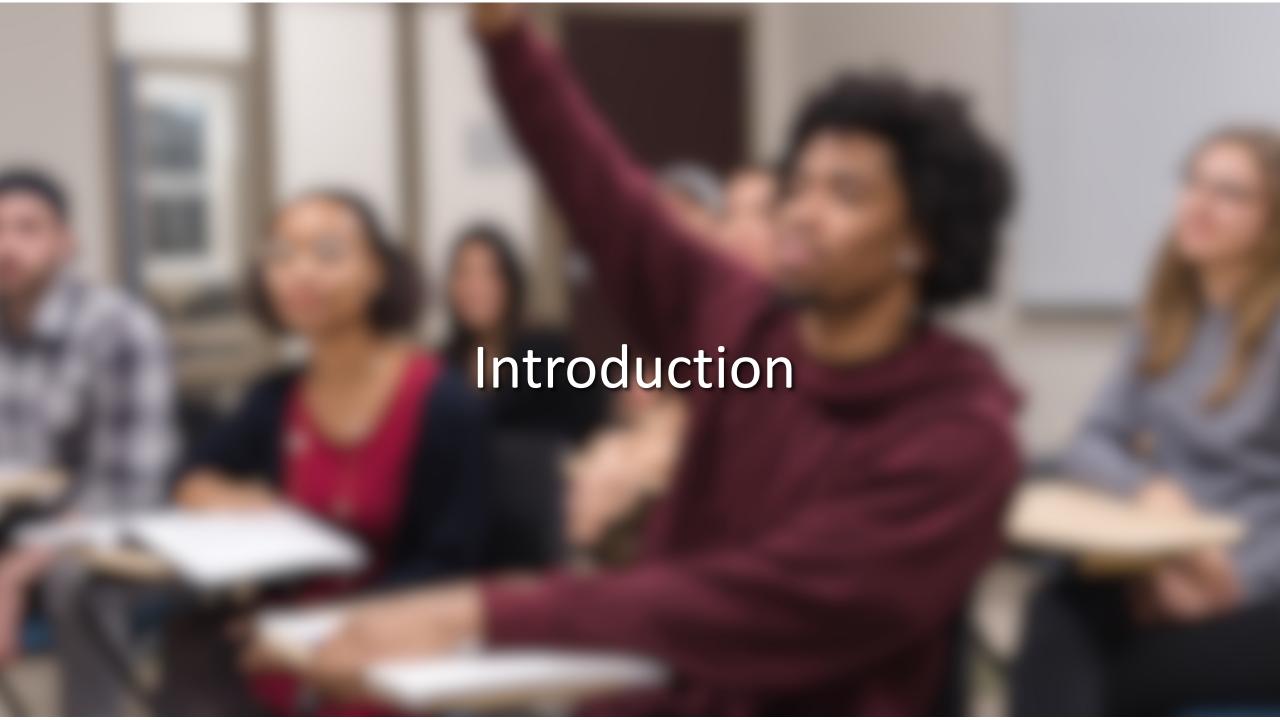# Serving Students at Different Levels of Preparation
Incorporating Corequisite Instruction in College Writing Classes

Andrew Howard, University of Maryland

State of Louisiana Board of Regents Spring 2023 Virtual Corequisite Academy

Agenda

Introduction

A Bit of Background

- BA in English/History (2005); MA in English, Creative Writing Focus (2007), Texas Tech University

- MFA (2010), Georgia College & State University

- Teaching:
  - GED Prep, Central Georgia Technical College/Central State Hospital
  - For-profit schools in the Cincinnati, OH area
  - Central State University, OH
  - UDC Community College
  - University of Maryland

How is everyone feeling about adopting corequisite instruction into your writing programs?

Optimistic

Cautiously Optimistic

Cautious

Anxious

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How else might you describe your thoughts on going coreq?

