Getting the Gears Turning

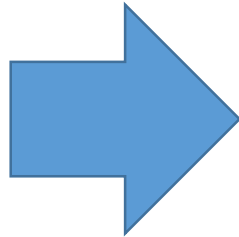presented by

Sandra Flowers

An Irish Airman Foresees His Death

Please Read the Following :

I know that I shall meet my fate

Somewhere among the clouds above;

Those that I fight I do not hate,

Those that I guard I do not love;

My country is Kiltartan Cross,

My countrymen Kiltartan's poor,

No likely end could bring them loss

Or leave them happier than before.

Nor law, nor duty bade me fight,

Nor public men, nor cheering crowds,

A lonely impulse of delight

Drove to this tumult in the clouds;

I balanced all, brought all to mind,

The years to come seemed waste of breath,

A waste of breath the years behind

In balance with this life, this death.

William Butler Yeats

I know that I shall meet my fate
Somewhere among the clouds above;

Those that I fight I do not hate,
Those that I guard I do not love;

My country is Kiltartan Cross,
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William Butler Yeats

1)_____

2)_____

3)_____

4)_____
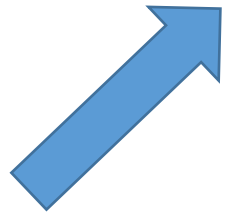
5)_____

6)_____

7_____

8)_____

Now divide the poem into two lines, and write a sentence as to what each line group means.

What words tell you the person of the poem?

I know that I shall meet my fate
Somewhere among the clouds above;

What word(s) indicate who is the speaker in poem?

I know that **I** shall meet **my** fate
Somewhere among the clouds above;

Since the poem refers to "I", we can assume that the narrator is the subject of the work.

What word(s) indicate who is the speaker in poem?

I know that **I** shall meet **my** fate
Somewhere among the clouds above;

Since the poem refers to "I", we can assume that the narrator is the subject of the work.

What does fate mean? Can we change our fate?

General Definition

Fate - the preordained course of your life that will occur because of or in spite of your actions.

Destiny - a set of predetermined events within your life that you take an active course in shaping.

I AM
THE MASTER OF
MY FATE AND
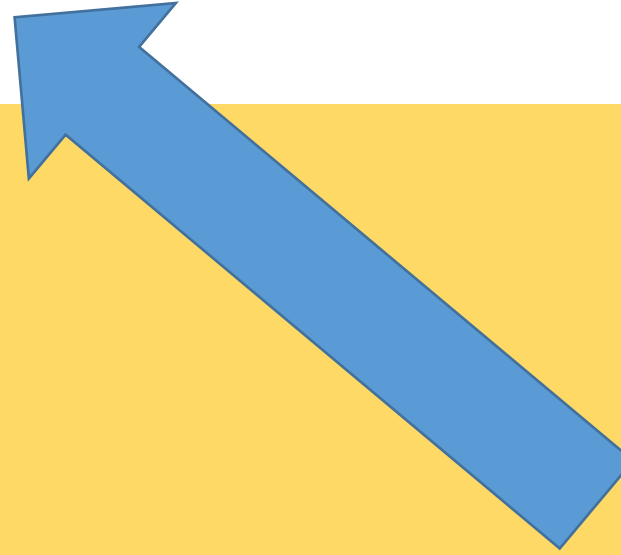THE CAPTAIN OF
MY DESTINY.

- Nelson Mandela

Let's Watch a Quick Film

- http://www.youtube.com/watch?v=tLvHTDa1fkE

Now, Let's Play A Game

- https://www.onlinequizcreator.com/my-dashboard/my-quizzes/quiz-dashboard/item3252?quizId=88252 (Game)

It's Quiz Time

1) Where does the speaker think it will all end?

a) In the clouds above

b) On a field in Italy somewhere

c) In Ireland

d) On the moon

2) What is another word for "airman"?

a) A guy made of air

b) A baseball player

c) A cricketeer

d) A pilot

3) What does the speaker say about the "years behind"?

a) They're a waste of breath

b) They were awesome

c) He can't remember them

d) He doesn't talk about them

Please use your poem while taking the quiz.

It's Quiz Time

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a) In the clouds above

b) On a field in Italy somewhere

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Reader MUST infer

I know that I shall meet **my fate**

Somewhere **among the clouds above**;

Those that I fight I do not hate,

Those that I guard I do not love;

My country is Kiltartan Cross,

My countrymen Kiltartan's poor,

No likely end could bring them loss

Or leave them happier than before.

Nor law, nor duty bade me fight,

Nor public men, nor cheering crowds,

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Drove to this tumult in the clouds;

I balanced all, brought all to mind,

The years to come seemed waste of breath,

A waste of breath the years behind

In balance with this life, this death.

William Butler Yeats

What does it mean to Integrate Reading and Writing?

Answer

- The answer to this question is simple, but to implement strategies that are effective and expandable is not easy.

Strategic Doing is simple, but not easy...It takes discipline, focus and practice

What could we do?

How will we learn?

Strategic Doing Cycle

What should we do?

What will we do?

As the teams answer these questions, they generate all the components of a Strategic Action Plan

What happens if one component in this complex machine that we call a brain is not calibrated correctly?

Is the whole machine broken and needs to be thrown out?

Of course not. That's like trading in a new car because it needs a spark plug or tire alignment.

"I've lost the ability to make eye contact."

How do students end up in Developmental Education at HCC?

TSIA Writing Score	TSIA Reading Score	HCC Course Placement
WS: 2 (Note: WS: 0-1 or no WS is referred to Level 1 certificates, Adult Basic Education, or Continuing Education)	READ: 333-341 (Note: READ 310-332 is referred to Level 1 certificates, Adult Basic Education or Continuing Education)	PRER 0100 & must co-enroll in INRW 0410
WS: 3	READ: 342-346	INRW 0410 (Note: If student places in INRW 0410 in reading or writing and also places in INRW 0420 in writing or reading, then placement is INRW 0410)
WRITE: 310-362 & WS: 4	READ: 347 - 350	INRW 0420
WRITE: 356-362 & WS: 4	READ: 351-390 (college level reading)	ENGL 0100 co-requisite with specific ENGL 1301 sections
WS: 5-8 _____ OR WRITE: 363-390 & WS: 4 Note: Both Writing and Reading scores required for direct placement	READ: 351-390	ENGL 1301 & other writing-based courses (i.e. history, government, etc.; see Course Prerequisites for proper course select

TSI Breakdown

Understanding Your Reading Score

- The TSI Assessment in Reading is a multiple choice test that covers the four content areas listed below.

- There are approximately 20 items on the TSI Assessment Test and 10 to 12 items in each section of the DE Diagnostic Test.

- **Literary Analysis** measures your skill in identifying and analyzing ideas in and elements of literary texts.

- **Main Idea and Supporting Details** measures your skill in identifying the main idea of a passage; comprehending explicit textual information in a passage.

- **Inferences in a Text or Texts** measures your skill in synthesizing ideas by making a connection or comparison between two passages; making an appropriate inference about single passages.

- **Author's Use of Language** measures your skill in identifying a author's purpose, tone, organization or rhetorical strategies and use of evidence; determining the meaning of words in context

Understanding Your Writing Score

- The TSI Assessment in Writing is a test that contains a multiple-choice section and an essay section.

- Multiple-Choice Section The multiple-choice section of the TSI Assessment in Writing measures your skills in the four content areas listed below. There are approximately 20 items on the TSI Assessment Test and 10 to 12 items in each section of the DE Diagnostic Test.

- **Essay Revision** measures your ability to provide coherence, organization and good word choice; to achieve rhetorical effectiveness and use evidence.

- **Agreement** measures your ability to perform subject-verb agreement, pronoun agreement and determination of verb tenses.

- **Sentence Structure** measures your knowledge on topics like comma splices and run-on sentences; improper punctuation; fragments and parallelism; subordination and coordination.

- **Sentence Logic** measures your ability to correctly place modifying phrases and clauses, and the ability to use logical transitions.

TSI Breakdown

Essay Section

- The essay section of the TSI Assessment in Writing requires you to demonstrate clear focus, to logically develop ideas in well organized paragraphs, and to use appropriate language that indicates your purpose.

- You will be asked to provide a writing sample of **300 to 600 words** in response to one of the several prompts within the system.

- You will be scored based on your performance in the following areas:

- **Purpose and Focus:** The extent to which you present information in a unified and coherent manner, clearly addressing the issue.

- **Organization and Structure:** The extent to which you order and connect ideas.

- **Development and Support:** The extent to which you develop and support ideas.

- **Sentence Variety and Style:** The extent to which you craft sentences and paragraphs demonstrating control of vocabulary, voice and structure.

- **Mechanical Conventions:** The extent to which you express ideas using Standard English.

- **Critical Thinking:** The extent to which you communicate a point of view and demonstrate reasoned relationships among ideas.

