LESSONS LEARNED, EXTENDING OUR BRIDGE FORWARD:

TENNESSEE STATE UNIVERSITY'S FRESHMAN ENGLISH WORKSHOP COURSE, 5 YEARS LATER

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WRITE FOR 5

Think about a student success initiative you have successfully planned and/or initiated. Briefly describe the initiative and discuss what strategies, resources, etc. helped you achieve your success.

DISCUSSION POINTS

- Changes from Fall 2011 to Fall 2016
- Successes
- Challenges
- Considerations for the Future

BACKGROUND
DEVELOPING THE CURRICULUM

- Standardized content
- Hybrid course structure
- Direct application to ENGL 1010

STANDARDIZED CONTENT

- Write for 5
- Learning Competencies/Objectives and Purposes
- Lecture
- Writing Activities
- Review of Objectives
- Apply and Connect (now Reflect and Questions)
- Preview of the Next Workshop (Removed)
- For more information about…

BACKGROUND
STANDARDIZING CONTENT

- Learning outcomes
- Presentations
- Activity templates
- Lesson plans
- Rubrics

BACKGROUND
STANDARDIZING CONTENT: WRITE FOR 5

Task and Purpose Workshop
We write on computers, cell phones, and paper. What kind of writing do you do every day? Why do you write what you write?
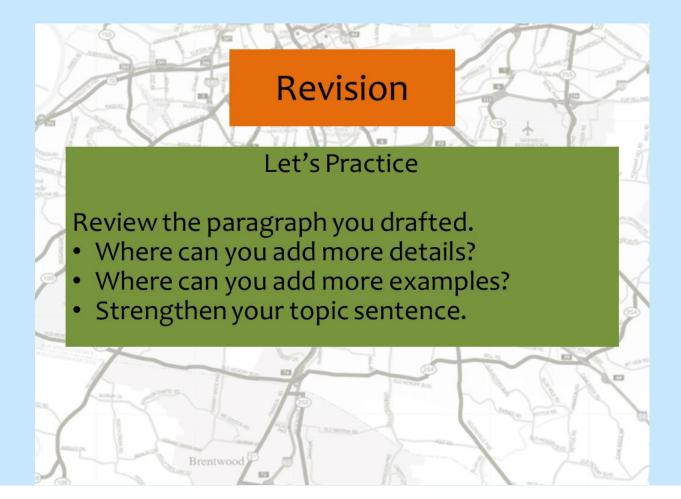
Audience Awareness Workshop
We communicate with many different people in a given day. This communication may be verbal or written. What audiences do you interact with? How do you talk to them? How do they respond?

Organization Workshop
Being organized is an important part of being a student and a professional. Reflect on a time when you witnessed or were a part of an unorganized situation. What were the effects of the lack of structure?

BACKGROUND STANDARDIZING CONTENT: WRITING ACTIVITIES

Revision

Let's Practice

Review the paragraph you drafted.
- Where can you add more details?
- Where can you add more examples?
- Strengthen your topic sentence.

BACKGROUND STANDARDIZING CONTENT: APPLY AND CONNECT

Task and Purpose Workshop

Reflect on what we have discussed in this workshop. What questions do you still have? What do you plan to do from now on when you get an assignment sheet?

Audience Awareness Workshop

Reflect on your current writing assignment for your English class. What is the subject? Who is the audience? What is the purpose? What kind of language will you use with this audience? What questions do you still have about how to write for different audiences?

Organization Workshop

Reflect on the organizational strategies you have learned about today. How will you apply these strategies to your current writing assignments? What questions do you still have about organizing your ideas?

BACKGROUND STANDARDIZING CONTENT: FOR MORE INFORMATION

about becoming an active reader,
- review pages 12-13 in *Composition of Everyday Life*,
- review Chapter 2 in *New Century Handbook*,
- make an appointment with your English 1010 instructor,
- or come to TSU's Writing Center. Visit room 300 in the Learning Resources Center or call 615.963.5102 to make an appointment.

about audience awareness,
- review pages 19-20 in *Composition of Everyday Life,*
- review pages 80-81 in *New Century Handbook,*
- make an appointment with your English 1010 instructor,
- or come to TSU's Writing Center. Visit room 300 in the Learning Resources Center, or call 615.963.5102 to make an appointment.