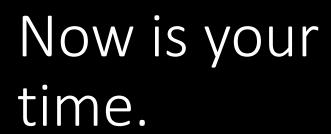# Understanding Corequisite Instruction

Breakout 1

- In your group, discuss the following ideas:
  - What excites you about corequisite instruction?
  - What causes anxiety or trepidation?

WHY COREQ?

The objective of a corequisite English program is to ensure that each student:

1.1 Enrolls in the college-level English course.

1.2 Has access to additional academic and non-academic support, as needed.

1.3 Receives those supports through just-in-time instruction and other campus resources.

1.4 Completes the college-level English course with the relevant reading, writing, and critical thinking competencies essential to success in college.

Charles A. Dana Center, *Corequisite English Design Principles,*
https://www.utdanacenter.org/sites/default/files/2022-04/crdc_english_corequisite_design_principles_jan2022.pdf

Now is your time.

Take the ball and run with it.

UDC COMMUNITY COLLEGE

- Washington, DC's public post-secondary school

- Part of the University of the District of Columbia

- HBCU

- Urban Land-Grant Institution

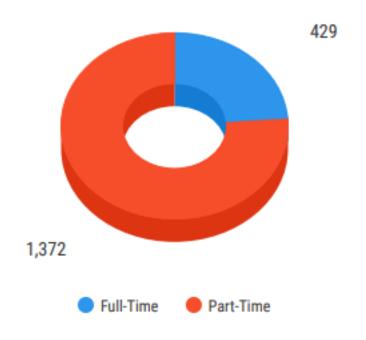- Remote Instruction Since March 2020
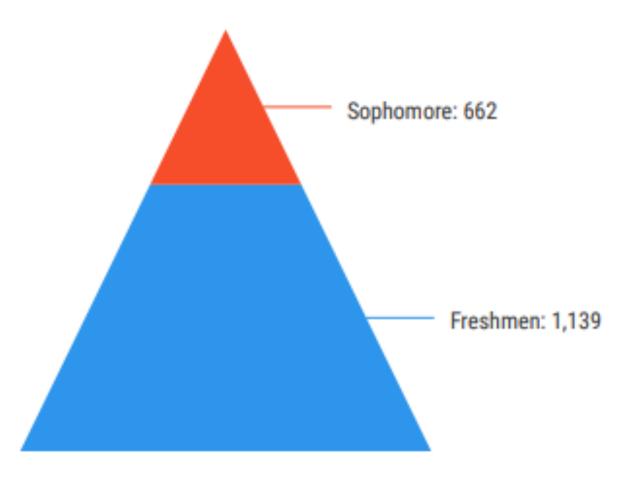
Spring 2020 Data

UDC ENROLLMENT

	Number	Percent	FTE
Flagship	2,133	51.3	1,835
- Undergraduate	1,806	43.4	1553
-Graduate	327	7.9	282
Law School	223	5.4	196
Community College (CC)	1,801	43.3	1,212
UDC Total	4,157	100	3,243

Undergraduate Enrollment by Academic Load (CC)

429

1,372

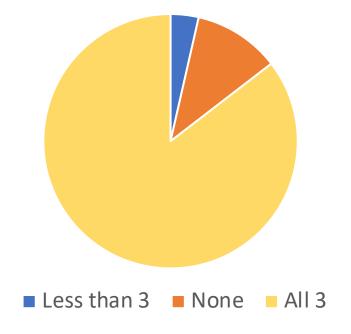● Full-Time   ● Part-Time

COREQ'S JOURNEY AT UDC-CC

- Original Model
- 2015 Corequisite Implementation
- Course-Level Data Assessment
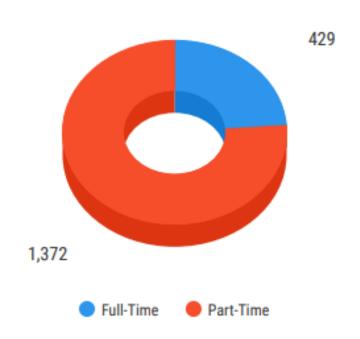- 2016 Corequisite Revision
- 2019 Corequisite Revision