010	**Communication (6 hours)** ENGL 1301, ENGL 1302, 2311	**ENGL 1301** **ENGL 1302, 2311**	requires college level reading/writing all require ENGL 1301
040	**Language, Philosophy and Culture (3 hours)** ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2342, 2343, 2351 HIST 2311, 2312 HUMA 2319 PHIL 1301, 1304, 2306, 2307, 2316, 2317	**ENGL Literature** **HIST 2311, 2312** **HUMA 2319** **PHIL xxxx**	all require ENGL 1301 all require ENGL 1301 or ENGL 1301 as a co-requisite all require ENGL 1301 all require ENGL 1301
020	**Mathematics (3 hours)** MATH 1314, 1316, 1324, 1325, 1332, 1342, 1350, 1442, 2318, 2320, 2412, 2413	**MATH 1314, 1324** **MATH 1342** **MATH 1332**	requires college level mathematics requires college level mathematics requires MATH 0409 or higher
030	**Life and Physical Sciences (6 hours)** ANTH 2301 ASTR 1303, 1304, 1403, 1404 BIOL 1308, 1309, 1322, 1406, 1407 CHEM 1305, 1405, 1411, 1412, 1413 ENVR 1301, 1401 GEOG 1301 GEOL 1345, 1347, 1403, 1404, 1405 PHYS 1305, 1401, 1402, 2325, 2326	**ANTH 2301** **ASTR xxxx** **BIOL 1308, 1309** **BIOL 1322, 1406** **CHEM 1305, 1405** **CHEM 1411, 1413** **ENVR 1301, 1401** **GEOG 1301** **GEOL 1345, 1347** **GEOL 1403, 1405** **PHYS 1305** **PHYS 1401** **PHYS 2325**	requires college level reading/writing or enrollment in INRW 0420 as co-requisite all require placement into INRW 0420 all require placement into INRW 0420 college level reading/writing all require placement into INRW 0420 all require placement into MATH 0312 with INRW 0420 as a co-requisite all require placement into INRW 0420 requires college level reading/writing or enrollment in INRW 0420 as co-requisite all require placement into MATH 0312 and INRW 0420 all require placement into MATH 0312 and INRW 0420 requires placement into MATH 0312 and INRW 0410 requires placement into MATH 2412 and INRW 0410 requires placement into MATH 2414
050	**Creative Arts (3 hours)** ARTS 1301, ARTS 1303, 1304 DANC 2303 DRAM 1310, 2361, 2366 ENGL 2307, 2308 HUMA 1301 MUSI 1301, 1306, 1310	**ARTS 1301** **ARTS 1303, 1304** **DANC 2303** **DRAM 1310, 2361, 2366** **ENGL 2307** **MUSI 1301**	requires college level reading/writing or enrollment in INRW 0420 as co-requisite requires college level reading/writing requires college level reading/writing all require placement into INRW 0420 requires placement into ENGL 1302 requires placement into INRW 0420

Guidelines for Reading
(According to Texas Higher Education Coordinating Board)

...students read college-level texts in English as an essential aspect of the course design.

- Course Criteria (drawn from Texas College and Career Readiness Standards)
  - Students locate textual information, draw inferences, describe, analyze and evaluate textual information.
  - Students comprehend and use vocabulary to communicate effectively.
  - Students identify/analyze audience, purpose and message.
  - Students describe/imply insights gained from reading.
  - Students connect reading to historical and current events and personal interest.
- General Guidelines
  - 3 semester credit hours
  - TSI requirement in reading

THECB 2/5/14

Reading Courses

- Courses that will always count if they meet the General Requirements (Academic Course Guide Manual (ACGM) learning outcomes for these courses meet the criteria listed above):
  - HIST 1301, 1302, or university equivalent
  - GOVT 2305, 2306, or university equivalent
  - PSYC 2301, 2314, or university equivalent
  - SOCI 1301, 1306, or university equivalent
  - PHIL 1301, 2303, 2306, or university equivalent
- Courses that will count if they meet the Course Criteria and General Requirements:
  - ENGL 1301, 1302, or university equivalent
  - GEOG 1300-level or university equivalent
  - Literature courses
  - Art, music, and theatre history courses
- Courses that are <u>not</u> recommended:
  - Courses in art, music, or theatre other than those identified above
  - Foreign language courses
  - Learning frameworks courses

THECB 2/5/14

Guidelines for Writing

For most students the first college-level course in writing should be ENGL 1301 or 1302.

- Course Criteria
  - Other courses may be used if students write in English as an essential component of the course design. At least 30 percent of the course grade must be based on student writing.

- General Guidelines
  - 3 semester credit hours
  - TSI requirement in writing

Writing Courses

- Courses that will always count if they meet the General Requirements (Academic Course Guide Manual (ACGM) learning outcomes for these courses meet the criteria listed above):
  - ENGL 1301, 1302, or university equivalent
- Courses that will count if they meet the Course Criteria and the General Requirements:
  - Literature courses
  - History courses
- Courses that are <u>not</u> recommended:
  - Creative writing
  - Foreign language courses
  - Learning frameworks courses

THECB 2/5/14

Reading and Writing Courses

- Courses that will always count if they meet the General Requirements (Academic Course Guide Manual (ACGM) learning outcomes for these courses meet the criteria listed above):
  - HIST 1301, 1302, or university equivalent
  - GOVT 2305, 2306, or university equivalent
  - PSYC 2301, 2314, or university equivalent
  - SOCI 1301, 1306, or university equivalent
  - PHIL 1301, 2303, 2306, or university equivalent
- Courses that will count if they meet the Course Criteria and General Requirements:
  - ENGL 1301, 1302, or university equivalent
  - GEOG 1300-level or university equivalent
  - Literature courses
  - Art, music, and theatre history courses
- Courses that are not recommended:
  - Courses in art, music, or theatre other than those identified above
  - Foreign language courses
  - Learning frameworks courses

Courses that will always count if they meet the General Requirements (Academic Course Guide Manual (ACGM) learning outcomes for these courses meet the criteria listed above):

ENGL 1301, 1302, or university equivalent

Courses that will count if they meet the Course Criteria and the General Requirements:

Literature courses
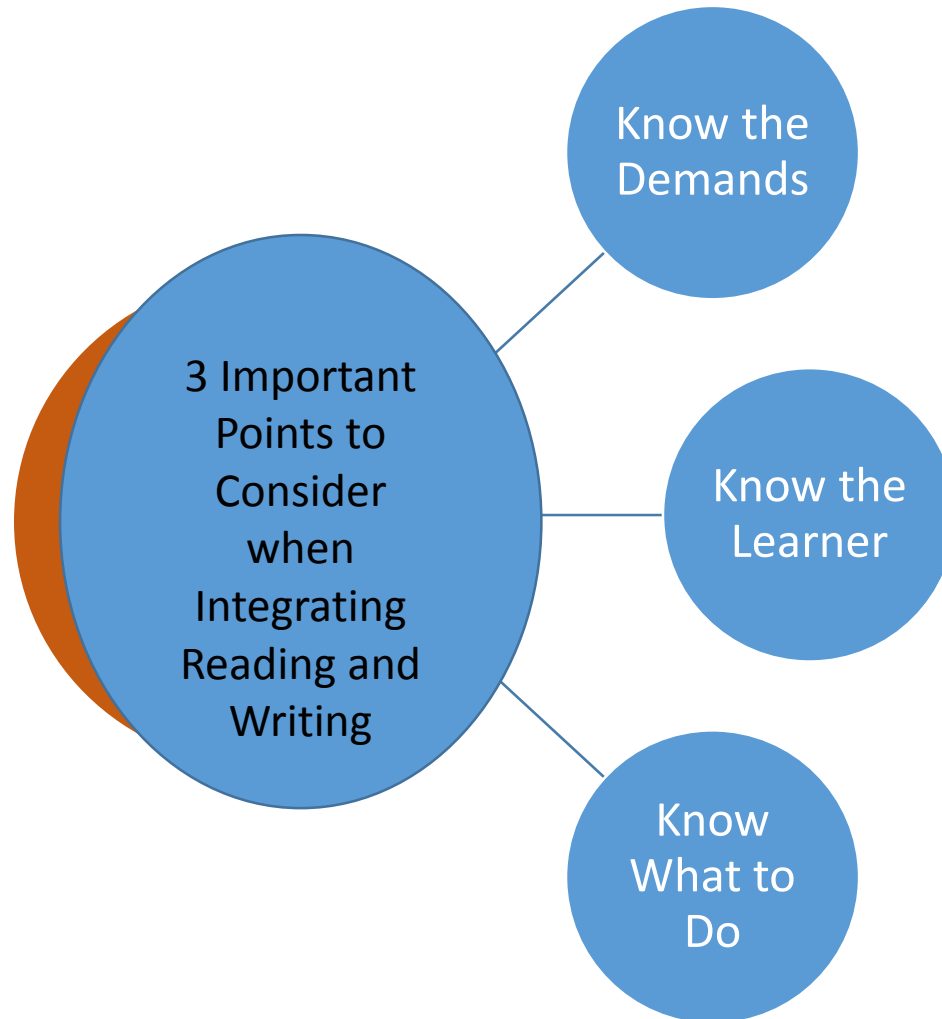
History courses

Courses that are not recommended:
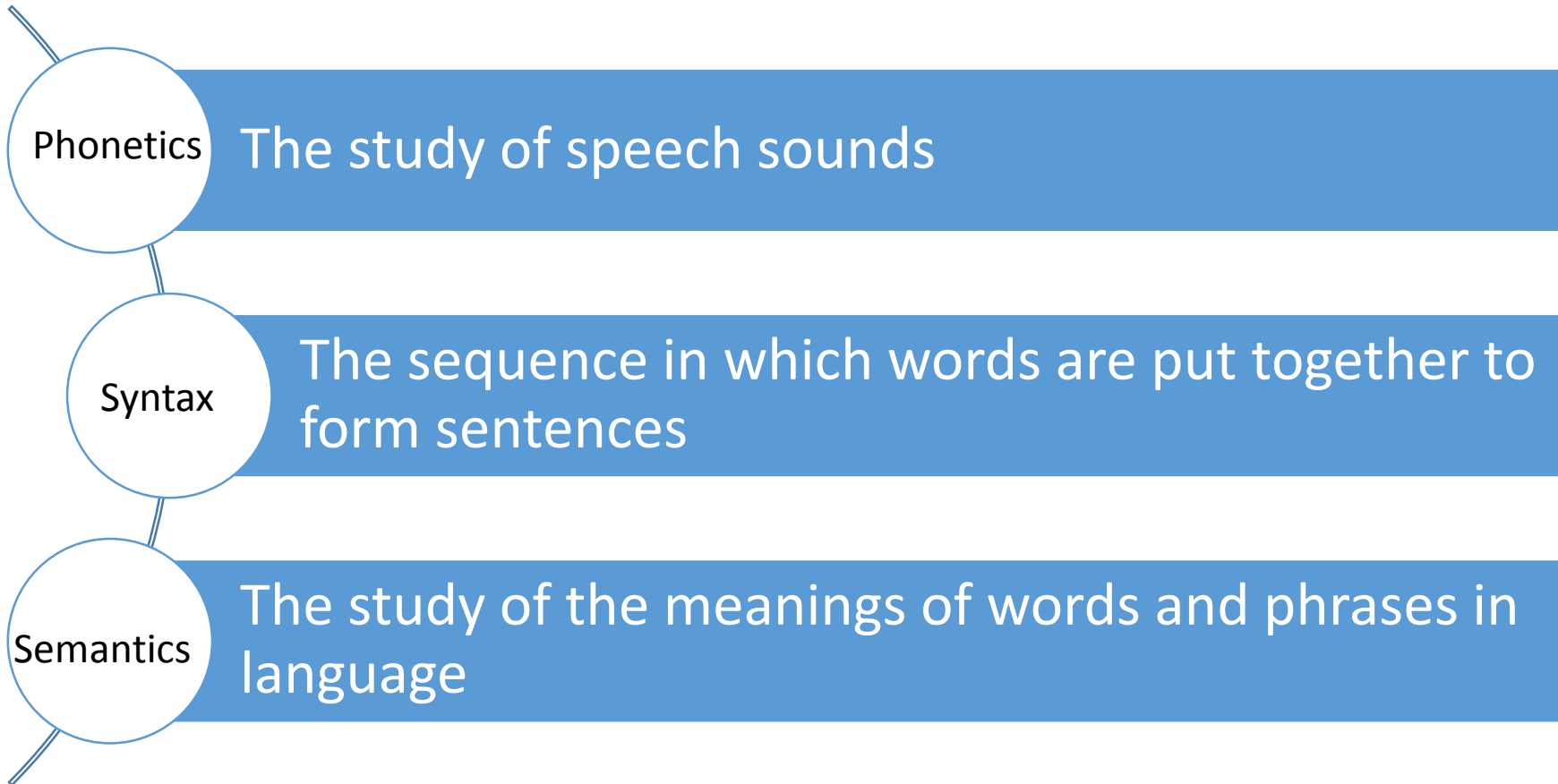
Creative writing

