

Enacting Responsive Teaching: Corequisite Writing Curriculum

Louisiana
Professional Development

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welcome



introductions

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schedule

- Welcome, Goals and Overview
- Setting the Stage: Context and Beliefs
- A Framework for Responsive Teaching
- Blended Corequisite Writing Courses
- Separate Corequisite Lab Courses
- Q and A, Next Steps

workshop logistics

1. If you can hold questions until the end of each segment, that will help. I'll be sure to ask for questions -- and then feel free to use chat.
2. Zoom sessions are taxing! Feel free to stand and move when you need to.

getting started

What is something you enjoy about teaching first-year writing?

today's goals

You asked for

- insights into,
- strategies for, and
- perspectives on

curriculum for co-requisite first-year writing, so that's what I hope to provide today.

**A caveat: as always, context matters. I hope to spark ideas even more than provide you specific approaches for teaching (although I'll offer some of that as well).*

workshop outcomes

I hope that by the end of our time together today, you

- are committed to corequisite writing instruction as justice and equity work
- are better equipped to begin generating/revising corequisite writing curriculum appropriate to your institution
- have explored and identified pedagogical strategies you'll be able to use in your teaching
- have generated clear next steps for conversations about writing pedagogy on your own campus.

your goals: one question you have

What is one question you have about teaching corequisite writing? -- add to chat.

Setting the Stage



The Idaho Context

College of Western Idaho -- largest community college in Idaho. Serves the Boise metro area. Enrolls over 4000 students in 101, 101P, and 102 each year. Taught by 13 full-time faculty and 25-35 adjunct instructors.

Idaho higher education system: shared numbering, outcomes, and similar approaches for our courses.

3 universities, 1 4-year college, 4 community colleges. Representatives from each college meet annually to discuss general education. "Written Communication" faculty (first-year writing) have been collaborating routinely for over a decade.

statewide approaches to corequisite writing

1. ENGL 101P (101+1 cr. studio with 101 instructor)
(most universities and colleges)
2. ENGL 101P (101+2 cr. studio with 101 instructor)
(College of Western Idaho & some other CC's)
3. ENGL 101P (101+1 cr. separate studio taught by
another instructor) (University of Idaho)

Our shared beliefs.

We

prioritize equity of outcomes.

recognize that the problem (of unequal course success, for example) lies with institutional structures, not students.

foreground human dignity and respect (see Poe, Nastal, and Elliot).

employ an ethic of care: “Those who need more help to get above the threshold get more help” (Nussbaum qtd in Poe, Nastal and Elliot)

“[S]tudents of color are being disproportionately excluded from college-level courses based on criteria that do not accurately reflect their ability to succeed, and this exclusion has very real and measurable consequences for their educational progress.”

Leslie Hensen and Katie Hern, “Let Them In” *Journal of Writing Assessment* 2019

responsive teaching in corequisite courses



corequisite writing courses

1. Responsive Teaching: a Framework
2. Blended Co-requisite Writing Courses (variations with the same instructor)
3. Separate Co-requisite Lab Courses (variations with a different instructor)
4. Next Steps

a framework for corequisite writing pedagogy

This framework can be a useful place for thinking about corequisite pedagogy more generally, and then we will move to spending time on more specific ways to approach corequisite pedagogy.

Responsive Teaching: 5 Moves

What do students need and when do they need it?

REVIEW/REVISIT

Just-in-time teaching

- Revisit challenging concept
- Revisit work that was begun in the main course
- Revisit concept from earlier in the semester, apply it to current work

PROJECT

“Heads up” teaching

- Preview upcoming challenging topic
- Preview/get started on an upcoming assignment
- Preview specific ideas, terms, concepts needed for upcoming work

REFLECT

Meta-awareness is the central work of first-year writing.

- What am I doing and how am I doing it? What are others doing and how are they doing it? What makes this concept easy/difficult? Why?

PRACTICE

Writers write. And then write more.
They also read and read more.

