

Tennessee Association for Student Success and Retention

Developmental Studies and Teaching Methods for
Enhanced English Composition 1010

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Developmental Studies Methods – Course Organization

- Classes met five (5) days per week for one hour. Wednesday was spent in the lab.
- Integrated approach to reading and writing and study skills
- Forty to forty-five students per class
- There was one GA assigned for each course. GA's graded papers, assisted in the lab and taught one day per week, usually vocabulary

Developmental Studies Methods - Writing Assignments

- Paragraph was the element of composition for most of the semester
- The last paper was a complete essay with introduction, body and conclusion. Students who could write this assignment and earn a passing grade went on to English 1010.
- Study Skills
- Vocabulary Skills

Fall 2004-Spring 2005

Students who passed DSPW 0800 took English Composition 1010

Students could take DSPW 0800 up to three times

In Fall 2004, Developmental Writing classes met three hours per week with lab on Wednesdays

The same writing standards applied and students wrote paragraphs in the lab every week

Study skills/vocabulary were still taught

Classes had 25 or so students

After the Redesign of Developmental Studies

- From 2005-2007, the Developmental Studies (DSPW 0800) courses were taught primarily on computers with a grammar program. This did not work well since most of the course content was outsourced, and all students received the same instruction regardless of ability or progress during the semester.

Creation of ENGL 1010E (Major)

- 2007 – Creation of ENGL 1010E, Enhanced English Composition I
- 3-hour course that counts towards graduation
- “ENGL 1010E” is an informal designation

Students registered in ENGL 1010, with section numbers such as 01E, 02E, etc.

Course appears on student transcripts as “ENGL 1010” – no identification as “enhanced”

Philosophy (Major)

- Placement in ENGL 1010E determined by test scores (18 ACT)
- Students often do not know that they have been placed in an enhanced section
- We avoid the words *remedial* and *developmental* – *Enhanced* defined as improving students' chances for college success
- Focus on greater opportunity for one-on-one attention

Class Size and Structure (Major)

- Small class size = each section limited to 15 students
- Classes meet four or five times a week:
 - 3 hours of “lecture”
 - 2 hours of “lab”
- Restricted lab has computers
- Some instructors also use computer classroom for lecture

Teaching Methods for One Enhanced English 1010 Course

Adult students experience complex thinking yet have inadequate language strategies to express their thoughts

- The best way to learn how to write is to write
 - Demystify the act of writing
 - Writing as a process
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- Learning styles help students know who they are (and we learn who they are)
 - Work on writing skills that fulfill the requirements for all of their courses
 - Work on writing skills they will need after college

Philosophy – In the Classroom

- Lectures over how to write essays
 - Essay structure
 - Essay types
 - Usefulness of essay types
 - In class practice

Philosophy – In the Classroom

- Lectures and discussion over the reading material
 - Assign reading by essay type for examples
 - Assign reading by topic
 - Discussions about ethics, social institutions, preconceived ideas vs. what others might think or how they are seated in reality

Show short videos about topics that are covered in the reading material

Students write responses to the information or ideas presented in video

In The Lab

- A place to complete assignments
 - Reading
 - Drafting
 - Revising
 - Editing
 - Research

In The Lab

- Attendance in the lab is mandatory for the entire semester
 - Students who do not go to the lab tend to fail the course
 - Lab attendance is worth ten percent (10%) of their grade
 - This policy improves their writing grades; therefore, they get higher scores in general.
 - There is always something for them to do in the lab.

In the Lab

- Students receive individual grammar feedback on each draft of their essays (even revisions) when the instructor grades them.
- Students are individually assigned a chapter/chart to study from the *LB Brief* while they are in the lab and are expected to change their ineffective writing habits over time.
 - This is good practice in research as well.
- By the mid-term conferences, students practice revision on the sentence level and meet with the instructor for individual guidance.

In the Lab

- The Graduate Assistant follows the class schedule for essay types, reading assignments and drafts/revisions.
- The Graduate Assistant is present to assist the students and to provide feedback as an extra reader of their work.
- The Graduate Assistant also explains grammar assignments either individually or to the class when they ask.

Questions?

Works Cited

- Major, Charla. ENGL 1010E: Enhanced English Composition I at Austin Peay. Austin Peay State University Department of Languages & Literature. TBR Co-Requisites Academy: Writing Middle Tennessee State University. 24 Mar. 2015.