



TEXAS TOOLBOX: IRW

Spring 2014

Integrated Reading and Writing:

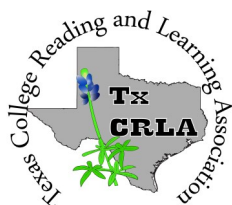
It's a whole new accelerated animal!

Developmental English is in the process of radical curriculum change in Texas as state mandates transform separate, upper level Developmental Reading and Writing courses into one Integrated Reading and Writing course. Instructors who have embraced this change, piloted, and scaled the course have taken the opportunity to rethink their disciplines, consider learning theory, and transform how they guide students into college level literacy. After all, there is no way to cram two courses into one! Instead, instructors must integrate reading and writing skills every class day, challenging students to read critically and actively, analyze structure, write thoughtfully, and analyze, edit, and revise their own writing to the college level.

This document is designed to be a resource for instructors who were unable to attend regional workshops hosted in 2013 - 2014 by the Texas Higher Education Coordinating Board, which were presented by Cengage Learning's Team-UP cadre of Professional Educators and Faculty Advisors, most of whom are our colleagues in community colleges and universities across the nation. The goal of this *Texas Toolbox: IRW* is to scale up the wisdom of practitioners, inspire instructors to try new ideas, share resources for further study and implementation, and improve the quality of Developmental English in Texas. - Editor

"IRW is not 'reading to write' or 'writing to read.' It is a pedagogical approach that can be applied to any curricular choice."

—Dr. Sugie Goen-Salter,
San Francisco State College,
TxCRLA Brown Bag Webinar



Contents:

- Course Maps
- Accelerated Learning
- Short essays about teaching IRW
- Teaching Ideas
- Resources for further study

A project of the members of TADE and TxCRLA . . . Join us at our annual CASP Conference



Choose Your Adventure!

Four Conceptual Options for Your IRW Course



Dr. Stahl likens the “One Theme Course Map” to a strand of DNA. Each outside loop represents a different reading on the same topic. Because students develop schema and topic-specific vocabulary throughout the semester, they can more easily bridge between readings and transfer reading and writing skills to the next selection, project, or assignment.

IRW Course Map: One Theme

Many instructors enjoy teaching Integrated Reading and Writing using one over-arching theme for all the reading selections and writing assignments. Dr. Norm Stahl, Professor and Chair Emeritus at Northern Illinois University and past President of CRLA, advocates for this approach since students develop and expand schema, which is a mental, organized understanding and classification of experiences and knowledge related to a topic. When a student builds schema, learning new material becomes easier to understand, to read, and to write about. Integrating knowledge from various sources with new knowledge becomes easier and more fluid. In a sense, the initially presented texts and generated compositions on a theme serve as a scaffold for a new text that is encountered and additional writing assignments at each stage of the course.

In this approach, instructors begin with a challenging, high interest reading on the topic. Through the semester, readings on the same topic may be from another perspective, another time period, and/or another mode such as narratives, case studies, arguments, non-fiction analysis, and poetry. Over time, students acquire active reading and learning strategies, and they learn to summarize and respond to their reading both orally and in writing at higher levels of cognitive processing in their own theme oriented writing and associated language arts assignments.

This model evolved from David Bartholomae and Tony Petrosky's Basic Reading and Writing Course at the University of Pittsburgh. It is also informed by Hilda Taba's **Spiral Curriculum**, James Moffett's **Universe of Discourse**, Lev Vygotsky's **Thought and Language** and Jerome Bruner's **Man: A Course of Study** model. *Some ideas for course themes include:* The American Dream

* Animals * Education Experience * Relationships * Coming of Age * Climate Change * Texas * Heroes * Immigration * Homeland Security curriculum found at: <http://www.scalinginnovation.org/wp-content/uploads/2012/02/Chabot-Accelerated-English-Synthesis.pdf>

IRW Course Map: Two or More Themes

Some instructors fear that students will get bored reading about the same theme through the semester. To accommodate the wide variety of student interests, they divide the semester into two, three or four units that have separate themes. Schema builds within each theme, and skills are applied to the next unit. Reading and writing skills are refined as the units become more challenging. This has the advantages of being flexible and the ability to incorporate something topical each semester without having to revamp the whole course.



To group or not to group?

Collaborative learning is a powerful tool to build a community of practice, support learning, and provide no-fail practice opportunities. As students work in different groups over the semester, they learn teamwork skills that employers value. In groups, students can . . .

* Review homework * construct a plan, project, or poster * compete in a content review game * read and respond to a selection * discuss unfamiliar vocabulary * practice grammar or sentence patterns * create a simulation, video, lyrics, or PowerPoint * analyze a reading selection * revise a writing selection * play or build a game related to the topic * group quiz * brainstorm *

IRW Course Map:

Disciplinary Literacy

Another way to structure an IRW course is to incorporate texts from many different disciplines from the beginning, thus building disciplinary literacy. Dr. Jodi Patrick Holschuh, Texas State University, says that this approach to instruction identifies the reading and writing distinctions among the disciplines and creates instruction to help students successfully negotiate those unique literacy demands (Shanahan & Shanahan, 2012). Disciplinary literacy tasks allow students to experience rigor and cognitively demanding work in a supportive environment.