STANDARDIZED CONTENT REVISION

- Engage and motivate students
- Promote student success and retention
- Increase student interaction
- Expand writing practice
- Scaffold writing activities to prepare students to compose a final multi-paragraph reflection essay

STANDARDIZED CONTENT: WRITE FOR 5

Organization Workshop
Discuss how you organized the content of one of your recent writing assignments. What was the organizational structure of the paper?
Do you think this was an effective way to organize your paper? Why or why not?

Introductions, Conclusions, and Thesis Statements Workshop
Many students struggle with writing introductions and conclusions. Think of a recent writing assignment you have completed and describe your process for writing the introduction and conclusion.

STANDARDIZED CONTENT: WRITING ACTIVITIES

- Students complete writing tasks/assignments focusing on setting goals and strategies for achieving goals.

- Writing assignments build skills in identified competencies.

- Assignments contribute towards the final writing assignment.

- Writing activities support ENGL 1010.

STANDARDIZED CONTENT: WRITING ACTIVITIES

Organization Workshop

Complete the following outline about your progress toward achieving your goals.

I. Introduction:
- A. Attention grabber:
- B. Purpose statement (Task and Purpose)/tentative thesis statement

II-V Body Paragraphs
- A. Topic sentence:
- B. Support

VI. Conclusion

Introductions, Conclusions, and Thesis Statements Workshop

Part II

Instructions: Using the guidelines from our class discussion and the details included in the outline you developed for the Organization lesson, draft an introduction paragraph for your essay about your goals. Be sure to include your <u>thesis statement</u> you drafted for Part I as the last sentence in your introduction.

STANDARDIZED CONTENT: WRITING ACTIVITIES CONSIDERATIONS FOR THE FUTURE

"Writing Is Powerful"

- Writing down specific goals and strategies for achieving goals helps people overcome obstacles and achieve.
  - Reduce dropout rate and increase student achievement.
  - Increase probability that at-risk students complete and submit required work.
  - Improve successful course completion. (Kamenetz)

STANDARDIZED CONTENT: REFLECT

Organization Workshop

Identify one strategy you learned from the class discussion that you utilized to complete your outline.

What did you learn from the class discussion that you will use to help organize your papers in other classes? How will this improve your organization?

Introductions, Conclusions, and Thesis Statements Workshop

Describe the strategies you used from today's lesson to develop your thesis statement and introductory paragraph.

Discuss how you will use what you have learned to day about writing introductions, thesis statements, and conclusions in upcoming assignments.

STANDARDIZED CONTENT:
FOR MORE INFORMATION

about becoming an active reader,
- review your English textbooks,
- make an appointment with your English 1010 instructor,
- or come to TSU's Writing Center. Visit room 310 in the Student Success Center or call 615.963.5102 to make an appointment.

about audience awareness,
- review your English textbooks,
- make an appointment with your English 1010 instructor,
- or come to TSU's Writing Center. Visit room 310 in the Student Success Center or call 615.963.5102 to make an appointment.

REVISING THE CURRICULUM: FUTURE POSSIBILITIES

- Incorporate writing about a success and what tools and strategies used to build the success into goals essay
- Supplemental instruction in sections addressing specific assignment needs
- ESL supplemental workshops starting back in Spring 2017

BACKGROUND: HYBRID COURSE STRUCTURE

- Computer Labs
- PowerPoint presentations and Microsoft Word activity templates
- eLearn ePortfolio

BACKGROUND: HYBRID COURSE STRUCTURE

- **Computer Labs, Then**

HYBRID COURSE STRUCTURE

- Computer Labs, Now

BACKGROUND:
HYBRID COURSE STRUCTURE

ePortfolio
Activity
Template

HYBRID COURSE STRUCTURE: ACTIVITY TEMPLATE

Name:

Instructor's name:

Class: ENGL1011-

Date:

Workshop Topic: Organization

Write for 5: Your answers should come from personal experience. No internet research. Use *I* and *me* (1st person), not *you* (2nd person).

Discuss how you organized the content of one of your recent writing assignments. What was the organizational structure of the paper?

Do you think this was an effective way to organize your paper? Why or why not?

Instructions: Complete the following outline about your progress toward achieving your goals. Save and upload to the dropbox.

I. Introduction:
   A. Attention grabber:
   B. Purpose statement (Task and Purpose)/tentative thesis statement

II. Body Paragraph 1
   A. Topic sentence:
   B.

III. Body Paragraph 2
   A. Topic sentence:
   B.

IV. Body Paragraph 3
   A. Topic sentence:

   B.

