

From “Additive” to “Integrative”: Research on Designing and Teaching Integrated Reading and Writing

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Today's Presentation Goals

- Report on research seeking to understand how faculty in the midst of [statewide reforms to integrate developmental English and reading](#) approach course integration
- Describe [a theoretical framework](#) for integrated reading and writing (IRW) courses
- Describe findings from [instructional case studies](#) of three instructors
- Offer examples of [instructional strategies and curricular resources](#) for use in integrated courses

Community College Research Center

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

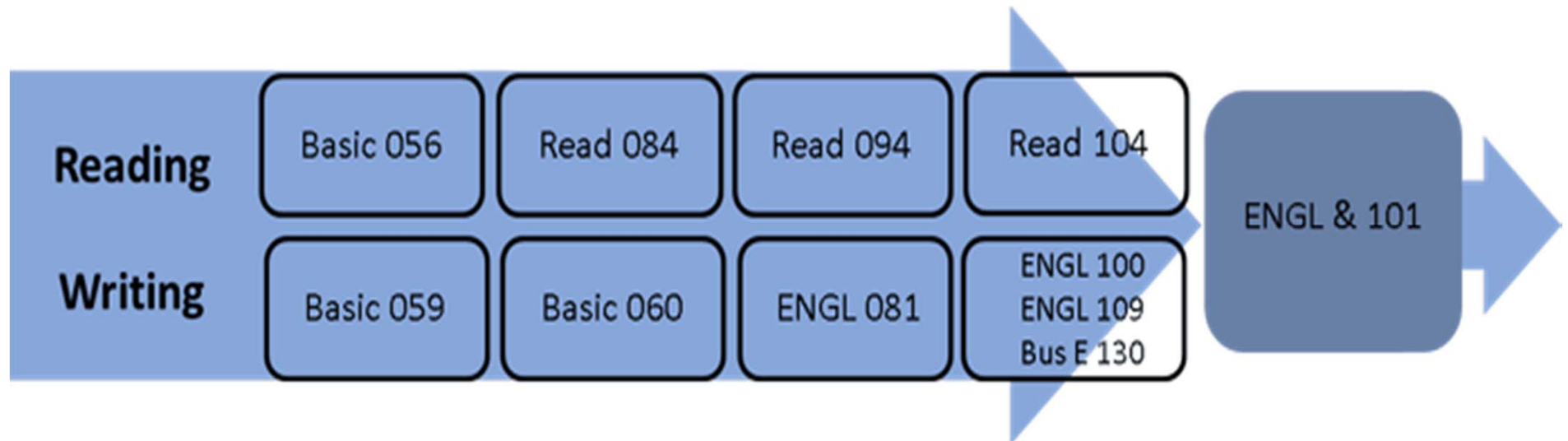
Areas of research include:

- 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



Developmental Reading and English Context

Multi-level course sequences in reading and writing have been the status quo, and have been shown to delay completion.