Foreign language courses

Learning frameworks courses

What does it mean to Integrate Reading and Writing?
To address the question, first you must *Know 3 Things*

Know the Demands

3 Important Points to Consider when Integrating Reading and Writing

Know the Learner

Know What to Do

Know the Demands

Phonetics — The study of speech sounds

Syntax — The sequence in which words are put together to form sentences

Semantics — The study of the meanings of words and phrases in language

Know the Learner (Learning Styles)

Auditory — Prefers Listening (This learner will be able to perform a new task after listening to instructions)

Visual — Prefers reading and visual materials (i.e. pictures, symbols, colors, shapes, videos, etc.)
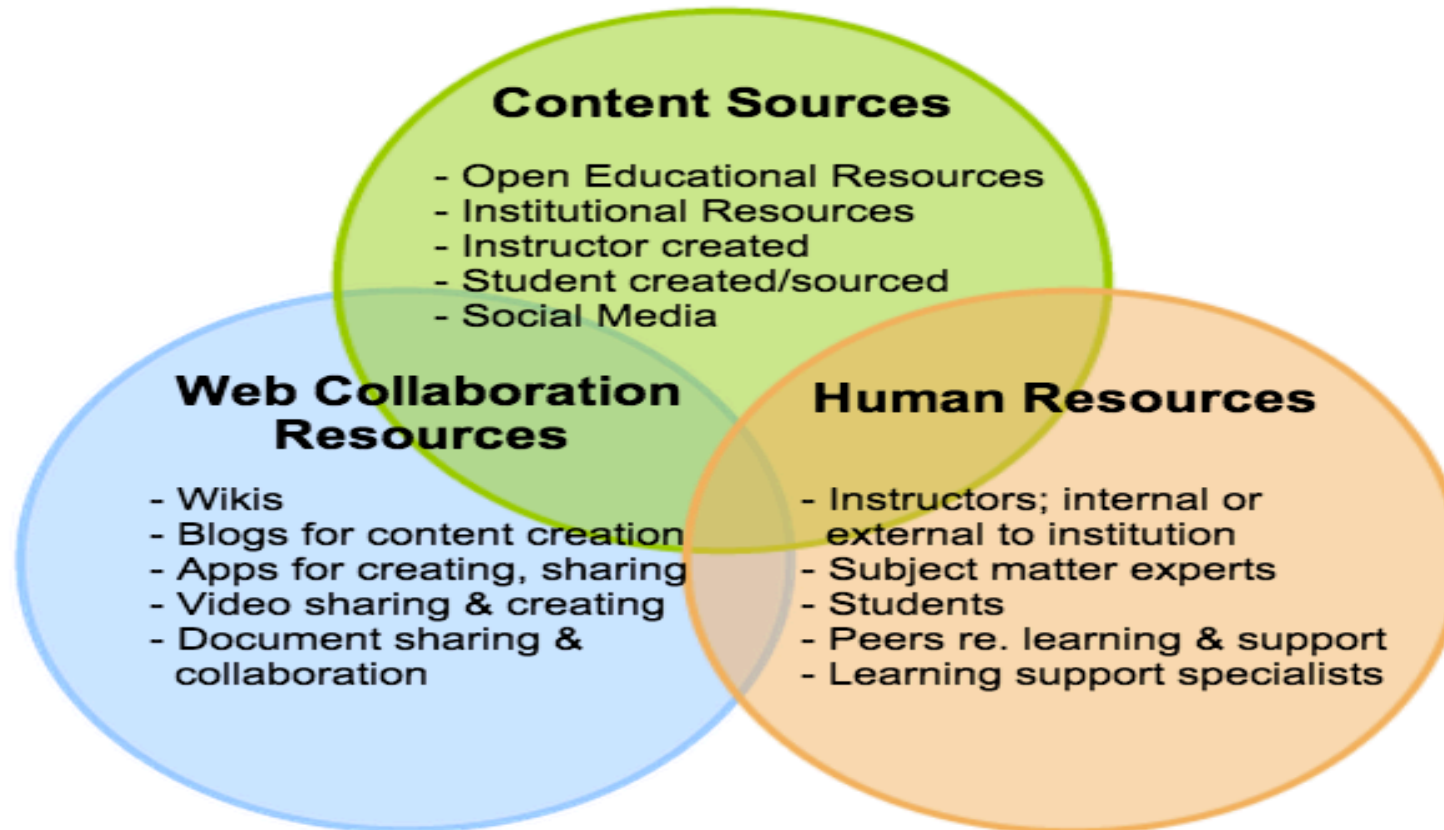
Tactile — Prefers movement and hands-on activities

Know What To Do (Learner-Centered Instructional Modeling)

Learning Design Framework
Resources to Create Optimal Student Learning Experiences

Content Sources
- Open Educational Resources
- Institutional Resources
- Instructor created
- Student created/sourced
- Social Media

Web Collaboration Resources
- Wikis
- Blogs for content creation
- Apps for creating, sharing
- Video sharing & creating
- Document sharing & collaboration

Human Resources
- Instructors; internal or external to institution
- Subject matter experts
- Students
- Peers re. learning & support
- Learning support specialists

http://www.apa.org/ed/governance/bea/learner-centered.pdf

The following chart shows the first step of each of the reading and writing progressions. With each step it shows the relationship to the starting points that can be used either prior to working at that step or to support work in the step.

Learners can work within the first step of several of the reading progressions (Vocabulary, Language and Text Features, Comprehension, Reading Critically) without needing to draw on decoding. If they are not able to decode words, learners will be severely hampered in moving on in these progressions.

Learners can work on the first step of most of the writing progressions as they start to develop the skills for writing words and phrases.

Read With Understanding

Progression	Most adults will :	Starting Points:	Rationale
Decoding	• have a bank of sight words (words they recognize automatically) • use a few reliable strategies for decoding regularly and irregularly spelt everyday words in short, simple texts.	• phonological awareness • sound–letter relationships • environmental print • high-interest words • print and word concepts.	Represent essential precursor skills or knowledge.
Vocabulary	• have a reading vocabulary of everyday words, signs and symbols.	• listening vocabulary • environmental print • high-interest words.	Represent essential precursor skills or knowledge.
Language and Text Features	• understand that groups of words work together in meaningful units.	• print and word concepts • environmental print.	Represent essential precursor skills or knowledge.
Comprehension	• have some awareness of their purpose for reading • expect that texts will make sense • use strategies to read short, simple texts with support.		Learners can work at some aspects of this step.
Reading Critically	• have some awareness of the different purposes of visual and written texts • be aware that all readers and all writers have a perspective (point of view).		Learners can work at this step.

Write to Communicate

Progression	Most adults will :	Starting Points:	Rationale
Purpose and Audience	• have a simple purpose for writing, with one or more goals related to the text content (what the text will say).		Learners can work at some aspects of this step.
Spelling	• have a bank of high-frequency words they can write automatically and accurately • have in their spelling bank high-frequency words that have regular spelling patterns and irregular spelling patterns.	• phonological awareness • sound–letter relationships • letter formation • environmental print • high-interest words • listening vocabulary • print and word concepts.	Represent essential precursor skills or knowledge.
Vocabulary	• use a range of everyday, highly familiar words and phrases to write simple texts.	• listening vocabulary • environmental print • high-interest words.	Represent essential precursor skills or knowledge.
Language and Text Features			
Planning and Composing	• write single words and simple phrases to convey information in a readable draft • use a highly structured template or model to write a simple text on a very familiar topic.	• letter formation • high-interest words • print and word concepts.	Represent essential skills or knowledge, but learners can work at this step as they begin to write words and phrases.
Revising and Editing	• use basic revision strategies, with support, to edit their writing in response to feedback.	• letter formation • high-interest words.	Learners can work at this step as they begin to write words and phrases

INRW 0410 SLOs

- **Student Learning Outcomes**

- **Upon successful completion of this course, students will be able to:**

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.

2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.

3. Identify and analyze the audience, purpose, and message across a variety of texts.

4. Describe and apply insights gained from reading and writing a variety of texts.

5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.

6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.

7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.

8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.

9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

10. Recognize and apply the conventions of Standard English in reading and writing.

INRW 0420 SLOs

- **Student Learning Outcomes**

- **Upon successful completion of this course, students will be able to:**

-

1.   Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.

2.   Comprehend and use vocabulary effectively in oral communication, reading, and writing.

3.   Identify and analyze the audience, purpose, and message across a variety of texts.

4.   Describe and apply insights gained from reading and writing a variety of texts.

5.   Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.