“Embedding DL routines and relevant, challenging tasks into lessons are fundamental components of making equity and excellence attainable for every student” (McConachie & Apodaca, 2009, p.166).

For example, when reading history texts, students learn to engage using historical approaches--sourcing, context, and collaboration--to evaluate both within and across text. Their writing tasks stem from the readings by negotiating and creating arguments based upon the text. Students learn to pull out the most important information in each text, summarize and synthesize across text, and write in a genre appropriate for the task, purpose, and audience.

Benefits of this type of course design are that students develop and adapt reading and writing strategies that apply beyond the DE classroom to college and professional careers.



IRW Course Map: Pedagogical Umbrella

Another way to structure an IRW course is under a pedagogical umbrella. The resulting course map is a blended curriculum that may be compared to a ladder. The rails represent the reading and writing skills that develop through the semester. The rungs, or steps, represent a variety of reading selections with integrated writing assignments. According to Dr. Leta Deithloff, University of Texas-Austin, at the beginning of the semester, related, high interest topics engage students in short, positive, low stakes reading and writing skill development. Some instructors also introduce a novel with assignments that flow concurrently. Later in the semester, more challenging reading and writing assignments allow students to apply and adapt their skills in a variety of genres, subjects and learning tasks.

Each reading selection is summarized, but it is also analyzed for audience, purpose, tone, style, and structure. Dr. Donna Willingham, Lone Star College-Tomball, uses a direct instructional strategy with this course model that includes modeling the thinking processes. In addition to the structure and content analysis, Willingham uses the readings to analyze and model sentence structure, grammar, and vocabulary. Practice is done in pairs or small groups in class so that comprehension and skill can be monitored and re-teaching or elaboration can be done. Individual practice can be assigned outside of class or in the lab.

For example, after the content and structure of readings have been analyzed, Latoya Hardman's students at Lone Star College-Tomball compile a "Great Sentences Collection" through the semester. Students copy interesting sentences, use them for in-class discussion and practice, and use them as models when revising their own writing assignments. They capture their original writing in their collection as well. Instructors have the option of collecting the project at the end of the semester for a grade. A great resource for this assignment is **Image Grammar: Using Grammatical Structures To Teach Writing**, by Harry Noden, Heinemann, 1999.



Students work in small groups to analyze sentence structures.

IRW in the College Classroom

-Eric J. Paulson & Elizabeth Threadgill - Texas State University

As part of the Developmental Education/Texas Success Initiative to improve the success of Texas's students who are underprepared, integrated reading and writing (IRW) offers several obvious benefits: (a) acceleration, (b) contextualization, and (c) holistic instructional and learning opportunities. However, the necessity of flexibility in designing IRW courses, programs, and curriculum in order to suit the needs of individual institutions and students leaves many wondering, "What should IRW look like?" This brief article for the *Texas Toolbox* provides practical best practices for integrating reading and writing for a course structure within a holistic framework.

A holistic approach foregrounds the interconnected nature of reading and writing processes and works to make these connections explicit for instructional purposes. This approach involves continuous reading of and writing on a wide variety of texts throughout the instructional period, both on a daily basis and on an overall course term scale. There are specific and deliberate ways to achieve this within a course, and it is easy to find copious amounts of "Monday morning lessons" in this area. However, truly integrating reading and writing in a way that will strengthen students' proficiencies in both reading and writing involves more than following a syllabus that may work for other instructors. It begins with understanding the purposes of such an approach.

Defining Integrated Reading and Writing: Reading and Writing as Connected Meaning-Making Processes

To define IRW, it is useful to move away from a default perspective of reading and writing which assumes that "writing is productive, reading is receptive" and toward a perspective that views *both* reading and writing as meaning-making processes. Thinking about reading processes through common writing processes is one way to discover that relationship. For example, many instructors and students will explain that when we write, we use the process of revision constantly. We begin a draft, we erase some of what we've written in order to make it more coherent and clear to our audience, change some wording, and elaborate, among other forms of revision. While that process is well-understood in terms of writing, it is also true that a similar process takes place during reading; that is, we also revise when we read.

For example, think about a time that you read a story with a twist at the end which caused you to rethink some of your interpretations of earlier parts of the text. When that happens, you are revising your reading. With writing, revision is obvious because we can see the physical evidence of that revision: changes to our draft. With reading, it is not as obvious, because the revisions take place in our head instead of on a piece of paper or computer screen. But, it is still a revising process. The point is that both writing and reading are active processes, with real process links that connect the two. As instructors, we need to make those connections explicit for our students. The take-away strategies here are that everything done in class

should have a reading action and a writing action, and that students should have the opportunity to view all texts from the perspective of a reader and a writer.



Approaches to Incorporating IRW in the Classroom

In general, Integrated Reading & Writing approaches to postsecondary literacy instruction foreground the importance of metacognitive reflection with recursive curricula that views all classroom activity as involving continuous reading and writing on all the texts available to and produced by students in the class. On the following pages, the core elements of these approaches are described. They vary in scale and are included here to inform your decisions about your overall curriculum framework.

