, in Wilmington and Newark respectively. The Terry and Owens campuses are located in Sussex county, in Dover and Georgetown respectively. Like many community colleges in the country, DTCC has an open-admissions policy, resulting in a student population with varied academic ability. Many students at DTCC require pre-college-level courses in English or mathematics, known as developmental education (DE). This challenge is not unique to DTCC, research shows that many students enter community colleges without the requisite skills to place into college-level courses in English and mathematics (MacArthur, Philippakos, & Ianetta, 2015).

The goal of developmental education is to prepare students for college-level study; however, research shows that students who place into DE courses often have low persistence rates (Perin, 2013). In my position as developmental program coordinator at the Stanton campus of DTCC, I teach DE English courses as well as collaborate with developmental program coordinators statewide to set goals and objectives for the three levels of DE English courses. Even though developmental course offerings are plentiful in community colleges, very little research in has addressed the effects of the

instructional approaches used in developmental education (MacArthur & Philippakos, 2013).

In 2013, I participated in the development phase of a research design project at DTCC led by Dr Charles MacArthur and Dr. Zoi Philippakos. The writing curriculum developed in the research design project led to a subsequent experiment at two Mid-Atlantic universities that demonstrated the general effectiveness of self-regulated instruction (MacArthur et al., 2015). The focus of my ELP is on the highest-level DE English course offered at DTCC, English 091, a four-week, 2-credit accelerated English course designed to enable students to matriculate into the first-year college composition course in their first semester. The goal of my ELP is to develop, implement, and assess a reading and writing curriculum for English 091 at the Stanton Campus that is based on self-regulating strategy instruction and compare it to current practices being used in the course.

Assuming the project is successful in demonstrating the positive effects of the reading and writing curriculum, the curriculum could be implemented at the other three campuses of DTCC. Furthermore, the curriculum could be adapted to use with the other three levels of DE English courses at DTCC, potentially increasing completion rates in pre-college-level courses and graduation rates at the College.

Organizational Context

Delaware Technical Community College has a bureaucratic structure led by a board of trustees and the college president. There are six vice presidents, four of whom

serve as campus directors, one vice president of academic affairs and the vice president of creative instruction and technology. Each campus has a dean of academic affairs as well as a dean of student services. Each campus also has several program directors, department chairs, coordinators, and faculty and staff members. Like most community colleges, the mission of DTCC is multifaceted. Listed in the *College Strategic Directions 2017-2021,* the college is offers "comprehensive educational opportunities, that contribute to the vitality of the state including career, general, developmental, and transfer education; workforce development; and lifelong learning" (p. 4). Furthermore, a specific goal listed in the *College Strategic Directions 2017-2021* publication is "Developmental education will prepare students in mathematics, reading and writing to be successful in entry-level college courses and workforce development programs" (p. 4). The mission and goals of DTCC are in sync with national trends in community colleges.

Recently, the American Association of Community Colleges has challenged community colleges across the country to double the number of students who complete developmental education programs by 2020 (American Association of Community Colleges, 2014). In response to this challenge, community colleges across the country have increased offerings of accelerated DE courses with the intention of helping underprepared students matriculate into college-level courses at a faster rate (Jaggars, Hodara, Cho, & Xu, 2014). In its *Blueprint for the Future: Keeping Students First* report (2015), DTCC called for the "expanded options for accelerated completion of developmental education such as integrated developmental college courses, summer bridge programs, and boot camps" (p. 13). In 2015, DTCC started offering an

accelerated DE English course, English 091, for students who scored one to twelve points below the cutoff scores for college-level English. Students scoring between a 65-77 on the ACCULPLACER *Reading Comprehension* test (CPT-R) and 71-83 on the *Online Sentence Skills* test (CPT-W) can register for the 4-week English 091 course instead of the 15-week DE English course, thus reducing the need for remediation from a 15-week semester to a 4-week period and allowing students to take an 11-week first-year composition course in the same semester.