6.   Determine and use effective approaches and rhetorical strategies for given reading and writing situations.

7.   Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.

8.   Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.

9.   Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

10.   Recognize and apply the conventions of Standard English in reading and writing.

English 1301 SLOs

- **English Composition I (1301) Student Learning Outcomes**

-

1. Demonstrate knowledge of writing as process.

2. Apply basic principles of critical thinking in analyzing reading selections, developing expository essays, and writing argumentative essays.

 3. Analyze elements such as purpose, audience, tone, style, strategy in essays and/or literature by professional writers.

4. Write essays in appropriate academic writing strategies using varied rhetorical strategies.

5. Synthesize concept from and use references to assigned readings in their own academic writing.

SLO Juxtaposition

- **Student Learning Outcomes**

- **Upon successful completion of this course, students will be able to:**

-

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.

2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.

3. Identify and analyze the audience, purpose, and message across a variety of texts.

4. Describe and apply insights gained from reading and writing a variety of texts.

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9. Develop and use effective reading and revision strategies to strengthen the writer's ability to compose college-level writing assignments.

10. Recognize and apply the conventions of Standard English in reading and writing.

- **English Composition I (1301) Student Learning Outcomes**

1. Demonstrate knowledge of writing as process.

2. Apply basic principles of critical thinking in analyzing reading selections, developing expository essays, and writing argumentative essays.

3. Analyze elements such as purpose, audience, tone, style, strategy in essays and/or literature by professional writers.

4. Write essays in appropriate academic writing strategies using varied rhetorical strategies.

5. Synthesize concept from and use references to assigned readings in their own academic

FIVE STAGES PROCESS

Essays/ Reading Comprehension

- Basic Essay Structure
- Narration/Description
- Process/Analysis
- Cause and Effect/ Persuasion
- Critical Analysis

Stages of Reading
Context Clues
Main Idea
Organizational Patterns
Critical Thinking Skills

Paragraphs/ Main Idea

- Introduction

- Body

- Conclusion

Organizing Information
Point of View
Main Idea

Supporting Details
Major Details/ Minor Details

Annotations (Note Taking Techniques)
Summary

Sentences/ Fluency

- Clauses
- Sentence Types
- Grammar Introduction
- Subject-Verb Agreement
- Punctuation

Transitions (Signal Words)
Inference

Words/ Vocabulary

- Parts of Speech
- Grammar (cont.)
- Pronoun Antecedent Agreement

Word Structure
Denotation
Connotation

Synthesis
Reading and Writing Integration

FIVE STAGE INSTRUCTIONAL PROCESS
Stage 1
Bloom's Taxonomy

Writing Skills

- **<u>ESSAYS</u>**
- Basic Essay Structure
- Narration/Description
- Process/Analysis
- Cause and Effect/ Persuasion
- Critical Analysis

Developing the **<u>Knowledge</u>** to recognize where Reading and Writing Intersection

Reading Skills

- **<u>READING COMPREHENSION</u>**
- Stages of Reading
- Context Clues
- Main Idea
- Organizational Patterns
- Critical Thinking Skills

FIVE STAGE INSTRUCTIONAL PROCESS
Stage 2
Bloom's Taxonomy

Writing Skills

- **PARAGRAPHS**
- Introduction
- Body
- Conclusion

Building from the knowledge to **Comprehend** the meaning of the material

Reading Skills

- **MAIN IDEA**
- Main Idea
- Supporting Details
- Major Details
- Minor Details
- Point of View
- Organizing Information
- Annotations (Note Taking Techniques)
- Summary

FIVE STAGE INSTRUCTIONAL PROCESS
Stage 3
Bloom's Taxonomy

Writing Skills

- **<u>SENTENCES</u>**
- Clauses
- Sentence Types
- Grammar Introduction
- Subject-Verb Agreement
- Punctuation

Learning the **<u>Application</u>** of the knowledge based upon comprehension

Reading Skills

- **<u>FLUENCY</u>**
- Inference
- Transitions (Signal Words

FIVE STAGE INSTRUCTIONAL PROCESS
Stage 4
Bloom's Taxonomy

Writing Skills

- **WORDS**
- Parts of Speech
- Grammar (cont.)
- Pronoun Antecedent Agreement

Using the varied applications to form an **Analysis** in order to understand the content and structure of the material

Based upon the analysis of the content and structure of the material, a **Synthesis** of Reading and Writing is achieved.
Figurative Language
Context Clues
Vocabulary
Critical Thinking

Reading Skills

- **VOCABULARY**
- Denotation
- Connotation
- Word Structure (Prefix/ Root/ Suffix)

FIVE STAGE INSTRUCTIONAL PROCESS
Stage 5
Bloom's Taxonomy

Writing Skills   **Reading Skills**

Based upon the analysis of the content and structure of the material, a **Synthesis** of Reading and Writing is achieved.

Figurative Language

Context Clues

Vocabulary

Critical Thinking

Following the synthesis of Reading and Writing, an **Evaluation** to determine the value of the material is conducted based upon the designed SLOs.

Student Learning Outcomes

FIVE STAGES PROCESS

Essays/ Reading Comprehension

- Basic Essay Structure
- Narration/Description
- Process/Analysis
- Cause and Effect/ Persuasion
- Critical Analysis

Stages of Reading
Context Clues
Main Idea
Organizational Patterns
Critical Thinking Skills

Paragraphs/ Main Idea

- Introduction

- Body

- Conclusion

Organizing Information
Point of View
Main Idea

Supporting Details
Major Details/ Minor Details

Annotations (Note Taking Techniques)
Summary

Sentences/ Fluency

- Clauses
- Sentence Types
- Grammar Introduction
- Subject-Verb Agreement
- Punctuation

Transitions (Signal Words)
Inference

Words/ Vocabulary

- Parts of Speech
- Grammar (cont.)
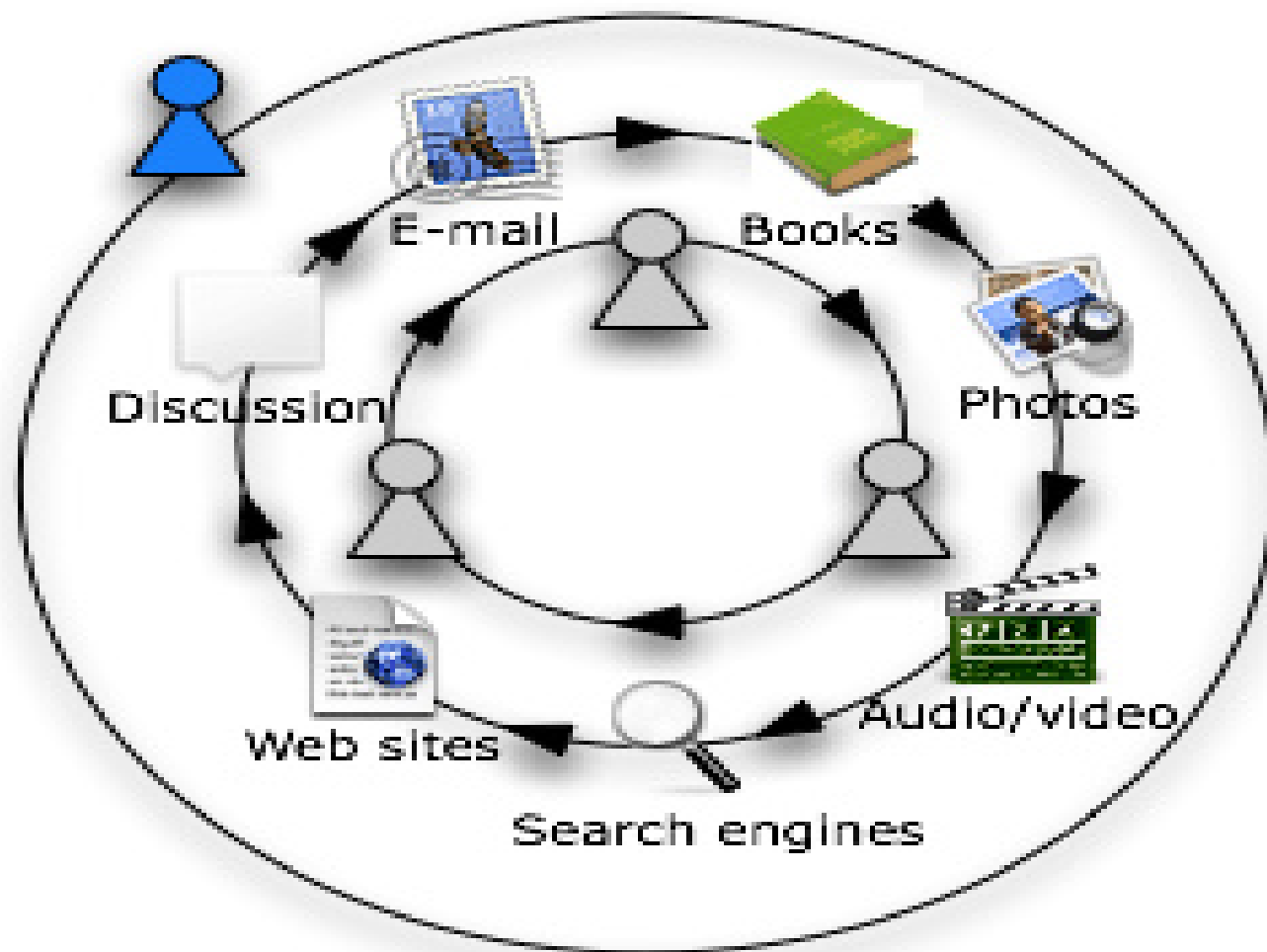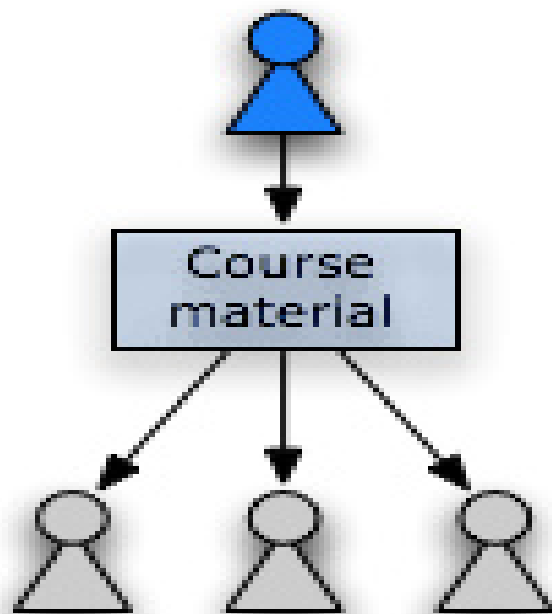- Pronoun Antecedent Agreement