IRW Classroom Approaches at a Glance

Core Element	Approach Defined	Application
Course Theme	One theme (for example, human psychology, multiculturalism in U.S. institutions, or adaptations of a piece of literature) provides a course focus and guides the creation of all reading and writing assignments for the term.	Ideally, the course theme should be general enough that students can relate to the topic and specific enough to allow different types of readings and writing assignments focused on that topic (for example, scientific, business, and creative).
	<p style="text-align: center;"><i>Discussion</i></p> <p>Course themes are powerful tools for linking reading and writing in authentic ways. The course theme can be virtually any topic or issue that is open for discussion and has textual resources the class can draw from. Themes should be general enough that students have some life experiences that relate to the theme, but not so general that it becomes impossible to meaningfully focus readings and discussions on that theme throughout the course. Course text choices revolve around the theme, as do course discussions and writing assignments. The theme gives a reason and purpose to the class discussions, along with the language to use when reading and writing in the class. Centering the course around a theme helps to keep the course activities from being perceived by students as a set of discrete skills introduced out of context.</p>	

	Approach Defined	Application
Recursive Reading-Writing Activities	Recursive activities allow students to view ideas through multiple lenses: reading and writing about a topic in several ways, evaluating both an author's and their own ideas about the topic, responding to peers' ideas about the topic, etc.	Recursive reading and writing activities happen most naturally in a course with a centralized theme. Additionally, using student authored texts as course texts promotes the recursive and continuous nature of reading and writing.
	<p style="text-align: center;"><i>Discussion</i></p> <p>A recursive curricular process means that each text that students are exposed to and each writing assignment that students do is used again in some form in another assignment. For example, students read a text and debate on that text, then write about the text through a different lens later. Or students may use course writings that were authored by their classmates earlier in the course as source texts for their own subsequent class assignments. In a safe and supportive classroom environment, using students' writing as source texts that other students read for their own subsequent writing assignments creates an authentic writing environment with a real audience and genuine purpose (rhetorical strategies). Because the course is centered on a central theme (see above), reading and writing take place within a shared context and are linked through that course theme.</p>	

IRW Classroom Approaches at a Glance (Continued)

Continuous Reading-Writing Activities at Many Levels	Approach Defined	Application
	Continuous reading and writing activities promote the idea that as readers and writers, we can learn at many different levels from the texts we create and consume (grammar, vocabulary, style, ideas, etc.) and that it is crucial to allow students time and space to form a variety of experiences with text.	Sample activities include journaling about the idea and the writing style or argumentative strategies in a text and creating a cloze activity from a course text to consider grammar, punctuation, and vocabulary choices.
	<p style="text-align: center;"><i>Discussion</i></p> <p>The recursive nature of IRW promotes the use and reuse of published texts and student-authored texts to reinforce the connected processes of reading and writing through different lenses. However, there is also a great deal of reading and writing surrounding each of those major texts at both local and global text levels. This ongoing combination of reading and writing that permeates all assignments at various levels is the essence of an integrated approach. For example, reading a chapter from a course novel often culminates in discussions of that chapter, and typical writing outcomes could include journal entries that provide students with a route to responding to the text, a way to focus on the mechanics of writing in the text in a safer informal way, and an opportunity to work on a variety of other aspects of reading and writing (from the whole text level down to the word level). In an integrated reading and writing context, it is important to incorporate writing goals that include not just response but also increasing writing proficiencies. This can take the shape of writing within a text; for example, creating a cloze activity from the text itself that focuses on an aspect of grammar or vocabulary and how it can change the tone of a sentence.</p>	

Taking the Reader & Writer Perspective	Approach Defined	Application
	Taking the perspective of both the reader and writer means using texts (including student texts) for various purposes (to learn content, to evaluate ideas, to present ideas, to evaluate presentation, to consider audience) and in general to construct meaning through texts.	This is an opportunity to focus on rhetorical strategies in the classroom through metacognitive activities like checklists, think-alouds, and discussion. Students can identify audience, purpose, situation, and style/discourse choices for their own and others' writing, and for texts they are navigating.
	<p style="text-align: center;"><i>Discussion</i></p> <p>Throughout an integrated reading and writing course, all the texts should be viewed from the perspective of a reader and from the perspective of a writer. What this means is that the students aren't just working on comprehension of course texts but also working on joining the conversation with course texts (published and student-created). And the students' own texts that they are writing are viewed not just as drafts, but also as source texts for other purposes in the class. All texts are used more than one time for more than one purpose. Additionally, all texts (those that students are reading and those that students are writing) have rhetorical connections: audience, purpose, situation, and style/discourse.</p>	

IRW Classroom Approaches at a Glance (Continued)

	Approach Defined	Application
Peer Review	Peer review—in which students respond to their classmates’ written drafts—allows students to participate in activities that make the most out of student-created texts and allows students to take the perspective of both the reader and the writer.	Peer reviews can be conducted in pairs, small groups, or even entire-class workshops in which the class receives student texts in advance and spends 10-20 minutes talking about each text in class.
	<i>Discussion</i>	
	It is important to include students in the formative assessment of their own and their classmates’ work for a variety of reasons. One important reason involves the IRW component of recursive curriculum (see description above): incorporating peer review as a regular part of the course involves continuous “looping back” to work on in-progress assignments in order to improve students’ writing proficiencies. Another reason involves the IRW component of viewing all texts from a reader’s perspective and a writer’s perspective: when students view their writing not just as something they are working on but also as something that a classmate can read, gain knowledge from, and respond to, a strong element of authorial identity is born. In addition, students can make substantial gains in their own writing proficiency by providing feedback to other writers.	