V. Body Paragraph 4
   A. Topic sentence:
   B.

VI. Conclusion
   A. Restated thesis/purpose:
   B. Clincher:

Reflect:

Instructions: Answer the following question as thoroughly as possible.

1. Identify one strategy you learned from the notes that you utilized to complete your outline.

2. What did you learn from the class discussion that you will use to help organize your papers in other classes? How will this improve your organization?

Questions?

Use this space to ask any questions you still have about organizing and outlining.

Complete this template, save it, and upload it to the appropriate dropbox on eLearn. Don't forget to add it to your ePortfolio once it's graded!

HYBRID COURSE STRUCTURE: DROPBOX

Freshman English Workshop

TENNESSEE STATE UNIVERSITY

Assessment ▽ | Communication ▽ | Content | ePortfolio | Resources ▽ | Wiggio | Blog

Dropbox Folders

❓ Help

View History

20 ▼ per page

Folder	Score	Submissions	Feedback	Due Date
No Category				
Expectations	- / -	0	-	
Task and Purpose Closed Sep 25, 2016 10:16 AM	- / 15	0	-	Sep 25, 2016 10:16 AM
Critical Writing Closed Sep 29, 2016 10:26 AM	- / 15	0	-	Sep 29, 2016 10:26 AM
Organization Closed Oct 3, 2016 9:50 AM	- / 15	0	-	Oct 3, 2016 9:50 AM
Support	- / 17	0	-	
Taking Notes	- / 15	0	-	
Documentation Part 1	- / 15	0	-	
Documentation Part 2	- / 15	0	-	
Writing Introductions, Thesis Statements, and Conclusions	- / 15	0	-	
Audience Awareness and Language Skills	- / 17	0	-	
Final Reflection Essay	- / 25	0	-	

20 ▼ per page

HYBRID COURSE STRUCTURE: RUBRIC

Hide Rubrics

Rubric Name: Template Rubric PR F2016

Criteria	Level 4	Level 3	Level 2	Level 1	Level 0
Header	0 points	3 points Includes all of the required header information.	2 points Includes 2 pieces of required header information.	1 point Includes 1 piece of required header information.	0 points Does not include any required header information.
Write for 5	4 points Writes 5 or more relevant, insightful sentences that display original thinking about the prompt.	3 points Writes 3-4 relevant, insightful sentences that display original thinking about the prompt.	2 points Writes 3 or more sentences that do not fully respond to the prompt; may be off-topic or vague.	1 point Writes fewer than 3 sentences that may or may not respond to the prompt.	0 points Does not include any required header information.
Writing Exercise	4 points Completes all writing exercises thoroughly and successfully.	3 points Completes most of the writing exercises; may miss or unsuccessfully attempt one or two criteria.	2 points Completes all writing exercises but is unsuccessful in following instructions or completing criteria.	1 point Attempts but does not complete writing exercises.	0 points Does not include any required header information.
Peer Review	0 points	0 points	2 points Peer review has been completed.	0 points	0 points Peer review has not been completed.
Reflect	4 points Writes 4 or more sentences containing specific details/examples relevant to the Reflect prompt.	3 points Writes 2-3 sentences that demonstrate insightful thinking about the Reflect prompt.	2 points Writes 3 or more sentences that do not respond to the Reflect prompt; may be off-topic or vague.	1 point Writes fewer than 3 sentences that may or may not respond to the Reflect prompt.	0 points Does not respond to the Reflect prompt.
Overall Score	**Level 5** **15 or more**	**Level 4** **13 or more**	**Level 3** **11 or more**	**Level 2** **9 or more**	**Level 1** **0 or more**

Submit Files

A NOTE ON OUR ENGL 1011 STUDENT SURVEY RESPONSE RATE

- In Fall 2015, only 51% of the students enrolled in ENGL 1011 were present on the last day of class to take the survey; in Spring 2016, only 42% of the students enrolled in ENGL 1011 were present on the last day of the class to take the survey.

SUCCESSES OF STANDARDIZED CONTENT

- 90% of Fall 2015 and 94% of Spring 2016 ENGL 1011 students surveyed responded that they found the ENGL 1011 presentations engaging.

- 97% of Fall 2015 and 98% of Spring 2016 ENGL 1011 students surveyed responded that they found the ENGL 1011 templates a useful guide for their work.

SUCCESSES OF HYBRID COURSE STRUCTURE

- 90% of Fall 2015 and 94% of Spring 2016 ENGL 1011 students surveyed responded that they enjoyed having class in a computer lab.