Word Structure
Denotation
Connotation

Synthesis
Reading and Writing Integration

Teaching

Course material

Learning experience

E-mail
Books
Photos
Audio/video
Search engines
Web sites
Discussion

= learner   = teacher

FIVE STAGES INSTRUCTIONAL PROCESS
STAGE ONE
INRW 0410

Writing Skills		Reading Skills
ESSAYS Basic Essay Structure Narration/Description Process/Analysis Cause and Effect/ Persuasion Critical Analysis	*Assign students Any suitable extended reading) as a collective reading and one selected from the suggested list.* *Each literary work should be found online for free by typing the* ***work's title and full text*** *in the search box. (OPEN SOURCE)* ***Choose an****y suitable extended reading that can act as the anchor for course instruction.* **Bloom's Taxonomy Level:** **Knowledge**	**READING COMPREHENSION** Stages of Reading Context Clues Main Idea Organizational Patterns Critical Thinking Skills

The order for the instruction of the essay types is determined by each respective Instructor. However, the **Stages of Reading and Basic Essay Structure** should be taught first in order to provide the students with a sound foundation for the remainder of the lessons.

Suggested Reading Lists

- http://learning.hccs.edu/faculty/desmond.lewis/inrw0410/course-materials/inrw-suggested-reading-list/view

- http://learning.hccs.edu/faculty/desmond.lewis/inrw-0420/course-materials/inrw-0420-suggested-reading-list/view

FIVE STAGES INSTRUCTIONAL PROCESS
STAGE TWO
INRW 0410

Writing Skills		Reading Skills
PARAGRAPHS	*Based on **any** suitable extended reading, students should complete a daily reading log/journal and story maps for each class meeting that catalogs the students' progression.*	**MAIN IDEA**
Introduction		Main Idea
Body	*Students should be given 15 minutes of class time to read from **a**ny suitable extended reading and document the pages completed from which the students' reading rates can be documented and tracked.*	Supporting Details
Conclusion		Major Details
		Minor Details
	Bloom's Taxonomy Level:	Point of View
	Comprehension	Organizing Information
		Annotations (Note Taking Techniques)
		Summary

•Each respective part of the essay process needs to be covered based upon the concept of reading comprehension skill sets.

Story Map

Setting

Where:

When:

Plot/ Problem:

Characters:

Major:

Minor:

Event 1

Event 2

Event 3

FIVE STAGES INSTRUCTIONAL PROCESS
STAGE THREE
INRW 0410

Writing Skills		Reading Skills
SENTENCES	*Student should begin to use the grammar errors log and apply the topics covered to their writings and readings.*	**FLUENCY**
Clauses		Inference
Sentence Types	*Moreover, students should also begin to recognize the inferred meanings of words and sentence structure.*	Transitions (Signal Words)
Grammar Introduction		
Subject-Verb Agreement	**Bloom's Taxonomy Level:**	
Punctuation	Application	

After constructing an essay, students need to examine the finer nuisance of writing and reading by learning to scrutinize their work using writing-based and reading-based concepts in tandem.

FIVE STAGES INSTRUCTIONAL PROCESS
STAGE FOUR
INRW 0410

Writing Skills		Reading Skills
WORDS Parts of Speech Grammar (cont.) Pronoun Antecedent Agreement	Students should continue to apply the topics covered to their writings and reading, and start to recognize finer nuisances of word use and paragraph construction through analysis. Furthermore, students should begin to see integration of the writing and reading skills within their selected novels and readings with more clarity. **Bloom's Taxonomy Level:** Analysis	**VOCABULARY** Denotation Connotation Word Structure (Prefix/ Root/ Suffix)

In order to develop an even deeper appreciation of writing and reading comprehension skill sets, students need to continue to be introduced to concepts that directly support one another through literary examination of the text, the novel and outside readings.

FIVE STAGES INSTRUCTIONAL PROCESS
STAGE FIVE
INRW 0410

Writing Skills		Reading Skills
	• Figurative Language • Context Clues • Vocabulary • Critical Thinking *Students should be able to clearly and coherently express their understanding of readings in a concise written format that is indicative of a level of proficiency that aligns with the SLO's designated for the course.* **Bloom's Taxonomy Level:** Synthesis/ Evaluation	

•The culmination of the previous four stages should be reflected and synthesized in the final stage through a Critical Analysis of the novel.

The Student Comes Pre-Programmed

You *MUST* help them to **REBOOT**

The first INSTALL should be a disciplined Format

Self-fulfilling Efficacies

The Key is Discipline

What is a Strategy for achieving discipline?

The Journey of Self Discovery

Repetition
Repetition
Repetition
Repetition

engagement

VESTED INTEREST

have fun.

Self-fulfilling Efficacies

The Key is Discipline

What is a Strategy for achieving discipline?

Daily Course Regiments

Setting Expectations

Daily Course Regiments

INRW 0410

- **Daily Course Regiment**
- Read Assigned Novel/ Short Story – *15 minutes*
- Complete Story Map for Pages Read – *10 minutes*
- Write Summary of Pages Read based on Story Map - *25 minutes*
- Class/ Lecture Notes – *30 minutes*
- In Class Writing Assignment – *25 minutes*
- Aplia Lab Assignments – *45 minutes*
-
- **MUST BE SUBMITTED TO DROPBOX EACH CLASS**
-
- Story Map
- Summary (Based on Short Stories/Novel)*
- Class/ Lecture Notes (Summarized)*
- Daily Exercises (As assigned)
- Daily In Class Writing
- *Write a **1 paragraph Summary** for each *Short Story* and **1 page Summaries** for the pages read from the *Novel*
- *Must be typed **NO PICTURES OF HAND WRITTEN NOTES**
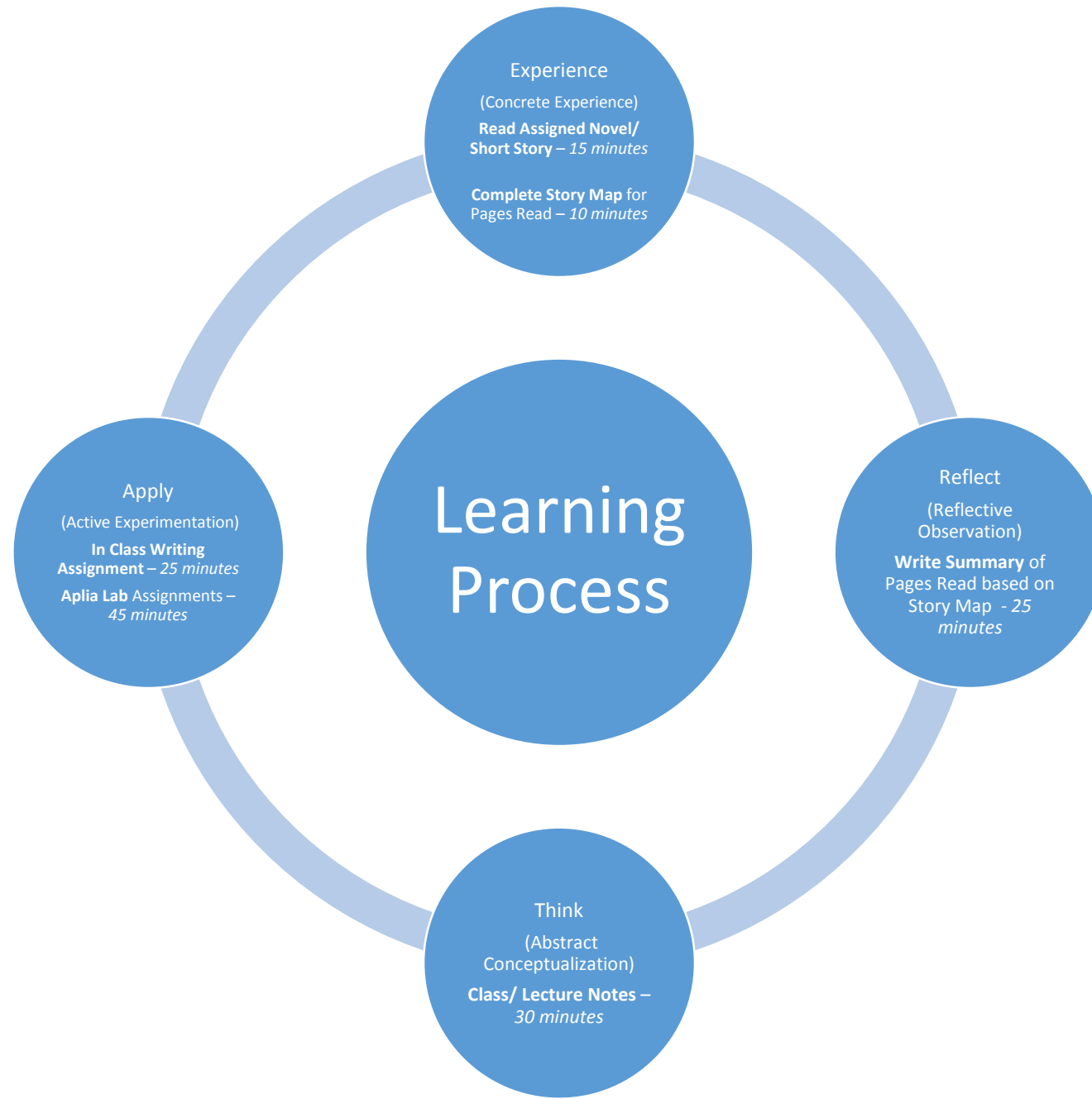
INRW 0420

