Teaching in ENF: Perspectives and Insights from the Research and the Classroom

Julia Raufman
Community College Research Center

Susan Givens
Northern Virginia Community College

Brent Kendrick
Lord Fairfax Community College

Phyllis Gowdy
Tidewater Community College
Today’s Presentation Goals

• Provide descriptive results on developmental and college-level placement and enrollment following state redesign

• Introduce a conceptual framework for exploring integrated reading and writing courses

• Describe instructional approaches and classroom activities used at three distinct colleges
Community College Research Center

A leading independent authority on two-year colleges based at Teachers College, Columbia University.

Areas of research include:
• High school to college transitions
• Developmental education and adult basic education
• Student services and financial aid
• Online learning and instructional technology
• College completion and transfer
• College to career and workforce education
Research Context
Analysis of Statewide Developmental Education Redesign (ASDER)

- A 3-year research study examining the implementation and early outcomes of the developmental education redesigns in North Carolina and Virginia

- Designed to generate information that can be used by faculty, staff, administrators, and policymakers to improve developmental education policy and practice

ASDER is funded by the Bill and Melinda Gates Foundation.
Data & Methods for Quantitative Analysis

• Nearly 40,000 first-time in college fall semester students who took a math and English placement test in 2010 (pre-reform) and 2013 (post-reform)
  ▪ From over 20 colleges across the state

• Dataset includes student-level information on:
  ▪ Demographics
  ▪ College course transcripts (enrollment and performance)
  ▪ Placement test scores in reading, writing, and math

• Descriptive analysis of students’ early academic outcomes
More Students Have Access to College English

Pre-Reform, Fall 2010
- College English, 43%
- Co-Requisite College English, 10%
- Developmental English, 47%

Post-Reform, Fall 2013
- College English, 58%
- Co-Requisite College English, 23%
- Developmental English, 19%
College English Pass Rates Unchanged

Among the students who placed into college English and who enrolled in a college English course within one year, average pass rates (defined as earning a C or better) remained virtually unchanged after introduction of the VPT.
Completion of College English Increases

A larger percentage of students who have access to college-English successfully completed college English after introduction of the VPT.
Proposed conceptual framework for understanding integrated reading and writing
Data & Methods for Qualitative Analysis

- Audio Reflection
- Classroom Observation
- Interview
- Curricular Review
- Phone Interview
- Student Focus Group

Fall Semester

Spring Semester
What does integrated reading and writing look like?

Reading

Writing
What does integrated reading and writing look like?

Reading Assignments + Writing Assignments = Integrated Reading and Writing?
Addressing skill instruction in shortened timeframe

“One of the things that I have struggled with is the grammar piece. I feel like I really don't have much time to spend on those sentence level concerns.”

Reading Assignments + Writing Assignments = Integrated Reading and Writing?
Using an additive approach in an integrated context

“I did two papers that were not connected with anything that they read. A narrative paper and a descriptive paper, and those were the worst things that they wrote the entire semester. I need more models...which means more reading.”

Reading Assignments + Writing Assignments = Integrated Reading and Writing?
What does integrated reading and writing look like?
Principles that Guide My Integration

1. Build a common understanding of reading and writing as one integrated process from the outset of the course.
Principles that Guide My Integration

2. Use assessment (integrated reading/writing portfolio) to guide integration of instruction.
Principles that Guide My Integration

3. Design the course around a central theme.
Principles that Guide My Integration

4. Use readings repeatedly and in different ways. Write about them for different purposes.

- Use readings for grammar activity
- Use as a source in a research essay
- Read, summarize and respond in a journal

A single text used for multiple purposes
An Example of an Integrated Assignment

**Assessment - Literary Analysis for *The Glass Castle***

- This portfolio assignment and the assignments leading to it address all 8 SLOs at some level.
- Students have used the text in different ways…
  - read and discussed *The Glass Castle*
  - summarized and responded to the book in journal assignments
  - reconsidered it as a source for the research essay on success
- In the literary analysis, students will…
  - analyze the text to develop a list of themes
  - write a literary analysis essay for a theme

**Theme - Success**

**Reading/Writing Process**
ENF/Library Connection Pilot Project at Tidewater Community College

• Develops a strong connection between the library and developmental students

• Demystifies the library through positive student interaction experiences

• Strengthens critical thinking and analytical skills with fundamental library research
# Journaling Project

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<thead>
<tr>
<th>Main Purpose of Journal Assignment</th>
<th>Learning Outcomes</th>
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<tr>
<td><strong>Assignment 1:</strong> Use titles, subtitles, illustrations and text to make general predictions about the text: topic, purpose, audience, tone, and main idea.</td>
<td>Demonstrate the use of pre-reading, reading, and post-reading skills with college-level texts</td>
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<td><strong>Assignment 2:</strong> Write a brief summary paragraph of an article related to the theme of your novel.</td>
<td>Pre-write, draft, revise, edit, and proofread college-level texts</td>
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<td><strong>Assignments 3 and 4:</strong> Create a scene representing the theme of the novel to present to the class, and submit a typed script using quotation marks appropriately.</td>
<td>Identify, evaluate, integrate, and document sources properly</td>
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LESSONS LEARNED TEACHING ENF 1

Brent L. Kendrick, Ph.D.
Lord Fairfax Community College
ENF 1
Integrating Reading and Writing

• Lesson 1:
  – “Wow! This is big, really big!”
    ― Derek McLaren (ENF 1 Student)

• Lesson 2:
  – “I can eat an elephant if I take small bites.”
    ― Rita Dove (Former United States Poet Laureate)
ENF 1:
“I Feel Like a Mosquito in a Nudist Colony …”

• I know exactly what I’m supposed to do...
• I just don’t know where to begin!”

• Lesson 3: Add Vigor and Add Rigor, but ...  
  • Adjust Your Plans; or 
  • Ditch Your Plans; and 
  • Follow Your Heart—Trust Yourself
TED Talks + PEP Talks

• **Lesson 4: Use Technology, Entertainment, and Design**
  – Read and Respond; Write and Respond
  – Take Ten
  – FreeRice
  – Lumosity
  – Daily Question
  – OED

• **Lesson 5: Use PEP Talks**
  – Replace Negative Thoughts with Positive Thoughts
  – Celebrate
Integrating Student Success Skills into ENF 1

• Lesson 6: Integrate SDV into ENF 1
  – Learning Community
  – Affective Domain Issues
  – Life Skills
  – Study Skills
• **Lesson 7: Use an Embedded Tutor**
  – Be Involved in Selection
  – Establish Parameters
  – Mentor
ENF 1: Final Lessons

“When I was a boy of fourteen ...”

- “… my father was so ignorant I could hardly stand to have the old man around. But when I got to be 21, I was astonished at how much the old man had learned in seven years.”

- Lesson 8: “I can’t believe how much I’ve learned in 8 weeks!”
  — Professor Kendrick

- Lesson 9: “This is big, really big, but I believe I can do it.”
  — Professor Kendrick’s Students

- Lesson 10: “Thank you. I learned a lot in class today.”
  — Professor Kendrick AND His Students
Questions?

• What do you think of the conceptual framework?
  – Do any of these tensions resonate with you? If so, how have you resolved these tensions?

• Given the tensions presented, what are the implications for the intended outcomes of integrated reading and writing?

• What types of professional development would optimize the integrated reading and writing model?
For more information

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Community College Research Center
Institute on Education and the Economy
Teachers College, Columbia University
525 West 120th Street, Box 174, New York, NY 10027
E-mail: ccrc@columbia.edu Telephone: 212.678.3091