	Approach Defined	Application
Summary Writing	In summary writing, students are both practicing reading and writing a text for a particular audience (someone who hasn’t read the text); this involves identifying main ideas in thesis statements and topic sentences, support in the form of examples and explanation, style, and more.	While summary writing is typically thought of as an isolated activity, it doesn’t have to be. Students can work to summarize in groups and can revise each others’ summaries. Summary writing is an important way to make student texts a central part of the course.
	<i>Discussion</i>	
	Summarizing text is a key reading strategy and has a solid evidence-based foundation. Students must locate central themes in a text, identify key support for those themes, and be able to explain those overriding textual ideas in a concise format. As noted above, while this strategy has primarily been associated with reading approaches, it lends itself well to an integrated reading and writing approach in that practicing identifying central themes and key support helps students to learn where to look for them, in other words, to learn commonly used writing structures in different fields and situations. Once students have experience in these structures, they can become more efficient readers and writers in different discourses.	

IRW Classroom Approaches at a Glance (Continued)

	Approach Defined	Application
Metacognition	Metacognition involves considering how and why reading and writing strategies work and why we employ them, and, in general, being able to talk about the processes involved and how our strategies are progressing.	Think-alouds, journaling, rubrics, and in-depth discussion of texts lend themselves to integrated metacognitive activities.
	<i>Discussion</i>	
	An important part of adopting an IRW approach to instruction is taking a metacognitive approach with students in all aspects of the class. In general, metacognition, or thinking about thinking, involves monitoring how our reading and writing is progressing and being able to talk about the processes involved. More specifically, metacognition involves considering not only writing activities or reading strategies but also how and why those strategies work, why we employ them, and when we should use them. Students need to be aware of the reading and writing processes they are engaged in: it is crucial to make the relationship and connections between reading and writing explicit by discussing the activities in the course and the role they play in building reading and writing proficiencies.	

The Best Practical Advice We Can Offer

As Paulson discussed in his TxCRLA webinar on IRW (<http://tinyurl.com/kphhchx> and www.TheTexasNetwork.com, search for "TxCRLA"), a key aspect of forming IRW instruction includes considering how every strategy can—and should—be used as a writing tool *and* as a reading tool. One way to think about this is that every reading instructor and every writing instructor usually has a favorite strategy or activity that s/he has used successfully in his/her own reading or writing class. The idea here is not to think about building a repertoire of integrated reading and writing strategies from scratch, but rather to turn your favorite reading strategy into a writing strategy and your favorite writing activity into a reading activity.



With faculty work groups, you might ask yourself and your colleagues about the reading and writing strategies you already use in class. After you identify those, consider with your colleagues how you could use those same reading class strategies in a writing class and vice-versa. Focus on how those writing strategies and reading strategies can contribute to your students' understandings of how reading and writing work together to increase academic literacy proficiencies and how students can adapt those strategies to be used as tools in future classes.

-Dr. Eric Paulson and Elizabeth Threadgill - Texas State University

Dr. Paulson has provided a great deal of professional development related to IRW. Co-author Elizabeth Threadgill is completing her doctoral studies.



A fun game related to the homework helps students transition to the lesson and connect to their community of practice.

Pillars of AL

- ◇ Playful Discovery and Experimentation
- ◇ State Management
- ◇ Interaction Rich Environment
- ◇ Suggestion & De-suggestion
- ◇ The Arts
- ◇ Reflective Practice
- ◇ Facilitator / Instructor

Accelerated Learning:

Brain-Friendly Framework for Student-Centered Instruction

When a colleague, Pamela Womack, showed me her student success rates of over 85%, she had my attention. That was the day I discovered Accelerated Learning (AL). AL is not “turbo education,” but a framework for teaching that is active, collaborative, and highly effective. Those familiar with educational theory and neurobiological research will instantly recognize that AL is a practical way to infuse researched practices into every class day. Best of all, students are engaged, motivated, and learning! —Sharon T. Miller, Lone Star College

What are the things that make learning easier for my students? What strategies can I use to make learning easier, more meaningful, and deeply lasting? These important questions are the starting point for designing an AL day, unit, or course. After all, although each student is responsible for mastering skills, attitudes, and competencies, the instructor's responsibility is to shape a rich instructional experience and guide learners into that mastery.

Five pillars of AL permeate all aspects of instruction. The first pillar is **playful discovery and experimentation** because these activities engage the senses, focus attention, surface prior knowledge, and empower new ways of thinking about the topic and the student's ability to learn it. The next is **state management**, paying careful attention to the mental, emotional, and physical states of learners in order to maintain an optimal state for learning. The third pillar is an **interaction rich environment**. Collaboration between diverse pairs, small groups, the instructor, and a lively, colorful environment results in a rich community of practice. The fourth pillar is **the arts**. Incorporating or participating in music, story, creative movement, and the like holistically engages students at deep levels and makes learning memorable. The fifth pillar is **suggestion / de-suggestion**. Lessons should “de-suggest” students' limiting beliefs about the topic and about themselves and suggest possibilities, exploration of new ways of thinking, and critical thinking. The sixth pillar is **reflective practice**. Reflection enables students to notice essential elements and processes and what they mean. It helps them to recognize potential limiting beliefs and test and expand their thinking about themselves and the topic. The seventh pillar is **the facilitator, the instructor**. How faculty think about themselves, their subject, and their learners powerfully impacts the quality of the instruction and how students view themselves.