- 93% of Fall 2015 and 92% of Spring 2016 ENGL 1011 students surveyed responded that ENGL 1011 taught them how to use eLearn.

- 96% of Fall 2015 and 95% of Spring 2016 ENGL 1011 students surveyed responded that they had accessed eLearn materials outside class.

SUCCESSES OF DIRECT APPLICATION TO ENGL 1010 (& OTHER CLASSES)

- 96% of Fall 2015 and 100% of Spring 2016 ENGL 1011 students surveyed saw the connection between ENGL 1011 and ENGL 1010.

- 95% of Fall 2015 and 100% of Spring 2016 ENGL 1011 students surveyed saw the connection between ENGL 1011 and other classes.

- 95% of Fall 2015 and 95% of Spring 2016 ENGL 1011 students surveyed planned to use resources from ENGL 1011 in other classes.

CHALLENGES OF
DIRECT APPLICATION TO ENGL 1010

- 98% of Fall 2015 and 100% of Spring 2016 ENGL 1011 students surveyed felt they mastered the learning competencies in ENGL 1011.
- However, only 45% of Fall 2015 and 36% of Spring 2016 ENGL 1011 students earned a Satisfactory (S) grade in the course.
- In addition, only 66% of students enrolled in ENGL 1011 in Fall 2015 earned a C or better in ENGL 1010, and only 53% of students enrolled in ENGL 1011 in Spring 2016 earned a C or better in ENGL 1010.
- (Among students with an S in ENGL 1011 in Fall 2015, though, 88% made a C or better; among those with an S in ENGL 1011 in Spring 2016, 80% made a C or better.)

Challenges of Direct Application to ENGL 1010

- Initial attendance reports are sent to ENGL 1010 instructors at the beginning of the semester; updated attendance reports are sent to 1010 instructors at midterm along with midterm grades of Satisfactory (S) or Unsatisfactory (U). Final grades of Satisfactory (S) or Unsatisfactory (U) are sent at the end of the semester.

Challenges of Direct Application to ENGL 1010

- Only 1 ENGL 1010 instructor responded to our ENGL 1010 instructor survey in Spring 2016. (The ENGL 1010 instructor survey was not given in Fall 2015.) We have since found out that the end of the semester is not a convenient time to survey ENGL 1010 instructors and will be sending the survey to them earlier this semester.

OVERALL SUCCESSES: WORKSHOP USEFULNESS

- 95% of Fall 2015 and 68% of Spring 2016 ENGL 1011 students surveyed responded that they found the workshop topics useful.

- 94% of Fall 2015 and 97% of Spring 2016 ENGL 1011 students surveyed responded that ENGL 1011 helped them feel more confident about writing.

Overall Successes: Writing Center Attendance

- ENGL 1011 classes meet in the 2 Writing Center locations on campus, and students are introduced to the Writing Center in their orientation to the course. As a result, many of our ENGL 1011 students begin making Writing Center appointments while they are in our classes and continue to do so throughout their time at the University.

Overall Successes: Writing Center Attendance

- Although only 45% of students enrolled in ENGL 1011 in Fall 2015 and 36% enrolled in ENGL 1011 in Fall 2016 earned a Satisfactory (S) in the course, among those ENGL 1011 students who attended the Writing Center, 73% in Fall 2015 and 63% in Spring 2016 earned a Satisfactory (S) in the course.

OVERALL SUCCESSES: ENGL 1010 COMPLETION

- 74% of Fall 2014-Spring 2015 ENGL 1011 students had completed ENGL 1010 with a C or better by Spring 2016; 22% had also completed ENGL 1020.

EXTENDING OUR BRIDGE FORWARD: THE NEXT 5 YEARS

- Continue to work on making ENGL 1011 more interactive.

- Continue to work on making the end-of-semester reflection essay more relevant to students.

- Continue to seek ways to improve attendance in our ENGL 1011 classes.

- Continue to work towards improving communication and collaboration with ENGL 1010 instructors (more ENGL 1011 class alignment with ENGL 1010 assignments, etc.)

EXTENDING OUR BRIDGE FORWARD: THE NEXT 5 YEARS

- Continue encouraging ENGL 1011 students to come to the Writing Center.

- Continue to seek ways to improve the response rate for both student and instructor surveys as we continue to assess program data.

REFLECT

Review your Write for 5 response. How could you use the successes you wrote about to promote student success and retention in the future?