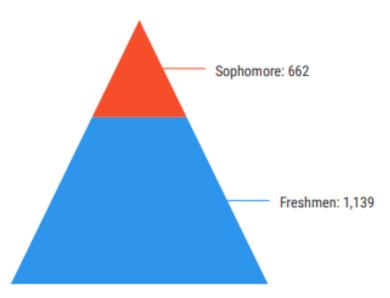# Original model: 2009-2015

EXIGENCE

- Average Placement

Undergraduate Enrollment by Academic Load (CC)

429

1,372

● Full-Time ● Part-Time

Undergraduate Students (CC)

Sophomore: 662

Freshmen: 1,139

■ Less than 3 ■ None ■ All 3

ORIGINAL PROPOSED MODEL

WHAT WE GOT

Breakout 2

- In your group, discuss the following ideas:
  - Which structure would work better for your institution?
  - What are the advantages and disadvantages of that structure, and how might you revise it?

2015 REVISION

- How did we revise?
  - Data!
  - Bi-weekly Fundamentals meetings (informal)
  - Course Assessment Sheets
  - Master Course Outline
  - Tailored reports to administration (asks and brags)
  - Your new best friends: the Math department and Advising
  - Developing and returning to your action plan

NEED TO ADDRESS

- Class makeup (non-coreq vs coreq populations) mixed pop. This should be driven by faculty who take charge of this

- Scheduling (support vs. additional course)

- Text selection—online component?

- Plan of action: philosophy, objectives (do you have more objectives in the 3 hour sections?), scheduling, syllabi

Designing Corequisite Instruction Models

DECISIONS

- Class population
- Scheduling
- Text selection
- Student Learning Objectives
- Philosophy

Breakout 3

- In your group, discuss the following ideas:
  - How do you understand or define corequisite instruction?
  - How will it work best for your program?
  - How will it work best for your students?

COREQ ENGLISH COURSE DESIGN

Essential elements of effective corequisite English course design include:

Enrollment of students directly into college-level English course without prerequisite completion so that support content is provided in a single term, **concurrent with the college-level course or embedded within the college-level course**.

Sections of the college-level course with corequisite supports are **identical in content and outcomes to those available to students in non-corequisite sections**.

Policy stating that **successfully completing the college-level course, regardless of the grade earned in the corequisite support course, is the only requirement for students to earn college-level credit** and move on to subsequent courses in the English pathway or to other courses with a college-level English prerequisite.
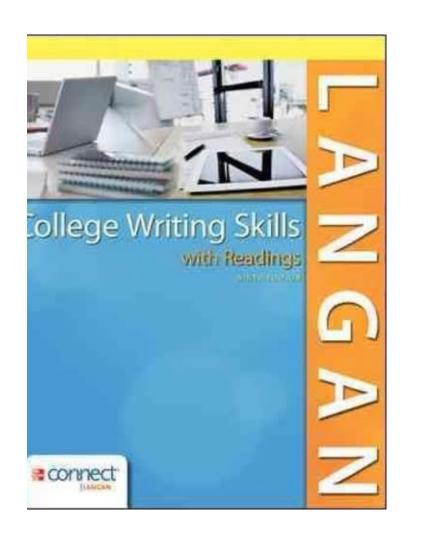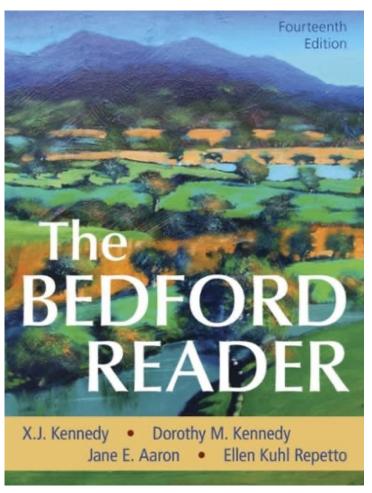
CLASS POPULATION AND SCHEDULING