- **Daily Course Regiment**
- Read Assigned Novel – *15 minutes*
- Complete Story Map for Pages Read – *10 minutes*
- Write Summary of Pages Read based on Story Map - *25 minutes*
- Class/ Lecture Notes – *30 minutes*
- In Class Writing Assignment – *25 minutes*
- Aplia Lab Assignments – *45 minutes*
-
- **MUST BE SUBMITTED TO DROPBOX EACH CLASS**
-
- Story Map
- Summary (Based on Novel)
- Class/ Lecture Notes (Summarized)*
- Daily Exercises (As assigned)
- Daily In Class Writing
- *Must be typed **NO PICTURES OF HAND WRITTEN NOTES**

INRW 0410

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-

- **MUST BE SUBMITTED TO DROPBOX EACH CLASS**

- Story Map

- Summary (Based on Short Stories/Novel)*

- Class/ Lecture Notes (Summarized)*

- Daily Exercises (As assigned)

- Daily In Class Writing

- *Write a **1 paragraph Summary** for each *Short Story* and **1 page Summaries** for the pages read from the *Novel*

- ***Must be typed NO PICTURES OF HAND WRITTEN NOTES**

INRW 0420

- **Daily Course Regiment**

- Read Assigned Novel – *15 minutes*

- Complete Story Map for Pages Read – *10 minutes*

- Write Summary of Pages Read based on Story Map - *25 minutes*

- Class/ Lecture Notes – *30 minutes*

- In Class Writing Assignment – *25 minutes*

- Aplia Lab Assignments – *45 minutes*

-

- **MUST BE SUBMITTED TO DROPBOX EACH CLASS**

- Story Map

- Summary (Based on Novel)

- Class/ Lecture Notes (Summarized)*

- Daily Exercises (As assigned)

- Daily In Class Writing

- ***Must be typed NO PICTURES OF HAND WRITTEN NOTES**

Clear Expectations are set to lead to Success through Daily Course Regiment

Daily Course Regiments

The Key is Discipline

What is a Strategy for achieving discipline?

Daily Course Regiments

Now, you have a firm Base to Build From
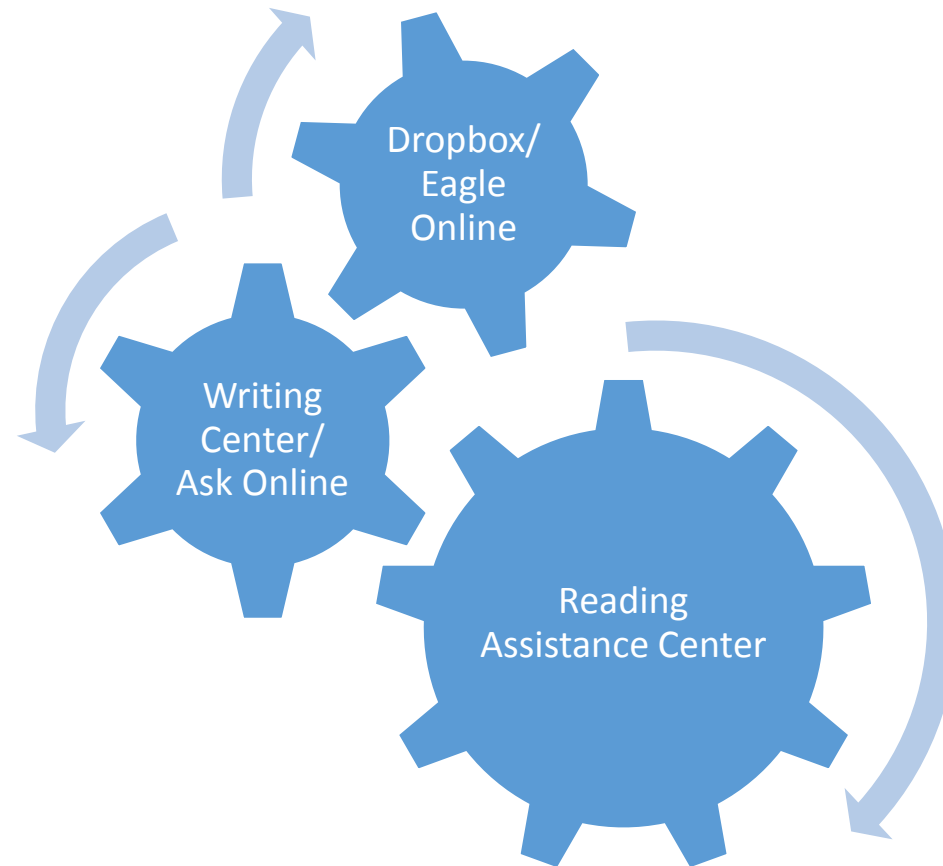
Understanding

Support
Mechanisms

Daily Course Regiment

Getting the Gears Turning

🔒 Dropbox, Inc [US] | https://www.dropbox.com/home/Spring%202015/INRW%200410%20(49247,, . | %20INRW%200410%20(49247)

Upgrade account

HCC INRW

INRW 0410 (49247)

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Get Started **4**

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Mailbox

INRW 0410 (49247) • 2 members

SL HI

Settings

Name ▲	Kind	Modified	
Week 1	folder	--	
Week 2	folder	--	
Week 3	folder	--	
Week 4	folder	--	
Week 5	folder	--	Share
Week 6	folder	--	
Week 7	folder	--	
Week 8	folder	--	

Collaboration for teams with Dropbox for Business

Upgrade account

HCC INRW

> Week 2

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Events

Get Started 4

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Settings

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Daily Course Regiment	folder	--	
Exercises	folder	--	
Essay Assignment.docx	document	2/3/2015 1:50 PM	Shina
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Search

Collaboration for
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for Business

Dropbox, Inc [US] | https://www.dropbox.com/home/Spring%202015/INRW%200410%20(49247)/ ...20INRW%200410%20(49247)/Week%202/Da

📁 ⌄ > **Daily Course Regiment**

🔍 Search

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🖼 Photos

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🔗 Links

Events

🎂 Get Started **4**

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👤➕ Settings

Name ▲	Kind	Modified	
📄 Lecture Note.docx	document	2/2/2015 12:24 AM Shina	Share
📄 STORY MAP(1).docx	document	2/4/2015 11:32 PM Shina	
📄 STORY MAP(2).docx	document	2/4/2015 11:32 PM Shina	
📄 Summary (1).docx	document	2/4/2015 11:32 PM Shina	
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Collaboration for teams with Dropbox for Business

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Carousel

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📁 > **Week 2** > **Exercises**

INRW 0410 (49247) • 2 members

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Settings

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Thesis Statement Exercise #1.doc	document	2/3/2015 12:13 AM	Shina
Thesis Statement Exercise #2.doc	document	2/3/2015 12:13 AM	Shina

Search

No Work For High School Students

INRW 0410

02.02.2015

Have you ever suffered from financial problem when you were high school student so that you were forced to go to work instead of school? This is a complicated situation that one cannot judge which is right or wrong. However, there are some reasons why high school students should not be allowed to go to work during the school time.

First, high school students are not grown up enough to carry the financial obligation, but they should be cared and protected by adults. If a family has financial issue, parents should be the one who tries to go through the situation instead of

So, What does UNDERSTANDING look like?

Understanding

Support Mechanisms

Daily Course Regiment
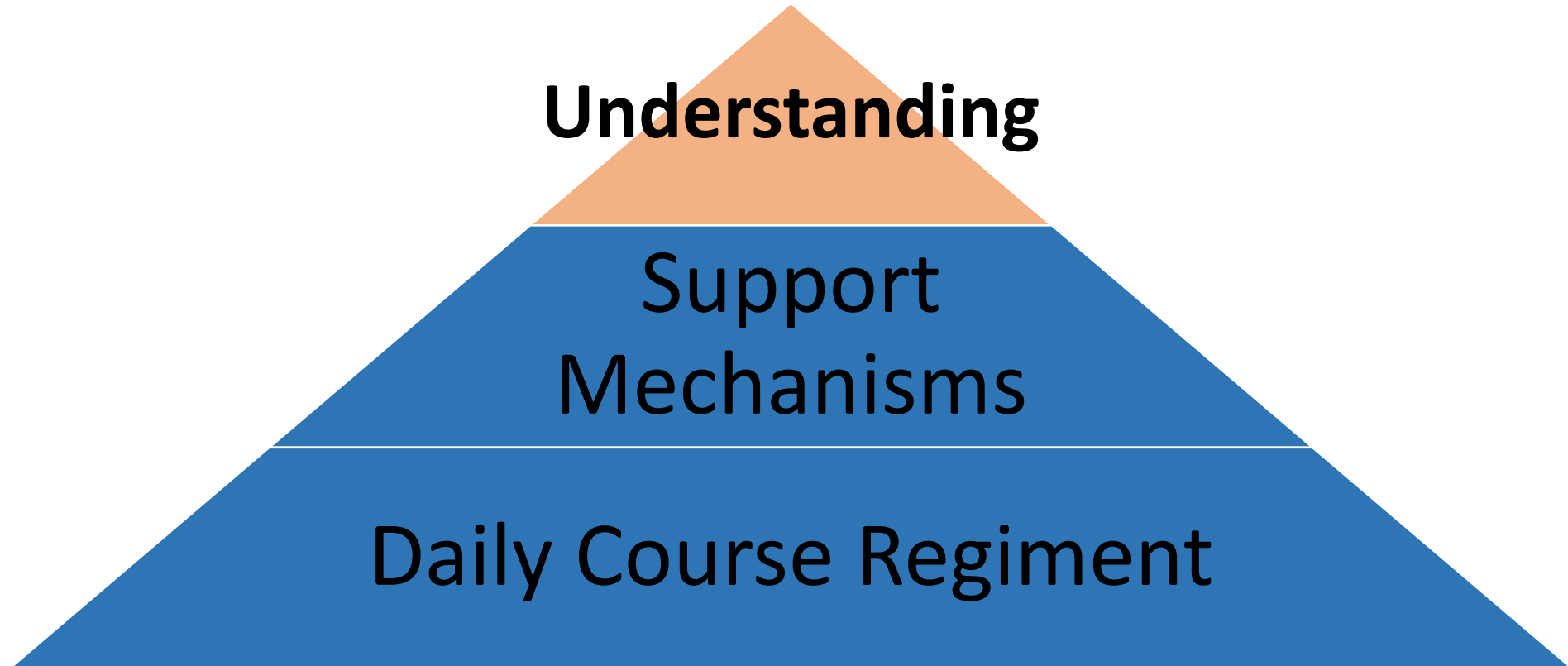
Prof. Desmond Lewis

INRW 0410 (49247)

9 April 2015

<p align="center">Contrasting How Sculptures Carry Love</p>

Love is the most popular issue in ordinary life, philosophy, science, and art. People dream of love, try to define love, research into love and give shapes to love. In the 1880s, a French sculptor Auguste Rodin made a marble sculpture *The Kiss*. Rodin was inspired by Dante's story of a woman who falls in love with her husband's brother and is killed with her lover. In the sculpture, Rodin carved this tragic couple holding each other and kissing. About one hundred year later, an American pop artist named Robert Indiana designed *Love*, which consists of four letters L, O, V and E. Nowadays, it is one of the most popular sculptures in the world, and there are versions of *Love* in several cities. People appreciate both Rodin's *The Kiss* and Indiana's *Love* as good depictions of love; however, *The Kiss* conveys the idea more effectively in terms of implication, mood and privacy.