ACCELERATED LEARNING IN ACTION:

Students practiced arguing their positions on a variety of controversial topics in a “body sort” activity, which was used as a discovery phase strategy. After discussion, students classified their points as a definition, expert opinion, personal experience, etc., and they discussed which supporting points were most effective at getting students to change positions (Elaboration). They read and analyzed several arguments, and they followed up by selecting one argument to edit and revise with additional support (Assimilation). Next, students selected their own topics and drafted, wrote, edited, received feedback, and revised an essay (Implementation). Finally, they participated in a group activity to debrief the process and to share the learning (Integration).

The AL Cycle of Teaching and Learning

The following may be a good starting point to think about planning lesson flow. It may take several class days to complete a cycle, but every class day should include learner preparation, connection, and an integration phase.

Phase One: Learner Preparation

From the first day of class, students need to be completely present and focused upon learning. How can I create a community of practice where students feel safe, welcomed, and where they personally recognize the significance and relevance of the content of the lesson? From the start, they need to know each other's names! Homework can include thought provoking, personally reflective questions about a reading selection, for example. Music can welcome learners and later, can be used with a short video or PowerPoint presentation. The instructor can frame the lesson in terms of the benefits to students. Learners can share a key word, something related to the lesson, or thing they did the week before. Discussion of a topic or question can be done in pairs or small groups and shared with the class. A short reflective activity or game can get students talking about the topic and build community.

Phase Two: Connection

Students need to surface what they know and feel about what they know and create a reason to learn more. Oral or written brainstorming, completing the "Know" part of a KWL chart, storyboarding, interpreting symbols, or role play are strategies to share and begin building knowledge and opening up new possibilities. A brief connection experience can engage learners and create a common reality. These could be a short exercise, experiment, mini-simulation, or a game, challenging video or story.

Phase Three: Discovery

Active learning and discovery experiences focus attention and engage learners in basic content so that they have the content and are ready to practice and apply it. These no-fail type activities may range from a 3-D floor map to an interactive lecture, short demonstration and response, panel discussion, category game, experiment, simulated event, or case analysis.

Phase Four: Activation Phase (Elaboration, Assimilation, Implementation)

Once students are engaged, this phase flows from more teacher-directed activities with lots of scaffolds for learning (Elaboration), to guided and collaborative practice (Assimilation) with the instructor providing encouragement and direction if necessary, to mastery and application activities that provide opportunities for students to demonstrate individual competence (Implementation). This phase represents the largest percentage of time on task in the AL cycle.

Phase Five: Integration

In this phase, students give and receive feedback, reflect upon their learning and their individual learning processes, and share as appropriate. Adults never argue with their own data, and when students articulate their own success stories, they gain the confidence, motivation and stamina to persist. They also consider how and when to take their new learning into their other classes, their lives, families, and work places.

-Gail Heidenhain

CEO, International Alliance for Learning

www.delphin-international.com

Gail was a keynote speaker at the 2010 CASP Conference in El Paso, and a link to her 2011 TxCRLA Brown Bag Webinar and handouts may be found at www.CASP-Texas.com. For nearly 30 years, she has offered Accelerated Learning training to a wide variety of public school, community college, and university faculty as well as for professional development trainers at corporations world-wide.

Developing Vibrant Vocabulary

-Donna Willingham

Words are an important component of higher education. For college students to be academically successful, they must have extensive expressive vocabularies in order to write essays, research papers, and make oral presentations in class (Simpson & Randall, 2000). Expressive words, also known as second tier words, are the words that are typically only used once in any given reading selection. These words allow writers and speakers to more clearly and succinctly express their thoughts and ideas. Since research indicates academic writing assignments using *mature* vocabulary are evaluated more favorably than essays written in simple, grade school vocabulary (Duin & Graves, 1987), a student's expressive vocabulary can have a concrete effect on grades and, consequently, success in college (Jenkins, Matlock, and Slocum, 1989).

So how can you easily include effective vocabulary instruction in your integrated reading and writing classes? By using the salient word-learning method. Word saliency is why adults learn certain word meanings and not others: *salient words* are considered relevant and useful. A salient word is usually slightly familiar to the reader because the particular word has been seen several times. Since adults are more likely to notice, learn, and remember words that are believed significant or functional, each student should choose which words to learn (Basanta, 2003).

In real life, salient vocabulary instruction would look like this: when assigning students an article, essay, textbook chapter, or other piece of writing to read, have students locate at least 3 to 5 words they do not know. Ask them to look for words that are slightly familiar. After students have located their words, they should try to figure out each word's meaning by looking closely at the word's context. Next, students should look the words up online or in a dictionary and write the appropriate definition. Last, on the day the class discusses the reading selection, ask several students to share their words. Take about five to ten minutes of class time for students to discuss the words they chose.