- Support/Developmental courses should break credit-bearing cohorts down into smaller groups by:
  - Meeting in smaller groups (eg 25/15)
  - Creating study groups within a larger section (eg 25/25)
  - Take time for work in class, discussion of credit-bearing class's topics, just-in-time instruction
- SCHEDULING
  - Stigma?
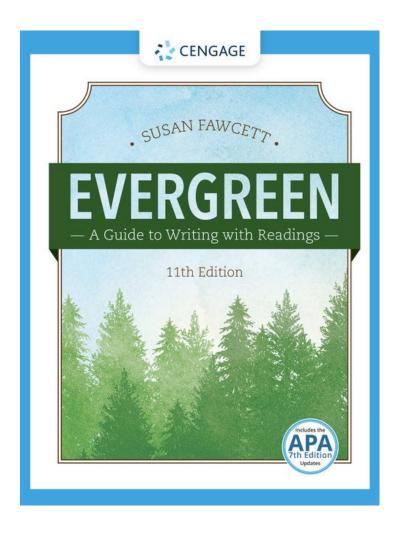 - Same day as credit-bearing, directly after

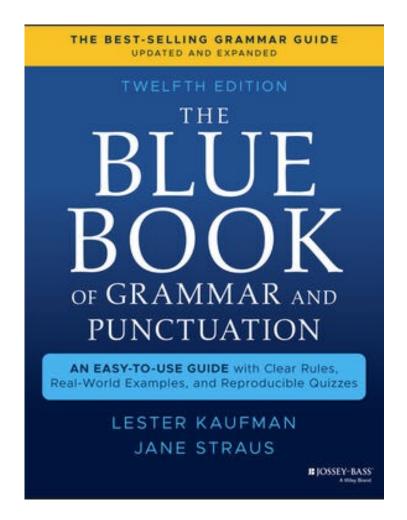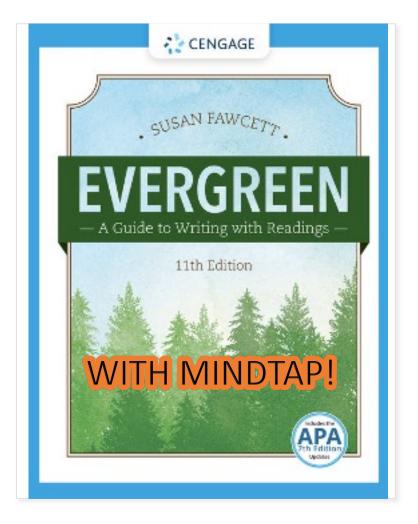# TEXTS FOR CREDIT-BEARING COURSE
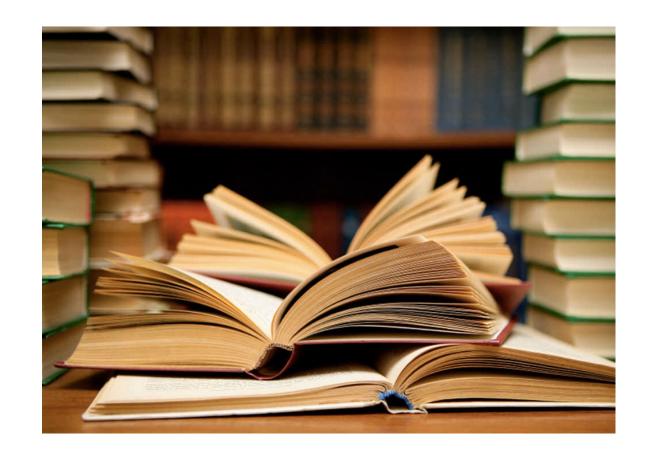
TEXTS FOR DEVELOPMENTAL COURSE