Developmental Reading and English

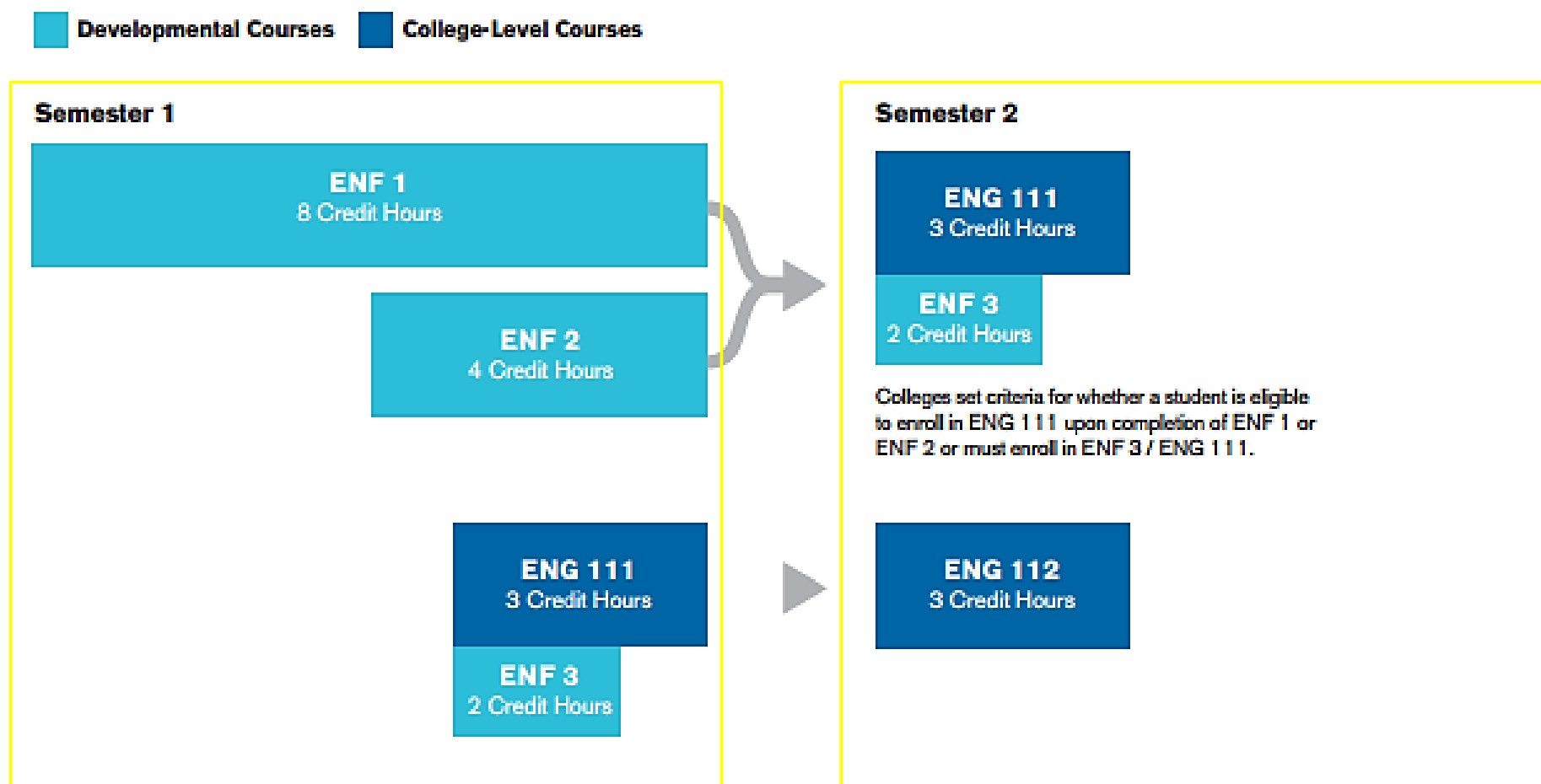
- In CA in 2002, 47% of students referred to remedial writing, started in a course at least two levels below freshman composition (Perry, Bahr, Rosin & Woodward, 2010)
- 37% of students referred to developmental reading go on to pass college English (Bailey, Jeong & Cho, 2010)

Reforms in Developmental Reading and English

Reform Type	Description	Evidence
Changes to placement practices and policies	May include new assessment instrument, multiple placement measures, or self-placement. Typically results in more students having access to college-level courses.	Willett et al., 2015; Belfield & Crosta, 2012
Co-requisite courses	Students enroll in college-level English and co-enroll in a support course to help them succeed.	Jaggars et al., 2015
Integrating reading and writing	A single course addresses both reading and writing competencies. Typically results in a reduction in developmental course requirements and credit hours.	Goen & Gillotte-Tropp, 2003
Shortening course sequences	Course(s) are eliminated. Learning objectives and curricula are revised to prepare students for college-level English with fewer instructional hours.	Edgecombe et al., 2014; Hayward & Willett, 2014