Given the newness of accelerated DE course as well as the important role the course has in preparing students for college-level work, it seems logical to evaluate the instructional methods used the course. While the collegewide persistence rate for students enrolled in English 091 was not available at the time this document was produced, the retention rate for all students at DTCC from fall 2014 to fall 2015 for first-time, full-time degree seeking students was 61% and for first-time, part-time degree seeking students the retention rate was 37% (https://www.dtcc.edu/about/college-facts). Graduation rates for the 2012 cohort for first-time degree seeking students after four years was 14.2 percent (https://www.dtcc.edu/about/college-facts). While these statistics do not focus exclusively on students in DE English courses, they underscore the need to research effective instructional methods for the DE population attending community colleges. My ELP project is the first step in understanding what instructional methods are most effective in accelerated DE English courses. It is my hope that the results of this project can help students at DTCC and the field of developmental education.

Problem Statement

The Common Core State Standards (CCSS) call for all students leaving high school to be College and Career Ready (CCR). Some of the CCSS (2010) requirements are that eleventh and twelfth grade students should be able to independently comprehend complex texts, cite sources, and write effective arguments. As evidenced through the large number of students required to enroll in pre-college-level English courses across the country, many students still struggle with these tasks. The ability to summarize and write from sources are essential skills in college (Perin, Lauterback, Raufman & Kalamkarian, 2016). Improvements in reading comprehension and writing quality are pivotal for students in pre-college-level English courses because of the cognitive demands that will be placed on them in college-level courses.

Mature students successfully activate and utilize metacognitive strategies to achieve learning goals (Englert, Raphael, Anderson, Anthony, & Stevens, 1991). Conversely, low achieving students are not as adept in using metacognitive strategies as their normally achieving peers (Englert & Thomas, 1987). For underprepared students to be successful in college, they must gain awareness of not only the inherent challenges in the reading and writing processes, but also of the proactive role required of them. Students entering community college with low literacy skills need to understand that reading and writing assignments will require significant effort. To be successful in a college-level composition course, students must recognize that reading comprehension is a complex task that requires conscious problem-solving effort (Kintsch, 2004). Without this conscious effort, it is likely that students will struggle to comprehend the complex tasks assigned to them. Likewise, students with low literacy skills must also recognize that

writing is a complex problem-solving process that requires writers to understand both content and rhetorical demands (Hayes & Flower, 1980).

Textbooks frequently used to teach DE English courses focus on skills such as vocabulary development, finding the main idea, sentence construction, the they often include practices and readings that focus on students' interests (Perin, 2013). To these two approaches, Perin (2013) advocates the addition of strategy development. Strategy instruction focused on self-regulating behavior has shown positive effects on the quality of writing in both young learners and adult learners (MacArthur & Philippakos, 2013). At DTCC, developmental coordinators at each campus can choose their own textbook; however, the syllabi are uniform across all four campuses. So even though lessons and instructional methods can vary, the objectives and goals of the goals are the same. In a course as new and important to successful matriculation this, DTCC has an imperative to learn which methodologies are effective and promote them on all campuses.

The goal of this intervention is to improve reading and writing skills as well as to increase self-efficacy for community college students placed in accelerated pre-college-level English courses. It supports the mission of the college because students cannot register for college-level courses until their prerequisite DE English courses are complete. Thus, students who are unsuccessful in DE English courses cannot enroll in any college-level course. Specifically, this intervention seeks to improve students' abilities to summarize and write persuasive essays from sources by increasing students' use of metacognitive strategies in reading and writing. The current intervention strives to use explicit strategy instruction in both reading and writing; each set of strategies will be

offered the students as a strategy package. The two packages or sets of strategies, are explained in further detail below.

Building on the work of Myer & Poon (2001), the reading strategies aims to help students identify the author's schema by recognizing signals in the text that denote text structure. Myer and Poon (2001) reported that readers who might not have approached a reading with any strategy were able to switch to structure strategy after training, a self-regulatory behavior. The reading curriculum requires students to approach informative readings in a three-stage process—preview, annotate, summarize. In the first stage, students are asked to set a goal for assigned reading by briefly previewing the reading and completing the STARTER mnemonic. The mnemonic asks questions of the students and requires them to make predictions based on their preview of the reading.