ADVICE ON TEXTS

- Stay consistent
- Don't mix publishers if using e-texts
- Try for one text that fits the needs of both courses
- Consider OER for one or both

STUDENT LEARNING OBJECTIVES

COMP 1

1. Demonstrate a reasonable degree of both fluency and competence with Standard English.
2. Read, analyze, and discuss through written expression various samples of writings that follow a particular rhetorical pattern.
3. Demonstrate adherence to the writing process to generate ideas, write grammatically correct thesis statements and introduction paragraphs using various rhetorical patterns after reviewing lecture, studying samples, and learning strategies.
4. Demonstrate adherence to the writing process to generate ideas, pre-write/outline, and draft essays using a variety of rhetorical strategies on a variety of subjects.
5. Demonstrate the ability to collaborate and work with others in groups, including giving and receiving peer feedback on writing.
6. Write grammatically correct essays that show cohesion and coherence, demonstrate adherence to the writing process, and follow a particular rhetorical pattern.
7. Demonstrate computer-assisted writing, e.g. the correct use of Word.

FUNDAMENTALS

1. Demonstrate that they understand the use of a dictionary and a thesaurus as evidenced by their ability to use a varied vocabulary in their writing.
2. Compose topic sentences in their paragraphs.
3. Understand and demonstrate the use of syntax in their writing as shown by their correct usage in their essays.
4. Construct grammatically correct simple, compound, and complex sentences in their writing.
5. Express themselves with precision as shown by their skills in their writing.

Breakout 4

- In your group, discuss the following SLOs in the Google Doc:
  - How would you better align the Fundamentals objectives to the Composition I objectives?
  - If you could make revisions to the Composition I objectives, what would you change?

PHILOSOPHY

- Ask one another why *your students* will benefit from corequisite instruction.

- What do you want students to leave with?
  - Better understanding of your credit-bearing course?
  - Appreciation of reading/writing?
  - A legitimate passing score in the credit-bearing course?
  - Understanding of grammar?

- **Give yourself a mission statement. Let it guide your policies.**

Identifying Students' Needs

How does your institution assess "college readiness"?

Standardized test scores
(ACT, SAT)

GPA

Accuplacer/other
assessment at enrollment

Other measurement method

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How do you assess your students' needs in the classroom?

COUNTING VOWELS IN 45 SECONDS

A E I O U

How accurate are you?

*Count all the vowels
in the words on the next slide.*

Dollar Bill

Dice

Tricycle

Four-leaf Clover

Hand

Six-Pack

Seven-Up

Octopus

Cat Lives

Bowling Pins

Football Team

Dozen Eggs

Unlucky Friday

Valentine's Day

Quarter Hour

HOW MANY WORDS OR PHRASES DO YOU REMEMBER?

If we look again, we might see how they're arranged…

Dollar Bill

Dice

Tricycle

Four-leaf Clover

Hand

Six-Pack

Seven-Up

Octopus

Cat Lives

Bowling Pins

Football Team

Dozen Eggs

Unlucky Friday

Valentine's Day

Quarter Hour

1 Dollar Bill

2 Dice

3 Tricycle

4 Four-leaf Clover

5 Hand

6 Six-Pack

7 Seven-Up

8 Octopus

9 Cat Lives

10 Bowling Pins

11 Football Team

12 Dozen Eggs

13 Unlucky Friday

14 Valentine's Day

15 Quarter Hour

Metacognition!

- Review of material that students need to know now for the parent course.
- Preview of upcoming material that will be taught in the parent course.
- Multiple opportunities to practice the content.
- **Metacognition of students' learning journeys.**
- Active learning and culturally relevant instruction.