Another strategy is to form groups and ask students to compare the words they identified as slightly familiar. Discussion can begin with: "Before I read this, I thought the word meant ..., but now I know it means ... because" Where have you seen the word before? Was the meaning the same or different in another context? Words that everyone in the group identified as new can be shared with the whole group in a debrief. Have students keep a vocabulary journal or make context cards that includes the definition, the word in context, and an original sentence where the word is used correctly. Challenge them to incorporate their new vocabulary words in their writing. Using the words from these discussions, host a variation of a spelling bee to discover which team has mastered the most salient vocabulary.

Often, as you know, students know a word's definition but do not know how to use the word in context correctly, so word discussions greatly improve the word-learning effectiveness, and they are especially beneficial for weak readers (Stahl & Shiel, 1992). *(continued in the next column)*



Students collaborate to compile a list of salient vocabulary words.

(continued)

As a rule, college students are judged by their writing abilities. Not only are instructors looking for correct grammar and punctuation, but they are also looking for descriptive, precise vocabulary. Stahl and Nagy (2006) stated, "A person who knows more words can speak, and even think, more precisely about the world. A person who knows the terms *scarlet* and *crimson* and *azure* and *indigo* can think about colors in a different way than a person who is limited to red and blue... words divide the world; the more words we have, the more complex ways we can think about the world."

Guiding students to develop a vibrant vocabulary using the salient word-learning method is an important component of any IRW course.

- Dr. Donna Willingham, Lone Star College-Tomball

Donna is the co-author of Kaleidoscopes: Focusing on College Reading & Writing, Pearson

Summaries

Great summaries apply writing skills that college students use almost daily. Whether it is taking notes of a lecture or small group discussion, or completing a successful short answer essay on a test, summary writing requires students to identify key concepts, interpret them accurately, and translate them into original wording.

Here is a sentence-by-sentence structure for a summary:

#1: author, topic, title

#2: author's big idea

#3: author's big idea

Etcetera

Last sentence: author's conclusion

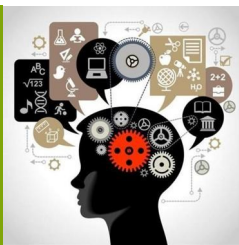
Sample First Sentences:

In "Learning to Read and Write," former slave Frederick Douglass recalls difficulties he faced while gaining literacy skills and the impact these skills had on his life.

Former slave Frederick Douglass recalls difficulties he faced while gaining literacy skills and the impact these skills had on his life in “Learning to Read and Write.”

The difficulties faced while gaining literacy skills and the impact these had on his life are recalled by former slave Frederick Douglass in the essay “Learning to Read and Write.”

Have students identify the summary elements as well as the sentence



Teaching Summary Writing

An interesting way to introduce summary writing is to show a short video and ask students to list the key elements. Challenge them to use that list to write a summary.

Then, introduce a high interest, one to two page reading selection. Students should preview it in 1-2 minutes by silently reading the headline, first paragraph, bold faced and italic words, picture captions, and last paragraph. Allow 1-2 minutes for students to write down what they know about the topic.

Capture this knowledge on the white board with a “Shout Out.” That is, pull one or more students from the group to write on the board. Class members call the student(s) by name and shout out their ideas. When all is captured in a list, each board-writer reads his/her list. Have students shout out a list of questions they have about the topic, and capture them as well. This is a fun strategy for sharing lots of ideas very quickly.

Next, read the selection aloud together. Stop at the end of each paragraph to annotate what was just read. Model this on the board or by using a document camera to project your own annotations. Make sure that students capture the author's ideas in words, brief phrases, and symbols, not sentences. Circle or highlight unknown words, and analyze the meanings as you go.

Ask students to draw a line in the margin between the “big ideas” or “chunks” by grouping “like ideas” in the selection. Share these divisions in small groups and allow a few minutes for discussion. *Divisions will vary depending upon a student’s point of view and schema. Differences should be encouraged if students can defend them.* When finished, have students read their annotations and think, “Who and what is this selection about?” Key words are the nucleus of the topic.

Introduce the sample first sentences (see some examples in the left column) and encourage students to use one as a model. Ask students to “plug and play” the selection’s author’s name, title, and the topic into an original sentence. Share these with a partner or small group. Invite willing students to read their sentence to the whole class. Allow students to revise their sentences.

Next, have students circle the key words in their annotations of the first “chunk” or division of ideas in the reading selection. If the topic of the work was clearly stated in the first division and written in the first summary sentence, move to the next division. Note that the pattern asks students to identify “author’s big ideas” rather than “main ideas.” It also teaches them to capture the author’s ideas without adding personal opinion. This terminology helps students to group several paragraphs together and prepares them for summarizing novels, narratives, histories and a broad range of texts. Challenge students to write a second sentence using the key words that they circled. Allow time to share with a small group. Read at least one sentence from each group to the whole class. Continue until the summary is complete. Finally, put some or all of the summaries on the document camera to work together on transitions, spelling, verb tense and the like.