- Source? What is the source of the material I have just previewed? (Where was it published?)
- Topic? What is the topic? (What is the main subject, focus, or theme of the reading?)
- Author's Purpose? Why is the author writing this article? (Persuade, Inform, Entertain)
- Resources? What resources can I use to either activate or build my background knowledge? (What might you look up to help you better understand the piece?)

- Text Structure? How is the text structured? (Description/narrative, sequence, cause or effect, comparison, problem/solution) Look for signal words.
- Evaluate: Look at your answers you have written so far and then answer the question below.
- Reason? What is my reason for reading the text? (What do I expect to learn from the reading? Write your reason in the form of a question.)

When students start to read and annotate the text, they use the STARTER mnemonic to guide them through the reading, specifically looking for signal words and a possible answer to the question they posed to themselves. Even if students do not find the answer to the question they created, they still will have interacted with the text, thus developing metacognitive strategies. Lastly, at the conclusion of the reading, students are asked to summarize the text. Students are required to review the STARTER mnemonic and see if any are their predictions need adjustment. Going back to the mnemonic also reinforces the recursive nature of reading.

For writing instruction, this intervention will adapt the curriculum developed by MacArthur et al., 2015). Writing instruction will focus on self-regulatory behaviors as goal setting, planning, drafting, and revising for writing persuasive writing essays from sources. This strategy package offers distinct steps to follow when writing and assignment. In the planning stage, students are asked to set a goal for wiring by using the TAPFOR mnemonic.

- Topic? What are you writing about?

- Audience? Who are you writing for?
- Purpose? What is your purpose for writing?
- Form? What mode are you writing in? i.e. Narrative, comparison, illustration, argument.
- Organizational elements? What text structure elements need to be present in your essay?
- Requirements? How long does the assignment need to be?

After setting a goal using the TAPFOR mnemonic, students are required to generate ideas by brainstorming and organize them using teacher-created graphic organizers. The drafting stage requires students to use their plan and write main ideas and add details. The last stage, the revision stage, students are required to evaluate the content of their essay by comparing it to their goal. After students self-evaluate, they complete peer review and receive teacher feedback. Lastly, students edit for grammar.

The two sets of strategies comprise the curriculum and work together to increase students' metacognitive awareness of underlying structures in reading and writing to improve reading comprehension and argument writing. Key to understanding metacognitive strategies is showing student how to use these strategies. The curriculum incorporates the ideas put forth by Harris and Graham (2009). Instructors must show their struggle as read an article or complete a writing assignment. Additionally, students need to the opportunity to collaborate with their peers. Collaboration allows for knowledge processing and provides students opportunities to share their ideas and receive

feedback and to listen to ideas and provide feedback. Lastly, having watched the instructor and collaborated with peers, students must compete the learning task independently.

Improvement Goal

For the fall of 2018, I have chosen to conduct quasi-experimental research design to evaluate the curriculum. I have developed the curriculum, teacher and student measures, and completed the IRB application. Subjects will include faculty teaching the accelerated pre-college-level English course at the Delaware Technical Community College Stanton Campus and their students. In the fall of 2018, nine sections of English 091 will be offered at the Stanton campus, each with a capacity for sixteen students for a possible total of 145 students. In the fall of 2017, there were approximately 125 students enrolled in nine sections of English 091 at the Stanton campus. The expected number of students for the fall of 2018 is similar. The population size will allow me to use all students at the Stanton campus as participants. Seven instructors, both full-time and part-time and ranging from five years to over 25 years of experience, are assigned to teach the nine sections of the course. Three instructors will participate in the treatment group. Four instructors will serve as the control group. Non-random selection is necessary because faculty members must agree to participate for professional development (PD).

There will be no restrictions based on age, gender, or other faculty and student characteristics beyond participation in a developmental English class. The demographics

of these classes cannot be known in advance. However, students in these courses in previous semesters tend to reflect the general college population.

As the PI, I will visit each class in person to explain the study and obtain student consent. Students who decline to participate in the study will participate in all class activities including the reading and writing assessments, but we will not collect any data on them. They will not need to take the self-efficacy questionnaire. Both treatment groups and control groups instructors will participate in data collection. Additionally, both groups will participate in interviews after the 4-week semester concludes. More specific information will be given about the measures and the interviews in the Description of Planned Artifacts section.