Course Description

- INRW 0410

- This course is a combined 3 hour lecture/ 2 hour lab (1 hour technology lab & 1 hour writing lab), performance-based course designed to develop students? critical reading and academic writing skills. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. The course integrates complementary reading and writing assignments with special emphasis given to reasoning and responding to issues arising from class readings. This course is designed to prepare students for college level reading and writing intensive courses including ENGL 1301. Students will learn to write effective, logical paragraphs and essays, utilizing textual support to develop reading comprehension strategies, to analyze, synthesize and make value judgments using critical thinking. Lab required. Students who successfully complete this course will qualify to take INRW 0420.

Course Description

- INRW 0420

- This course is a combined 3 hour lecture/ 2 hour lab (1 hour technology lab & 1 hour writing lab), performance-based course designed to develop students? critical reading and academic writing skills. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. The course integrates complementary reading and writing assignments with special emphasis given to reasoning and responding to issues arising from class readings. This course is designed to prepare students for college level reading and writing intensive courses including ENGL 1301. Students will learn to write effective, logical essays, utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize and make value judgments using critical thinking. Lab required. The course fulfills TSI requirements for reading and writing. Students who successfully complete thus course will qualify to take ENGL 1301.

-

Course Description

- INRW 0420
- This course is a combined 3 hour lecture/ 2 hour lab (1 hour technology lab & 1 hour writing lab), performance-based course designed to develop students? critical reading and academic writing skills. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. The course integrates complementary reading and writing assignments with special emphasis given to reasoning and responding to issues arising from class readings. This course is designed to prepare students for college level reading and writing intensive courses including ENGL 1301. Students will learn to write effective, logical essays, utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize and make value judgments using critical thinking. Lab required. The course fulfills TSI requirements for reading and writing. Students who successfully complete thus course will qualify to take ENGL 1301.

-

Course Description

- PRER 0100

- Gives students a head start in basic skill building in reading and writing by providing a targeted review of basic skills, test preparation, and utilization of learning resources. Students will retake a TSI test after this intervention to determine proper placement in developmental education.

Course Description

- ENGL 0100
- An individualized curriculum for students whose test scores demonstrate high proficiency but do not meet state requirements for placement into college level course work. This course will present a **concentrated review** of the **Writing Process and basic grammar and sentence structure**. Department Chair approval required.
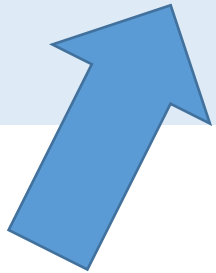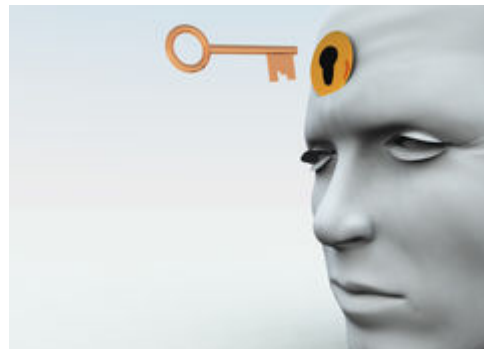
What about the **READING SKILLS**?

READING IS THE KEY

If we encounter a man of rare intellect, we should ask him what books he reads.
- Ralph Waldo Emerson

We can create positive synergy through our new
INRW Initiatives

Reading Assistance Center

Reading Club

HCC – INRW Department

Academic Reading Assistance Center
EACH ONE TEACH ONE
Reading Assistance Program

Eagles Helping Eagles

GENERAL OVERVIEW

- The HCC – INRW Department's **Academic Reading Assistance Center** provides a supportive, small group environment where students receive individual help and explanations from peer tutors under the supervision of trained staff members. Tutorials are informal and respond to the specific needs of the students. Each tutor specializes in a specific lesson (i.e. Main Idea, Context Clues, Note Taking, etc...), not the entire subject's content. ***More importantly, all tutors are required to bring a friend in for tutorial on their scheduled work days.***

HOW THE TUTORIALS WORK

- The tutorial schedule is diversely arranged to accommodate as many students as possible. Tutorials and consultations are held from 8am to 8pm Monday-Friday, and 9am to 1 pm Saturday.

- Tutorials are tailored to match the needs of the students, while taking in to *consideration their specific instructor's teaching method*.

- Tutorials are designed to have between 1 - 4 students per session. Furthermore, one on one sessions are also available.

- INRW 0410 and INRW 0420 students will be required to attend a minimum of 10 tutorial sessions
- Tutors are required to schedule at least 2 students per work day for their assigned shifts
- INRW 0410 and 0420 students will consult with tutor for assistance in understanding their required reads
- At the completion of each reading assignment, tutor will assist students in documenting notes using various note taking techniques (i.e. annotation, mapping, Cornell notes, etc…)
- The notes taken for each session must be uploaded to each students' Dropbox account at the end of each session

Dropbox Login Info

Username: INRWTutorials@yahoo.com

Password:

HCC04100420

WHO CAN ATTEND?

- All HCC students are welcomed to attend tutorial sessions.

SPRING 2015

- Free academic tutoring is available to all HCC students at _____. No appointment needed, except for ESL Writing Seminars.

- **DAY** **TIME**
- Monday 8am to 8pm
- Tuesday 8am to 8pm
- Wednesday 8am to 8pm
- Thursday 8am to 8pm
- Friday 8am to 8pm
- Saturday 9am to 1pm

Methods, Procedures, Implementation

Students

- ***Incoming freshmen*** who have <u>not met the state-mandated testing requirements</u> will be recruited to participate
- All students in reading-based courses
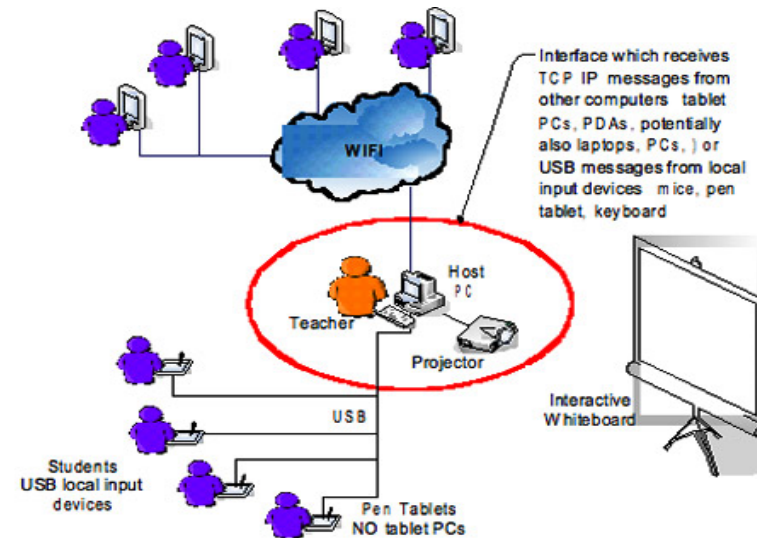
Classroom(s)

- Instruction would have to be conducted within a lab

• Eagle Online's capabilities to create podcasts and send audio

• Uses projector or Digital Chalkboard
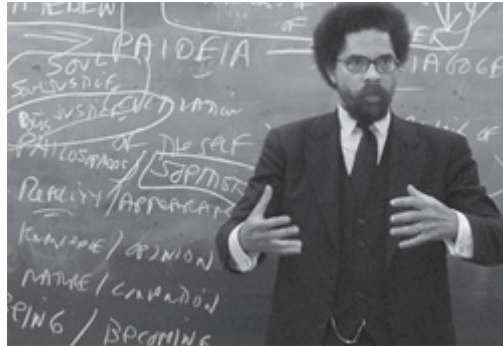
Instructors

Primary Traditional Instructor

Function in the same capacities as he or she has in the past; however, all information for the class would be digitally recorded (using webcams and digital chalk boards) and transmitted via computer in MP3 audio format to students within the class

Supplemental Instructors

Supplemental Instructors act as assistants to instructors

Learning Process Description

✓Open Access Lab

✓Close proximity to technology

✓Academic Advisors

✓Supplemental Instructor

✓Existing Infrastructure Developed

✓Access to Developmental Education Coordinators

Instructors would then begin the class with a ***log in registration orientation*** of the course overview. The **syllabus** would be <u>available via Learning Web</u> indefinitely. Thereafter, **students** should be **divided into small groups (collaborative learning pods)**. Each pod will act as **a compartmentalized review system** for the course. This allows the instruction to follow a paradigm as illustrated.