Have students think about their writing processes. What did they do first and next? What strategies helped identify important ideas? How did other students work more efficiently or effectively? Have them write this down in a journal entry or notes page along with the pattern and sample first sentences for future reference. Follow up with individual in-class practice and homework. -Editor

-Editor

Reading/Vocabulary Charts Aid Critical Thinking

In the TxCRLA Brown Bag Webinar *Teaching IRW*, San Francisco State University professor Dr. Sugie Goen-Salter talked about using KWL charts in her IRW classrooms. By capturing thinking, this primary school standard strategy not only encourages active reading, but it is a great way to stimulate writing and critical thinking. Lone Star College-University Park professor Paula Khalaf expanded this concept to create a Reading/Vocabulary Chart, which is partially reproduced on the following two pages. Instructors can use this worksheet to guide students into pre-reading, active reading, summary writing, and vocabulary development; however, completed worksheets are extremely valuable for students when writing synthesis essays or discussing relationships between reading selections.



Students use their phones to quickly skim the Internet for information and build schema by sharing with class members.

The Reading Process

Column one is for pre-reading and building schema. Note that she encourages students to do a 5-minute Google search if they lack schema. If this is a whole class activity, students can share their search results, something that encourages a building a community that values knowledge and collaboration. Students read and annotate their selection, and then identify major details in column two. A main idea statement can be used for an optional summary. Students review their annotations to record key points in column three. This reinforces annotating skills. Are there too many details? Not enough detail? Column four is for recording responses and questions. What do you notice? What questions would you ask the writer? What would you like to read more about? This is an important opportunity to develop original writing ideas or stimulate further research. On the back of the worksheet, students refer to their annotations to identify salient vocabulary they want to learn and use.

The Writing Process

The completed chart serves as prewriting for a summary since it naturally guides students to identify important content and paragraph structure. When teaching with themes, the Reading/Vocabulary Charts and summaries can be used as resources for annotated bibliographies. Charts can be compared to look for common themes or elements between reading selections. Column four entries often lead to interesting ideas for original and interesting original, research ideas and essays.



Small groups compare main idea statements, salient vocabulary, or their observations while the instructor checks progress.

Speaking

Students can use their annotated essays, Reading/Vocabulary Charts, and/or summaries as an entry to a discussion group session. The instructor may provide additional questions for small groups that require students to use their notes as a resource.

Vocabulary

A brief discussion about the vocabulary can work as an opening or transition activity with either the whole class, partners, or small groups. What word was new to you? How did you figure out the meaning if there was a context clue? Where have you seen the word before, and what did it mean in another context? Why is this word interesting to you? How will you learn it and use it? These types of questions spark important discussion and awareness of language.

Front Page: Reading/Vocabulary Worksheet

TITLE _____ AUTHOR _____

Name _____ Date _____

What I know + 5 Minute Google Search		Main Idea	Major Supporting Details	Questions and Observations
	READ and ANNOTATE before completing the remainder of the chart	<div>Who?</div> <div>What?</div> <div>When?</div> <div>Where?</div> <div>Why?</div> <div>How?</div> <div>Main Idea Statement</div>		

Back page of the Reading/Vocabulary Worksheet

TITLE _____ AUTHOR _____

Name _____ Date _____

New Vocabulary Word(s)	Sentence + Definition / Synonyms	Page & Paragraph number

Circle Editing Challenges Writers To Excellence

Nothing is more frustrating than to try to grade an essay that is undeveloped or has not been proofread. Encouraging excellence and revision becomes easier when students are keenly aware that their writing will be read by a discriminating and knowledgeable audience. Some instructors do this by projecting every essay with a document camera for class discussion, and others pair students to exchange and edit papers. However, Dr. Jennifer Hurd from Cengage Learning shared a Circle Edit strategy that works very well when she presented at the Houston 2013 IRW Workshop sponsored by the Texas Higher Education Coordinating Board and Cengage Learning's TeamUP Professional Educators and Faculty Advisors. The exercise is from John Parker's **Workshops for Active Learning**.

Hurd asks students to use a number they can remember as a header for all drafts. "Names only go on the final drafts," she explained. That way, written work can be analyzed, discussed, and revised while maintaining anonymity for the author. On Writer's Workshop Day, she collects all drafts and shuffles them. Small groups of four to five students get one essay per person. First, essays are read aloud, and the group decides which is the best. The best paper's essay number is given to the instructor, and papers are exchanged with another group. This process continues until every paper has been read. Since the instructor has tallied the top papers as each group finishes a stack, debriefing the qualities of the best papers is very robust.

Next, the essays will be proofread. Papers are distributed, one to each person. The instructor guides this process, one step at a time, by giving specific instructions. After each marking, students change papers with someone in their group. After four or five steps, papers are exchanged between groups. Instructions vary by assignment and instructional focus. "Put a checkmark by the title. If there is no title, draw a circle at the top of the page and write 'Title' in the middle of it." "Underline the thesis statement." "Put an 'X' through the word 'you' and write 'pronoun shift' in the margin next to your mark." "Write 'Excellent word choice!' next to exciting and interesting vocabulary words."

Essays are collected, shuffled, and spread out on a table so that students can pick theirs up. However, before allowing students to review their proofreaders' comments, time should be made to debrief the process. What did you notice about the papers that you read? What did you realize you should have done before coming to class? What will you do better next time? Those with few errors will know exactly how to improve their work. Those with many problems will know to schedule a conference with their instructor or seek tutoring. Everyone should invest more time in their work before the next Circle Edit Day!