Organizational Role

In the last few years, significant changes in how DE courses are offered has taken place. Low graduation rates of DE students have brought increased scrutiny from stakeholders on both state and federal levels due to the costs associated with developmental education (Crisp & Delgado, 2014). Community colleges have responded by creating policies that have hastened the DE course sequence. Now the opportunity to measure these new courses has arisen. Having served on the collegewide DE English redesign committee, along with the other developmental coordinators at DTCC, I now have the opportunity to learn which instructional practices are effective with this population. Furthermore, from 2010 to 2013, I participated in a research design study headed by Dr. Charles MacArthur, Dr. Zoi Philippakos, and Dr. Melissa Ianetta. I

provided feedback for the writing curriculum that will now be modified and used in English 091 at the Stanton Campus. Moving forward, if the curriculum is effective at improving students reading comprehension and writing ability, then I will take the responsibility disseminating it throughout DTCC, thus helping students grow and assisting the field on developmental education.

Description of Planned Artifacts

	Artifact	Audience	Description	Action Steps	Timeline	Status
1	Literature Review	UD faculty	Review relevant literature on self-regulated strategy instruction and text-structure instruction.	Read relevant literature	Complete by 12/18	
2	Curriculum	Treatment group instructors & DTCC faculty	Self-regulated strategy curriculum	Read relevant literature and create curriculum	Complete by 8/18	
3	Professional Development Plan and Report	DTCC treatment group faculty	Explanation of professional development and report on how it went	Create instructional materials for DTCC treatment group faculty	Complete by 8/18	
4	Research Design	UD faculty	Explanation of the research design		Complete by 8/18	
5	Teacher Measures	DTCC faculty	Measures for both treatment and control group faculty		Complete by 8/18	

6	Student Measures	DTCC students	Measures for both treatment and control group students		Complete by 8/18	
7	Sharing Results	DTCC faculty and admin.			Complete by 2/19	
8	Research Conference Proposal				Complete by 2/19	
9	ELP Proposal					

Literature Review

The literature review will examine scholarly literature on self-regulatory strategy instruction and the role that awareness of text structure can benefit struggling learners.

Curriculum

The core of this curriculum is explicit strategy instruction in text structure that is appropriate for adult learners. Inherent in strategy instruction is self-regulation, a much-needed metacognitive strategy for low literacy adults. As previously stated, studies have shown that interventions focused on helping students recognize text structure have improved students' reading comprehension. Additionally, explicit strategy instruction in writing has yielded positive results and has shown learner transfer in adolescents (Englert et al., 1991; Graham & Perin, 2007). Furthermore, strategy instruction has shown positive effects on overall quality of writing and length of writing for college students in developmental writing courses (MacArthur et al., 2015)

Professional Development Plan and Report

Instructors will be trained in the methods of self-regulated strategy instruction. A daily schedule has been developed and during the PD, instructors will get a chance to learn the principles of self-regulated instruction and ask questions about the curriculum. I estimate that three hours will be enough time to learn the curriculum for a course that meets of a total of fifteen classes—four days a week for an hour and fifty minutes a day, with the exception of Labor Day.

Research Design

This quasi-experimental, mixed method study will collect both quantitative and qualitative data to learn about the effectiveness of the intervention as well as faculty and students' perceptions of the curriculum.

Question 1: Is there a difference between the treatment and control groups in how accurately they present the author's main idea and major details of an informative text in an outline?

Question 2: Is there a difference in overall quality and length of argument essays written by students in the treatment group compared to argument essays written by the control group?

Question 3: Do students in the treatment group include more functional units of argument writing than students in the control group?

Question 4: At the end of the semester, did students self-efficacy increase more in the treatment group and in the control group?

Teacher Measures

Background interview. Short interviews, approximately 15 minutes long, will be conducted with both treatment and control group faculty to get information on teaching experience, degrees, demographics, and their approaches to teaching reading and writing.