Research Context

Virginia's Developmental and College-Level Progression



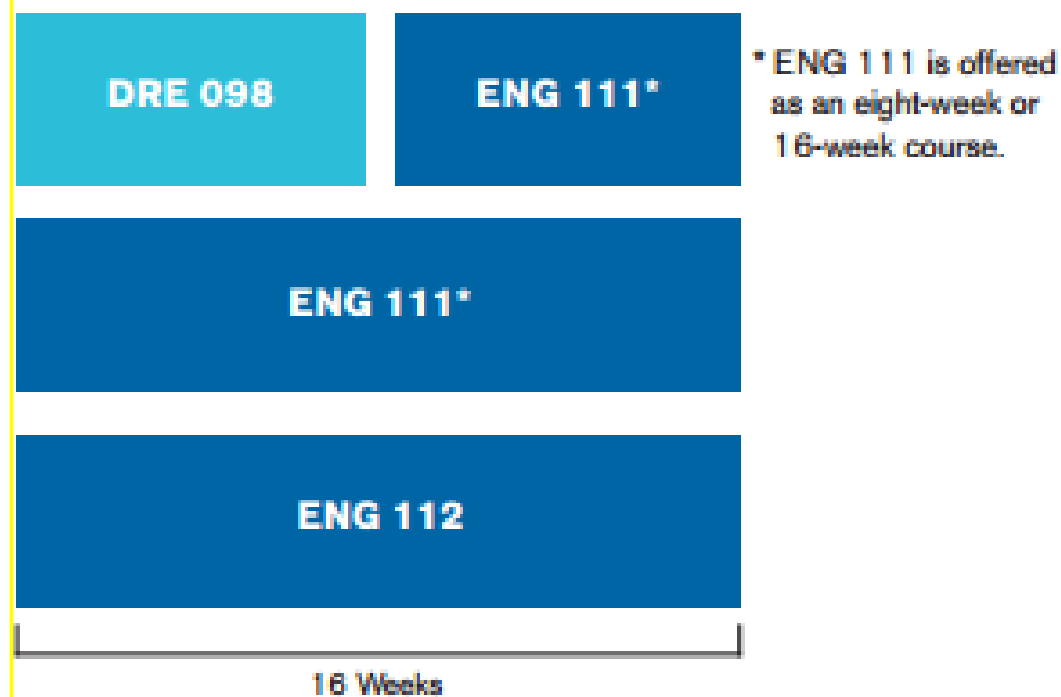
North Carolina's Progression Model

 Developmental Courses  College-Level Courses

Semester 1



Semester 2



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

Assessment
and Placement

Instructional
Technology

Learning
Assessment

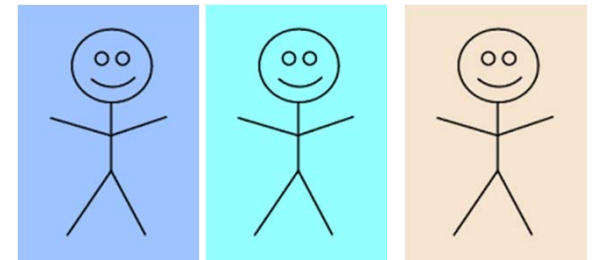
Student
Progression

- 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 Qualitative Analysis

- Interviews with over 150 English faculty, administrators, and staff in both states
- In-depth, year-long case studies of instructors from three different community colleges followed over an academic year
- Conducted interviews, classroom observations, student focus groups, and audio-reflections each semester
- Catalogued and analyzed curricular materials and had instructors reflect on materials