Brandon Protas, "Applying the Lessons of Corequisite Support to Measure Corequisite Success,"
https://strongstart.org/2022/11/applying-the-lessons-of-corequisite-support-to-measure-corequisite-success/
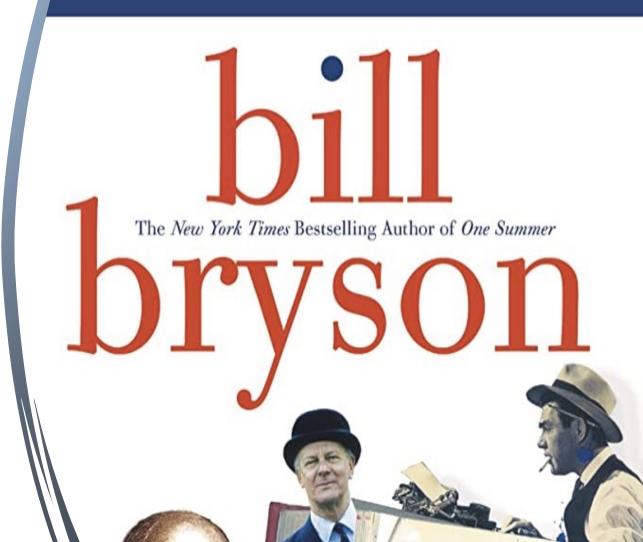
A BRIEF NOTE ON GRAMMAR

"I can think of two very good reasons for not splitting an infinitive.

1. Because you feel that the rules of English ought to conform to the grammatical precepts of a language that died a thousand years ago.

2. Because you wish to cling to a pointless affectation of usage that is without the support of any recognized authority of the last 200 years, even at the cost of composing sentences that are ambiguous, inelegant, and patently contorted."

he Mother Tongue

English and How It Got That Way

bill

The *New York Times* Bestselling Author of *One Summer*

bryson

CRITIQUE THE SYSTEM
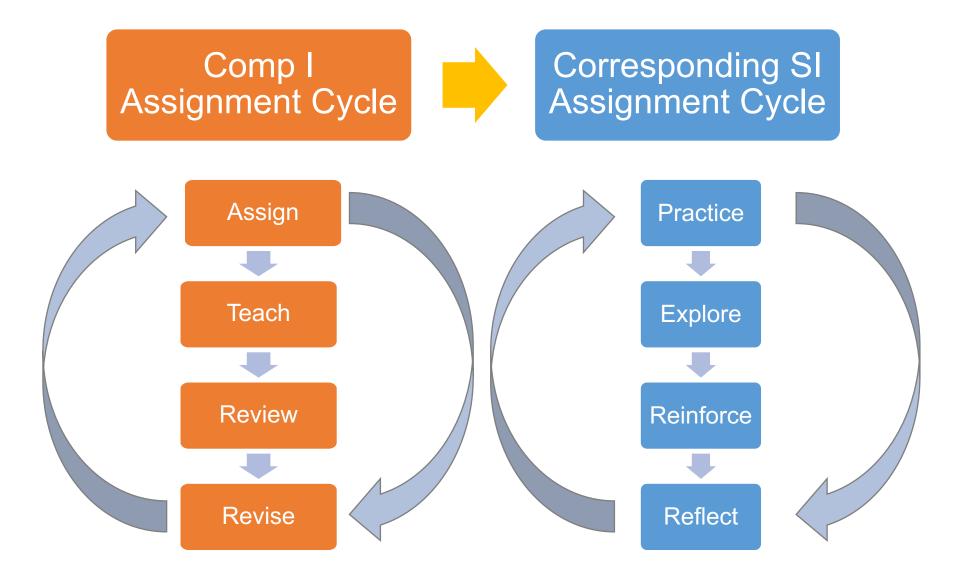
- Grammar is often the first thing students—coreq and otherwise—will classify as a problem area
- *Prescriptive* approaches to grammar often ignore writing potential (fixing and identifying errors)
- *Descriptive* approaches to grammar

"Why English Spelling is So Weird"

Micah Bournes, "Native Tongue"

Serving Students at Different Levels of Preparation

CORRESPONDING ASSIGNMENT CYCLES

ASSIGN/PRACTICE

Credit-Bearing

Write a 3-5 page personal narrative that focuses on one of the following:

• Describe how you learned to do something that was difficult for you.