Observations. Treatment group instructors and control group instructors will be observed at least 1 time during the semester. For treatment group observations, the PI will take detailed field notes during the class and then complete the fidelity of implementation measure, which includes a checklist of lesson components and ratings of quality of key elements of the instructional approach. The checklist includes all the lesson activities; each activity expected in a lesson is rated 0 to 2 (0 = absent, 1 = done with modifications, 2 = done as in the lesson plan). Quality of implementation is rated on 3-point rubrics for three key elements: introduction to text structure, explanation and modeling of the strategy, and peer review. Only components relevant to the day's lesson are rated. Additionally, faculty members will complete daily checklists throughout the semester. The checklists will only take a few minutes to complete after each class. The checklist is a modified version of the fidelity of implementation checklist used in the classroom observations. The checklist will ask faculty members to self-report what information they covered and if they made any changes. Control group instructor will be observed to learn what type of practices are used in the classroom.

Post treatment interviews. After the semester, both treatment group instructors and control group instructors will be interviewed. Treatment group instructors will be interviewed to understand their perceptions of the curriculum. The interview will include questions about their overall evaluation of the curriculum, questions about particular aspects of the curriculum, and suggestions for change. Interviews will take approximately 45 minutes to an hour. The control group faculty will be interviewed to learn about their practices in the classroom. These interviews should take approximately 20 minutes.

Student Measures

ACCUPLACER tests. Delaware Technical Community College uses The ACCUPLACER *Reading Comprehension* test (CPT-R) and on the *Online Sentence Skills* test (CPT-W) to place students into pre-college-level English courses. The tests have adequate reliability and validity. The project will request permission to access these scores as pretest measures.

Essays. Three argument essays will be collected from students in both the treatment and control groups. Pretest essays will take approximately 50 minutes during the first day of class and will require students to respond to a writing prompt. The writing prompts are based on the work of MacArthur, Philippakos, & Ianetta (2015). Pretests essays will be scored for overall quality, length, and conventions. The second argument essay collected from both groups is written as part of their regular class assignments. This essay will be scored for overall quality, length, sources integration and

conventions. The third essay collected from both groups at posttest will require students to write an argument essay from two sources in class. This posttest essay will take approximately 110 minutes and will be scored for overall quality, length, sources integration and conventions. This essay will be used to answer research question #2 and #3. Standard procedures for training raters and ensuring interrater reliability will be used.

Self-efficacy scale. At pretest and posttest, students will complete a section of a self-efficacy questionnaire developed by MacArthur, Philippakos, & Graham (2015) that measures self-efficacy towards writing. The survey takes approximately 10 minutes and asks them to rate how confident they are completing various writing activities. This survey will be administered on the first day of class and the next-to-last day of class of the 4-week semester. The measure will be used to answer research question four.

Summary measure. At posttest, students in both the treatment and control group will complete an outline of an informative article. Articles will be chosen based on appropriateness of topic and Lexile score. DTCC employees not associated with the study will read the article, collectively decide on the main idea and major details in the article, and then score the outlines based on the accuracy of the author's main idea and the proportion of major details included in the outline. This measure will be used to answer research question one.

Student interviews. Two students from each treatment instructor will be interviewed, six students total. Instructors will be asked to provide one student from the top 25% of the class and one from the bottom 25% of the class. Interviews will take

place at the end of the four-week semester. The interview will include questions about their knowledge and use of reading and writing strategies. Interviews will take approximately 20 minutes.

Student follow-up measures. Data will be collected twelve weeks after completing the accelerated pre-college-level course for both the treatment and control groups to check for success in the students' first-year college-level composition course. The following data on course completion, grades, and retention will be gathered from transcripts for each year: enrollments in English/writing courses with grades; number of other courses enrolled and number passed; overall GPA. Data will be gathered from transcripts by college administration; permission will be included in the student consent letter.

Sharing Results

If the project is successful, then professional development could be implemented to train faculty members in this methodology, potentially increasing completion rates in pre-college-level courses and graduation rates at the College. Results will be shared during college-wide professional development day at DTCC. A PowerPoint giving an overview of the intervention will be shared with faculty members interested in learning more about the curriculum.

Research Conference Proposal

Findings from this study might result in scholarly publications and conference presentations. In preparation a 1550-word conference submission proposal will be created that details the intervention.

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