Professor P

Professor V

Professor S

The Additive Approach: A Common Strategy for Integration

Table of Contents Excerpt from Integrated Reading and Writing Textbook

Part One: Getting into a College Mindset

1: Reading and Responding to College Texts

Part Two: From Pre-Reading to Proofreading: The Reading and Writing Processes

2: Active and Critical Reading

3: Putting Ideas into Writing

4: Revising, Editing and Proofreading

Part Three: Reading and Writing Workshops

5: Additional Reading Comprehension Strategies

6: Workshop on Topic, Audience, and Purpose

7: Workshop on Rhetorical Modes in Reading and Writing

8: Workshop on Vocabulary Building

9: Workshop on Pre-Writing

10: Workshop on Thesis and Main Idea

11: Workshop on Taking a Stance

12: Workshop on Topic Sentences and Paragraphs

13: Workshop on Essay Organization and Outlining

14: Workshop on Drafting

15: Workshop on Introductions and Conclusions

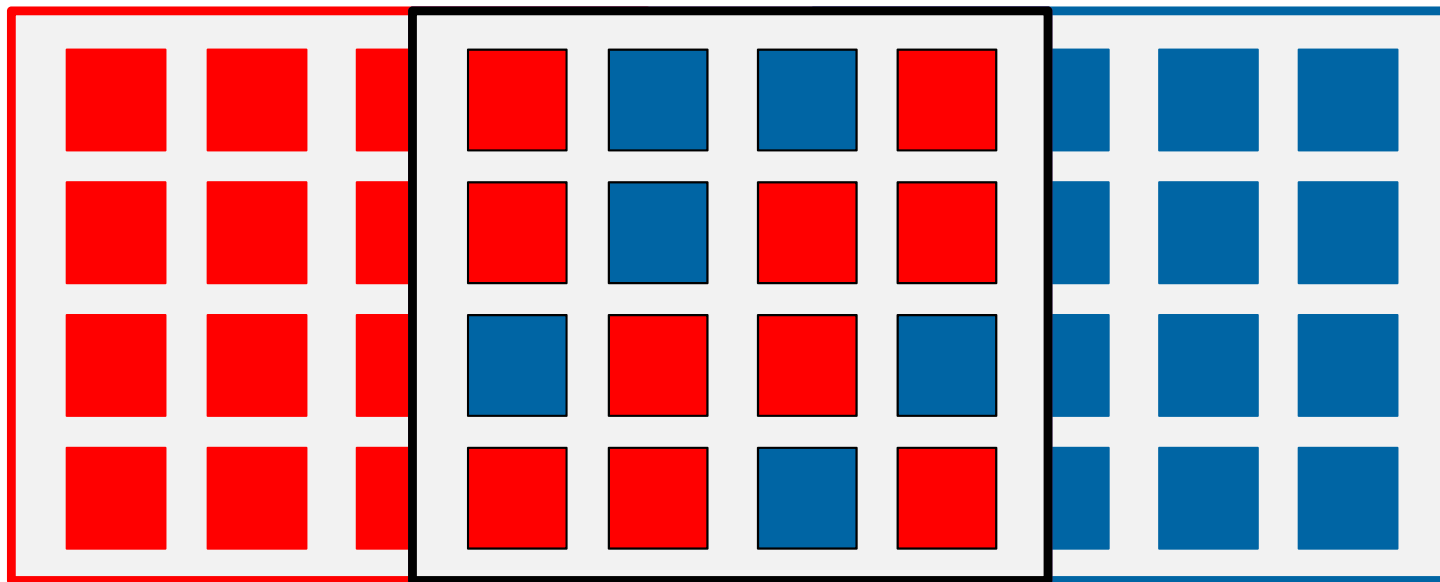
16: Workshop on Quotation and Paraphrase

An “Additive” Approach to Integration

“I thought, well, I’ll just keep the comp quizzes. They used to be grammar and punctuation, and I can throw the reading in. **So you are just kind of throwing things in where they fit.**”

“I think the idea of integrating the two, whether [as a] reading ‘week’ or ‘session’ or ‘class,’ will help the adjuncts. Certainly it would help me **to be able to approach reading as a separate task** but also relate it, perhaps the next day, as a writing opportunity.

The “Additive” Approach



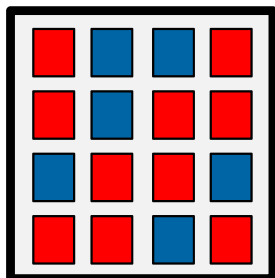
Reading and Writing

The Additive Approach to Integrated Reading and Writing

- **Wanting a Framework for Integrated Course Design:**
 - Limited confidence in teaching new discipline
 - Belief that students need explicit instruction in each subject
 - Curricular learning objectives not integrated
 - Lack of integrated curricular materials
 - “Cross training” as predominant professional development approach
- “It was a massive amount of material that they wanted us to put into one semester’s worth of work. It was extremely difficult and my primary concern during that time was to touch upon all that I was told we had to include.”
- “We took all the writing instructors and then I gave them a crash course in terms of reading. **How they could take an existing activity that they already did, and add a little more reading to it?**”

Challenges with Additive Approach

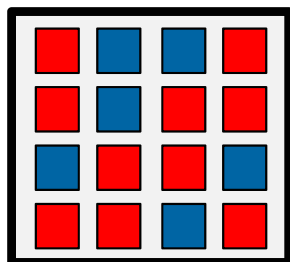
- Important content from old course is eliminated
 - Course components may not be well-integrated or aligned
 - Overall, not enough time to cover important content (i.e., discrete skills, broader competencies)
 - Less class time in the new course structure
- “The way it is now, I basically teach two skills a week, one reading skill, one writing skill. We have two days on that skill and if they don't get it then there is no backtracking or trying to help them understand it. We are moving on from there.”