- Building fluency
- Building stamina, focus
- Targeted practice

AFFECTIVE/ NONCOGNITIVE

- Drop Everything And Listen
- What is getting in the way of my learning? What resources can I call upon?

Blended Co-Requisite Writing Courses

Same students & instructor; college-level class may have co-req & traditional students or all co-req students

Considerations for the co-requisite credits

- The curriculum of the co-req is the curriculum of the gateway course.
- The co-req does not replicate existing/former developmental writing courses.
- It's somewhat unusual to do something in the co-req that is not also part of the gateway course (though student success skills may show up).

Considerations for the co-requisite credits

- Make space for non-cognitive/affective concerns.
- Community building is a worthwhile use of class time.
- If the co-req credits are integrated with the main course, for planning, could one meeting per week be the “co-req” meeting? Or perhaps a portion of each class meeting?

Co-requisite Activities

Review:

- Have students “say back” what an assignment is asking them to do
- Have students teach one another a concept from earlier in the term

Reflect:

- Build in reflection after a practice activity, to help students think about how to use the strategy on their own/in other contexts
- Have students articulate choices they are making for gateway course assignments

Practice:

- Prompted freewriting that intersects with essay topics
- Read a text together that the gateway class is reading on their own
- Model an invention strategy (thought shot/explode a moment) with a volunteer’s draft (or the instructor’s writing)
- Model annotation of text using document camera

Co-requisite Activities

Non-Cognitive:

- Describe model, why we have it, success rates
- Have students share a success/hurdle/question they're facing right now & celebrate and/or help answer together
- Have students share schedules to make connections outside of the writing class

Project:

- Give heads up on upcoming assignments--prompt them to think/freewrite before introducing next assignment

Other:

- Group conferences (either full group workshop or smaller groups; groups not conferencing work on their own)
- Individual check-ins during work time

Assignments in Co-req

Additional assignments in coreq:

- More drafts/partial drafts (project, practice)
- Summaries/responses to course readings beyond what is expected in the main course (practice)
- Additional written reflections/weekly journals (good prompts are very important) (reflect, review)
- Using/researching campus services (writing center, library, advising, counseling, veterans, student clubs, other faculty office hours, student services workshops...) (non-cognitive)

Grading in Co-req

Grading:

- Some faculty lean to contract grading (labor-based), which works effectively for a separate co-req.
- Grading is often heavily weighted toward participation and presence for the co-req.
- Written assignments are low-stakes because they support the main course.
- Grading is often full/partial/no credit.
- If grading is for the main course & co-req combined, consider:
 - Incentivize the “co-req” work.
 - Ensure final grade is tied to the gateway course outcomes.

Structuring the co-requisite portion (plan for flexibility)

Faculty often plan for the co-req but are ready to pivot if needed based on

1. What students say they need,
2. Group dynamics, and/or
3. What instructor sees in writing/understanding.

Check understanding & get feedback from students regularly.

Ready-to-go activities are helpful.

One-on-one, small groups, and full class interactions can all work.

Write together frequently.

Separate Corequisite Courses (different instructor)



what is a lab?

What are one or two words that come to mind when you think of a lab.

How might we bring this spirit and perspective to our courses?

corequisite writing lab pedagogies

But first, a few thoughts:

- We all teach writing and we all teach first-year students.
- Everyone collaborates for the benefit of students.
- A curriculum includes all first-year writing courses, but in particular, the cluster of credit-bearing and support/corequisite courses at your institution.

create teaching relationships

- who teaches the main course?
- who teaches the corequisite/lab/studio courses?
- what are conditions that can be created for regular dialogue among instructors?

map a 101 curriculum together

learning context:

- what are the learning **outcomes** for the main course?
- what are the key student **learning experiences** in the main course?
- where are the “bumps” -- “troublesome” learning moments that students often run into?

then

implement responsive teaching in the labs

Critically important: must be closely tied to work of the main course.