• Describe how you came to terms with something about your family's heritage or self-identity.

• Describe an experience when you made a mistake or used poor judgement.

Support

• Quick freewriting/think-pair-share. Report on your partner's experience.

• Write a paragraph summarizing the story you want to tell in your narrative.

TEACH/EXPLORE

Credit-Bearing

- Narrative Examples from text
- Discuss Structure

Support

Discuss Content

"Consider the personal narratives we have read and analyzed in class. For example, two of the narratives we read (by Frederick Douglass and Malcolm X) both **depict the challenges the authors experienced while learning how to read**."

REVIEW/REINFORCE

Credit-Bearing

- Guided Peer Review

- Does the writer have a thesis? Is it explicit or implicit? Can you rewrite the thesis in your own words?

- Does the paper have enough specific reasons or examples, and are the examples developed using details and logical support?

- Does the paper have a distinct introduction and conclusion? Does the introduction catch your attention and fully introduce the topic and thesis?

- What 3 things can the writer do to improve this paper?

Support
Guided in-class writing using peer review worksheets

REVISE/REFLECT

Credit-Bearing

Final submission

Support

Reflective writing

Planning a Semester

Planning

- Develop departmental syllabi
- Allow room for academic freedom
- Mandate for new faculty and at least the first two semesters—with revisions
- Annotated syllabi for new instructors

Credit-Bearing Course Outline (master)

- Include assessments (in or out of class), interactions, and resources (readings, videos, etc)

IGED 110C Foundations Writing in the Arts & Humanities

		Week 1 9/8-9/13		Week 2 9/14-9/20		Week 3 9/21-9/27	
Assessments	Formative			Essay 1: Narration or Description			
		Diagnostic Essay		Thesis	Outline	Summary & response to reading (also format, Blackboard assessment)	Draft
Interactions		In-class writing	Overview of Writing Process	Discussion In-class writing	Microsoft Word demonstration		Peer Review
Resources	Bedford Reader		Ch 2: The Writing Process	Ch 2: The Writing Process	Ch 3: Narration or Ch. 4: Description	Ch 3: Narration or Ch. 4: Description	Ch 3: Narration or Ch. 4: Description
					Sup.Readings (Narration)	Supplemental Readings (Narration)	Sup.Readings (Narration)

Support Course Outline (master)

- Keep the same format
- Populate, but don't be afraid of open space here—your classes will develop their own needs and pace