Using an additive approach in an integrated context

Professor V:

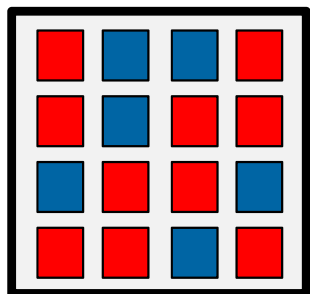
*“I did **two papers that were not connected with anything that they read.** A narrative paper and a descriptive paper, and those were the worst things that they wrote the entire semester. I need more models...which means more reading.”*



Addressing skill instruction in shortened timeframe

Professor S:

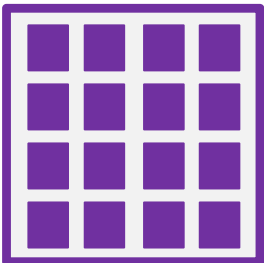
*“One of the things that I have struggled with is the grammar piece. **I feel like I really don't have much time to spend on those sentence level concerns.**”*



An “Integrative” Approach to Course Design

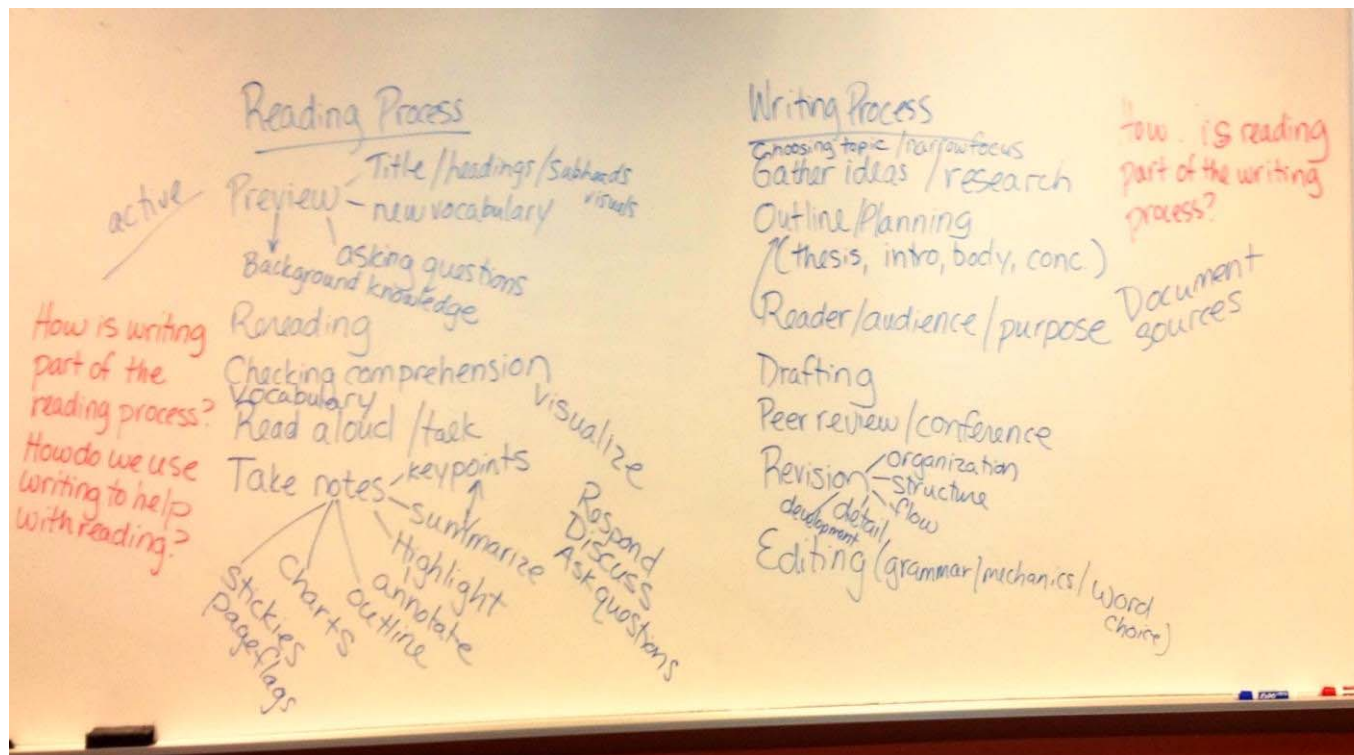
Strategies Used in “Integrative” Courses

Metacognition	Invites students to explicitly reflect on the relationship between reading and writing in order to promote self-awareness of literacy processes.
Course Design by Theme	All/most texts and assignments are connected to a theme. An “anchor text” may be used as the basis for a variety of assignments and activities.
Text-Based Writing	Examples include summaries, journal or personal responses, and critical response essays.
Embedded Skill and Strategy Instruction	Skills and strategies are reinforced or taught in the context of thematic and text-based activities.

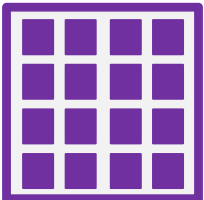


“It’s not just an isolated lesson, it’s about rethinking an entire course.”