- Review: look back
- Project: look ahead
- Reflect: look to peers, subject, self.
- Practice: (just) do it.
- Address: noncognitive issues

responsive teaching

- The corequisite courses have content.
- The content is a mixture of instructor-anticipated material (addressing bumps/troublesome spots) and responding to student needs.

REVIEW in a lab might look like...

main course week 2. Students are generating material on their own literacy histories.

Writing

Review: Revisit a freewrite prompt from your gateway class. Write for ten more minutes on it. Share with a partner, add on.

Reading

Review: Re-read a passage from Brandt's "Sponsors of Literacy" [Ideally, this is a reading that ALL students have done that week. Alternatively, an agreed-upon additional, brief reading that complements the week's work.]

Reflect on the strategy of rereading.

PROJECT in a lab might look like...

main course, week 2. Students are generating material on their own literacy histories.

Writing

Project: Next week, you have an early draft of your literacy infographic due. Read the assignment prompt. Review your freewrites so far and generate a list of at least five key terms that you're noticing.

Reading

Project: Next week, you have an early draft of your literacy infographic due. First just read the assignment prompt. Then, describe it in your own words to a partner. Then, reread it and look for the writing action words embedded in it (analyze, describe, and so on). For each, write out what you understand them to mean. Compare and discuss as a class.

REFLECT in a lab might look like...

main course, week 2. Students are generating material on their own literacy histories.

Writing

Reflect: Gather your gateway work from this week. Reread all of it. What do you notice? What surprises you? Were there areas where you wrote more than you thought you could have? Less?

Think about your gateway course more generally. What's going well? What's at least one question you have?

Reading

Reflect: Look at the most recent reading you completed for gateway course. Analyze your reading process: where did you read it? What were the conditions (loud, quiet, distracted, etc)? Where did you hit challenging points? When you hit those points, what did you do as a reader?

PRACTICE in a lab might look like...

main course, week 2. Students are generating material on their own literacy histories.

Writing

Practice: Find a freewrite from this week's work in the gateway course. Spend 20 distraction-free minutes writing more about that prompt.

Reading

Practice: So far, we have worked with two active reading strategies: rereading and reading for genre clues. Today we'll work more with genre cues. In your folder, you'll find six pieces of writing. Without reading the content, identify at least five genre clues in each one. Work on your own first and then with a partner.

ADDRESSING NON-COGNITIVE issues in a lab might look like...

main course, week 2. Students are generating material on their own literacy histories.

Writing

Non-cognitive: What's going on? What's getting in the way of your learning this week? How can you create a plan to address those obstacles?

Reading

Non-cognitive: What's going on? What's getting in the way of your learning this week? How can you create a plan to address those obstacles?

an example lab session might have

1. State of the class, opening, weekly freewrite
2. Instructor-generated lesson responsive to week/place in the main course curriculum (review, project, reflect, practice, noncognitive issues)
3. Student-generated session responsive to their needs.

key to their success

Careful, purposeful integration with the main course

Responsive to students' immediate needs

Responsive teaching -- 5 moves

- Review: look back
- Project: look ahead
- Reflect: look to peers, subject, self.
- Practice: (just) do it.
- Address noncognitive issues

next steps



cultivate a climate of ongoing change

How administrators can help:

- provide compensation for meaningful curricular work
- create proactive, purposeful messaging on campus about the purpose of corequisite courses
- provide compensation and support for ongoing assessment and professional development.

cultivate a climate of ongoing change

Within your writing program, consider how to:

- begin with professional dialogue, workshops, conversations around the main course curriculum
- develop responsive teaching strategies in co-requisite course that complement the main course curriculum
- meaningfully assess the curriculum: student learning, success, and confidence
- generate professional development from assessment results

Q&A

Please put questions in the chat or raise your hand to ask a question.

next steps: what do you need to do next?

- ❑ Create a shared gateway curriculum
 - ❑ what support will you need?
 - ❑ what form will this work take? (workshops, summer work, websites/materials, something else)
- ❑ Generate Responsive Teaching corequisite materials that complement the gateway curriculum
 - ❑ what support will you need?
 - ❑ what form will this work take?