ENGL FUNDAMENTALS

| English Fundamentals			Week 1 9/8-9/13		Week 2 9/14-9/20		Week 3 9/21-9/27	
Assessments			Diagnostic Essay (BB); Diagnostic Pretest (MT)	Diagnostic Exams		Overview of Critical Reading		Peer Review/ Workshop Sheet
Interactions (BB)			Introduce Evergreen and Cengage Mindtap		WH2 Diagnostic tests: Grammar & Reading (4 total)	Microsoft Word demonstration	In-class writing: Narrative or Descriptive Paragraph	Workshop 1: Narrative or Descriptive Essay
Resources	Evergreen/Mindtap		Getting Started Video; Pretest Writing II	Unit 1: Getting Started Ch 1: Critical Reading; Ch 2 Prewriting	Unit 2: Discovering the Paragraph Ch 3: Paragraph Writing	Ch. 4 Achieving Coherence	Ch. 5: Illustration	Ch 25: Proofreading
	Other							
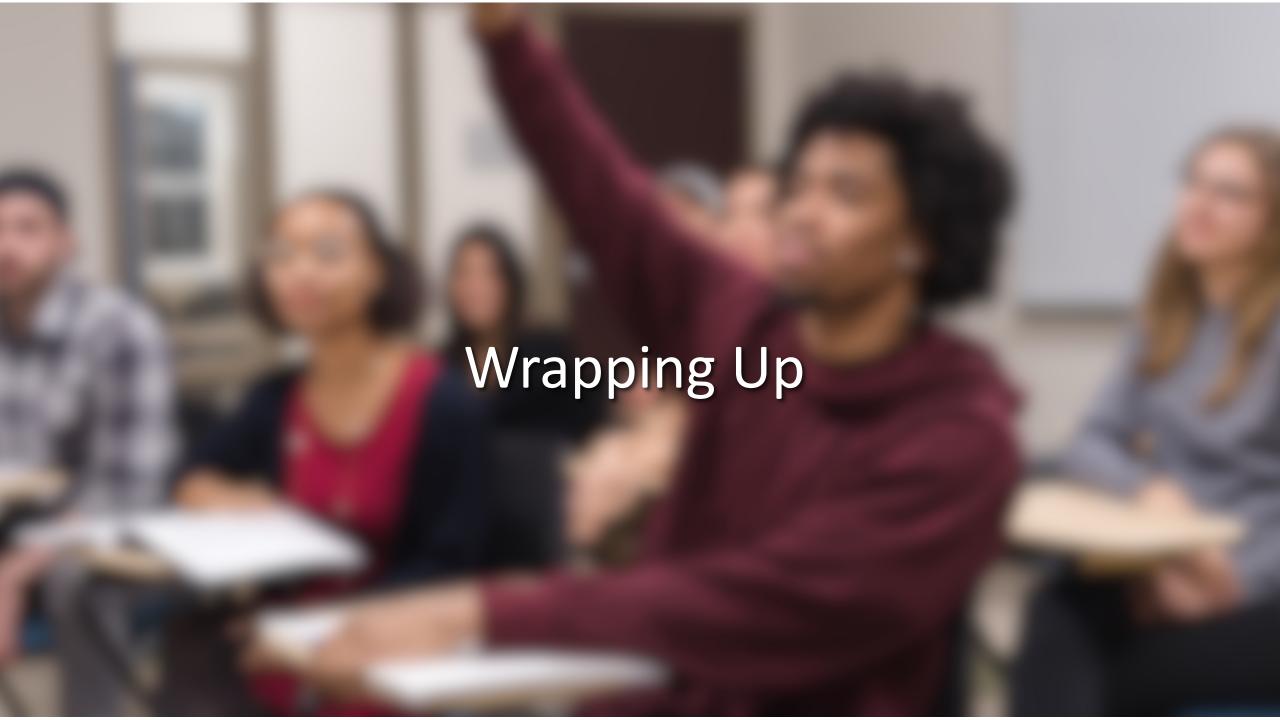
Student Learning Outcomes

- Keep these visible at all times so that interactions and assessments tie back

SLOs					
IGED 110C					
	1.	Critically read, analyze, interpret, and evaluate a range of texts in the arts & huma			
	2.	Demonstrate writing strategies (prewrite, outline, draft, revise, and cite) using a v			
	3.	Demonstrate research skills, integrate their ideas with those of others, and apply t			
	4.	Use Standard Written English and revise and edit writing for appropriateness in fo			
	5.	**Understand the connection between writing and thinking and use writing an**			
	6.	Be proficient in Microsoft Word, or comparable platform, to present, edit, and su			
ENGL FUNDAMENTALS					
	1.	Demonstrate that they understand the use of a dictionary and a thesaurus as eviden			
	2.	Compose topic sentences in their paragraphs			
	3.	Understand and demonstrate the use of syntax in their writing as shown by their c			
	4.	Construct grammatically correct simple, compound, and complex sentences in thei			
	5.	Express themselves with precision as shown by their skills in their writings.			

QUESTIONS FOR FALL 2024

- What constitutes passing your support course?
  - Final Exam?
  - Completion of assignments?
  - Mastery in credit-bearing course?

Wrapping Up

Breakout 5

- In your group, discuss the following courses of action for your corequisite plan:
  - What will your mission statement sound like?
  - What's going on your action plan?