Metacognition



Build a common understanding of reading and writing as one integrated process from the outset of the course.



Course Design by Theme

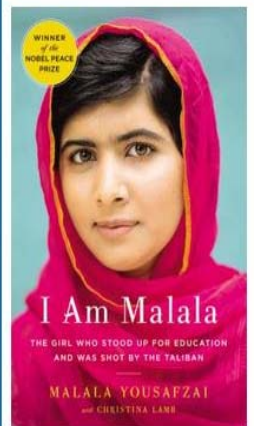

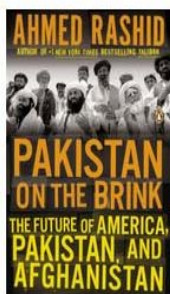



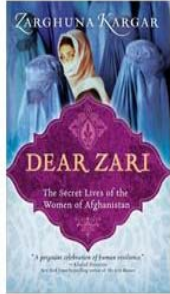

Assessment - Literary Analysis for *The Glass Castle*

- 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

Embedding Skill and Strategy Instruction

Main Purpose of Journal Assignment	Learning Outcomes	Getting Started ENF Docs Book Choices Lib Instruction 1 Lib Instruction 2 Lib Instruction 3
Assignment 1: Use titles, subtitles, illustrations and text to make general predictions about the text: topic, purpose, audience, tone, and main idea.	Demonstrate the use of pre-reading, reading, and post-reading skills with college-level texts	<p>I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban Print Page</p> <div> <div>  <p>I Am Malala THE GIRL WHO STOOD UP FOR EDUCATION AND WAS SHOT BY THE TALIBAN MALALA YOUSAFZAI and CHRISTINA LAMB</p> <p>I Am Malala - Malala Yousafzai; Christina Lamb (As told to) ISBN: 9780316322409</p> </div> <div> <p>Introduction: Who is Malala?</p> <p>At UN, Malala Yousafzai rallies youth to stand up for universal education</p>  </div> <div> <p>Related Titles @ TCC</p>  <p>PAKISTAN ON THE BRINK THE FUTURE OF AMERICA, PAKISTAN, AND AFGHANISTAN AHMED RASHID</p> <p>Pakistan on the Brink - Ahmed Rashid ISBN: 9780143122838</p> </div> </div>
Assignment 2: Write a brief summary paragraph of an article related to the theme of your novel.	Pre-write, draft, revise, edit, and proofread college-level texts	<div> <div>   </div> <div> <p>Address to United Nations</p> <p>Malala Yousafzai addresses United Nations Youth Assembly</p>  </div> <div>  <p>DEAR ZARI The Secret Lives of the Women of Afghanistan ZARGHUNA KARGAR</p> <p>Dear Zari - Zarghuna Kargar ISBN: 9781402268373</p> </div> </div>
Assignments 3 and 4: Create a scene representing the theme of the novel to present to the class, and submit a typed script using quotation marks appropriately.	Identify, evaluate, integrate, and document sources properly	

Use of Text-Based Writing

Quote Book on *The Color of Water: A Black Man's Tribute to his White Mother* by James McBride

Assignment Process

Step 1:

As you read *The Color of Water*, mark any part of the text that you find interesting or meaningful. Use your sticky notes to mark the passage, and write a brief comment on the sticky note about why that part of the text is meaningful to you.

Step 2:

After you have read the book, select 15 quotes to write about. The quotes can be from any part of the book. Each quote you select should be interesting and meaningful to you.

Step 3:

For each quote, write a lengthy paragraph that discusses who is speaking, the context of the quote, its meaning in the book, and how it is meaningful to you.

Requirements

1. Begins with an introductory paragraph that explains your overall ideas about the book. (10 points)
2. Contains 15 quotes that are interesting and meaningful. Each quote should be at least two sentences long. (10 points)
3. Contains a detailed, coherent, and thoughtful discussion of each quote that includes:
 - Who is speaking
 - The context of the quote
 - The meaning of the quote in the book
 - What it reveals about the people in the book
 - Why you chose it
 - How it is meaningful to you (50 points)
4. Quotes must be properly cited. (10 points)

Preparation for English Composition

- Content alignment between developmental IRW courses and English composition
 - Does integration continue to English composition (transfer-level English)?
 - Do students continue to apply an integrated approach in these courses?
 - Does their reading continue to develop after leaving developmental IRW courses?

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