Instructor

Supplemental
Instructor

Peer

Self

Instructor

The instructor would provide the lecture for the students in a traditional manner

Supplemental Instructor

The Supplemental Instructor would coordinator/ oversee the in-class review of the lecture

(ENG 1301 Students who have advanced from INRW 0420)

Peer

Each peer would act as a means of review of the material for the lecture for other pod members

(INRW 420 Students who have advanced from INRW 0420)

Self

Each individual is responsible for further review on his or her own

Integrated Incentives

As a critical aspect of the Program, *an incentive* should be included to maximize the desired effects.

The incentive for Program participants can be guaranteed part time employment at the College for at least one Academic year and early course registration/ advisement.

- By doing so, three distinct benefits immediately arise from this process:

    * Recruitment of the **brightest and the best** that the College produces;
    * **Alum support** would be a built in component due to the relationship fostered   over the 1 year period between Program members, which translates into increased retention;
    * The **attraction of a new type of student** to the College's existing student body

Instructor
*Designated INRW 0410 and INRW0420 Instructors

(Semester 3)
Supplemental Instructor
(ENG 1301 Students who have advanced from INRW 0420)

Peer
(Semester 2)
Paid thru Work-Study
Selected thru INRW 0420 students who have advanced from INRW 0410)

Self
(Semester 1)
*All HCC students in Reading-based courses
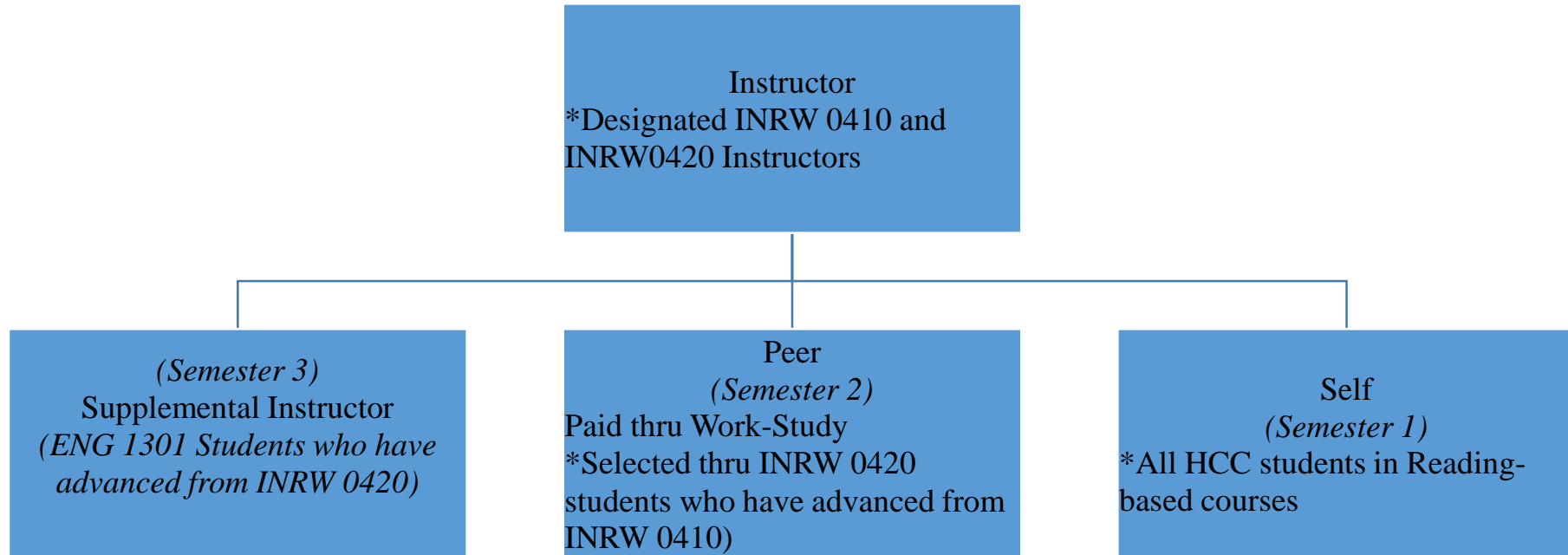
INRW Tutor Description

- Student must have taken INRW 0410 and INRW 0420 and successfully completed either course with a grade of B or higher

- Responsible for assisting current INRW students with comprehending and analyzing in essay form reading material from the designated Suggested Reading Lists

- Student must demonstrate complete understanding of assigned readings and assignments as determined by tutorial program supervisor

- Responsible for directly tutoring individuals by asking and answering questions and demonstrating examples relating to INRW reading material and writing notes

- Student will also be required to sign up at least 2 students per work day for their assigned shift tutorial session

- Student will also become a Reading Club Lead Reader for a specified book

- Student will assist with INRW Reading Club meetings and discussions

- Student will need to be familiar with Cloud computing (i.e. Dropbox, etc…)

INRW 0410 Suggested Reading List

- **WEEK 1 - 13**

- Machiavelli, Niccolo

- **The Prince**

- A treatise giving the absolute ruler practical advice on ways to maintain a strong central government.

- https://learning.hccs.edu/faculty/desmond.lewis/inrw0410/course-materials/the-prince

- 131 pages/13 wks/10pgs per week/5 pages per class

WEEKS 2-7
Short Stories:

- **Week 2**

- The Tell-Tale Heart (By Edgar Allan Poe)

- http://www.ibiblio.org/ebooks/Poe/Tell-Tale_Heart.pdf

- **Week 3**

- The Legend Of Sleepy Hollow (Washington Irving)

- http://www.ibiblio.org/ebooks/Irving/Sleepy/Irving_Sleepy.pdf.

- **Week 4**

- The Celebrated Jumping Frog Of Calaveras County (Mark Twain)
  http://www.lahabrahighschool.net/apps/download/2/wlkMpn6LhMY2VYg8hr2Ndhvv6FNn81wfAmLbsc3JdUcv1YQo.pdf/The_Celebrated_Jumping_Frog_of_Calaveras_County_eText_1_.pdf

- **Week 5**

- The Metamorphosis (Franz Kafka)

- http://www.planetebook.com/ebooks/The-Metamorphosis.pdf

- **Week 6**

- Salvation (Langston Hughes)

- https://slcc2010f11e.files.wordpress.com/2011/10/hughes.pdf

- **Week 7**

- A Rose for Emily (William Faulkner)

- http://resources.mhs.vic.edu.au/creating/downloads/A_Rose_for_Emily.pdf

WEEKS 8 - 11 Poems:

- Week 8
- Because I Could Not Stop For Death (Emily Dickinson)
- http://www.davidglensmith.com/lonestar/1302/PDFs/DICKINSON.pdf

- Week 9
- An Irish Airman Foresees His Death (William Butler Yeats)
- http://www.poemtree.com/poems/IrishAirmanForsees.htm

- Week 10 - 11
- Aeneid by Virgil
- http://www2.hn.psu.edu/faculty/jmanis/virgil/aeneid.pdf

Letters/ Essays:

- Week 12

- A Modest Proposal (Jonathan Swift)

- **http://www2.hn.psu.edu/faculty/jmanis/swift/swift-modestproposal6x9.pdf**

- Week 13

- A Letter from the Birmingham Jail (Martin Luther King)

- **http://mlk-kpp01.stanford.edu/kingweb/liberation_curriculum/pdfs/letterfrombirmingham_wwcw.pdf**

INRW 0420
Suggested Reading List

- Baldwin, James
- **Go Tell It On the Mountain**
- Semi-autobiographical novel about a 14-year-old black youth's religious conversion.

- Ellison, Ralph
- **Invisible Man**
- A black man's search for himself as an individual and as a member of his race and his society.

- Faulkner, William
- **As I Lay Dying**
- The Bundren family takes the ripening corpse of Addie, wife and mother, on a gruesomely comic journey.

- Fitzgerald, F. Scott
- **The Great Gatsby**
- A young man corrupts himself and the American Dream to regain a lost love.

- Lee, Harper
- **To Kill a Mockingbird**
- At great peril to himself and his children, lawyer Atticus Finch defends an African-American man accused of raping a white woman in a small Alabama town.

- O'Connor, Flannery
- **A Good Man is Hard to Find**
- Social awareness, the grotesque, and the need for faith characterize these stories of the contemporary South.

- Stowe, Harriet Beecher
- **Uncle Tom's Cabin**
- The classic tale that awakened a nation about the slave system.

- Twain, Mark
- **The Adventures of Huckleberry Finn**
- Huck and Jim, a runaway slave, travel down the Mississippi in search of freedom.

- Golding, William
- **Lord of the Flies**
- English schoolboys marooned on an uninhabited island test the values of civilization when they attempt to set up a society of their own.

- Swift, Jonathan
- **Gulliver's Travels**
- Gulliver encounters dwarfs and giants and has other strange adventures when his ship is wrecked in distant lands.

Northwest Reading Club

Houston Community College
Student Organization

GOAL

INRW Reading Club is organized exclusively to provide opportunities for members to develop an interest in reading and writing, and to enhance interaction with other club members and the College Community. It also seeks to foster self-esteem, positive attitudes, and assist members to assume leadership roles within the club, college, and society.

Who wants to know? Questions to ask!

Membership

➤ *Why do I want to join a reading club and what do I expect out of it?* To develop a better understanding of reading materials for courses and in general.

➤ *What requirements do I need for membership?* All INRW 0410 and INRW 0420 students are required to participate in the Reading Club.

Reading Preference

➢*What types of books will be read?*

     Books from the Suggested Reading List provided in the INRW 0410, INRW 0420, English 1301 and English 1302 courses

Meeting Information

➢ Where will the be meeting location and how often? *TBA*

➢ How long will the meeting last? *1 Hr*

➢ Will guest speakers be invited? *Yes*

HCC

Reading Club Primary Agenda

LBRA 1911
Can provide the necessary library skills needed to accomplish the goals in INRW 0420, English 1301 and 1302

INRW 0410 Students
Will meet with INRW 0420 Faculty and be introduced to the Readings that Instructors will use in the course.

INRW 0420
Will meet English 1301 Faculty and be introduced to the Readings that Instructors will use in the course.

English 1301
Will meet English 1302 Faculty and be introduced to the Readings that Instructors will use in the course.