-Dr. Jennifer Hurd, Program Manager for TeamUP, Cengage Learning

Great Ideas for Teaching IRW

Outlining & Mapping Group Test *Pamela C. Womack, Lone Star College-Tomball*

After we discuss the different types of graphic organizers, students read and annotate a challenging textbook chapter. They divide into three groups and each group is responsible for making one of the following: outline, cognitive map, Cornell notes (which they put on the board or on big tablet sheets). They get the first hour of class to make their graphic organizers. Then I give them a group quiz via PowerPoint. In order to get a question on the quiz correct, they must be able to point to the answer on at least one of their documents, and it doesn't matter which one they use. I also have them keep track of how many answers were found in each of their graphic organizers.

Their discussion as the quiz progresses is very useful, ("I told you we needed to include that!" or "Javier made us add that in when we did our review" or "We talked about that but didn't write it down!"). After the quiz, I have them review the three organizers and talk about what worked, what didn't, the pros and cons of each style and when it would be the most useful of the three techniques. It makes for a lively class day, everyone is engaged, and they get a real life exposure to the use of graphic organizers.

Fan Plans *Dr. Anna Schmidt, Lone Star College-CyFair*

Once they analyze good reading selections, students understand main ideas or claims, supporting details, and the analysis and explanation of the details. For writing assignments, creating a "Fan Plan" can help students think through their own ideas. Have students fold a blank sheet of paper in thirds or fourths - letter style. Unfolded, each panel represents a paragraph. Guide students to put a word or phrase that represents the main idea of the paragraph at the top of the panel. Students add words, symbols, or phrases that relate to the topic along with supporting quotations or notes from their reading selections. Challenge students to add sensory descriptions, definitions, key words, analysis, explanations, or other ideas as appropriate. Before writing, the student can fold their plan so that one panel is showing, read over his ideas, and number them in the order that makes the most sense. Voila! The skeleton for a rich, detailed paragraph emerges. Add an introduction and conclusion for a great essay.

Guest Professor *Pamela C. Womack, Lone Star College-Tomball*

Since our textbook contains a great chapter from a political science textbook, I had a guest professor come for the day. The students were assigned to read, annotate, and create a graphic organizer for the chapter. They also prepared three or more related, open-ended questions. After a short introduction, the other professor took over the class. He began with an engaging mini lecture and fielded discussion for the remainder of the class time. Students were highly engaged and enthusiastic, and the professor was amazed at the depth and quality of the discussion. He quickly volunteered to make the visit the following semester.

Citing Sources *-Sharon Miller, Lone Star College-University Park*

Even though the learning outcomes for Texas IRW classes do not require instruction about academic integrity, students will be expected to correctly cite their sources in all their college classes. Instructors using reading selections from a textbook can easily model the first citation for the first summary assignment. After that, the student needs only to "plug and play" with the new author and title. Instructors can also give the correct citation model for one reading on an assignment page and require students to use that as a model for other sources. Also, most college librarians are more than willing to come to class or bring students to the library for brief instruction about citing sources. Challenge them to create an active lesson with hands-on practice and practice spotting plagiarism vs. correct citation within different texts. Point out great examples as you read through the semester, too.



Mining

Dr. Sugie Goen-Salter eloquently presented the concept of "mining" in her 2013 TxCRLA Brown Bag Webinar. Mining is an exceptionally powerful strategy as students examine readings for structure, grammar, exciting vocabulary, tone, voice, persuasiveness, and the like. When they use this knowledge to examine *their own work* and improve it, they are applying their skills using the types of critical thinking that are valued by college instructors and employers.

Themes

"Themes allow for in-depth investigation and schema building that mimic all types of academic inquiry and allow developmental students to hone the skills necessary to meet the demands of rigorous and robust college courses."

-Paula Khalaf, Lone Star College-University Park

Websites for 21st Century Learners

There are many websites that offer free, 21st century educational tools for successful implementation of reading and writing concepts. However, surfing through large amounts of information is tedious as well as overwhelming, so where do instructors begin? The websites below encourage students to engage in and to enjoy reading and writing through media rich lessons:

<http://www.archives.gov/education/> This government website has archived historical materials, lesson plans, virtual tours, and sections for teaching students how to properly research and document sources. The organized information makes for easy implementation.

www.discoveryeducation.com The website's lesson plans cover classic and popular literature. Unlike other sites listed here, Discovery does not have a post-secondary section, but its high school units work well with developmental students.

www.free.ed.gov The government website has links to authors' biographical information and historical readings. Included are classic novels, first person narratives, poetry, and much more.

www.history.com The History Channel's lesson plans bring reading and writing alive with historical documents, interviews, movies, and study guides. Integrating technology into IRW just got easier, and instructors and students will be hooked!

www.microsoft.com/education Go on literary scavenger hunts or research and uncover data then design graphs—the possibilities are unlimited with Microsoft's lesson plans. The site is continuously updated, so instructors can stay current on latest technology trends.

www.pbslearningmedia.org This new website by PBS is saturated with lesson plans rich in media files. Explore lesson plans on increasing reading fluency or uncover mysteries about Shakespeare. All learning styles are addressed, and the lesson plans reinforce academic writing.

www.reelclassics.com Need the perfect movie clip? This unique website is cross-referenced and contains alphabetical listings, movie clips, sound bites, and soundtracks. It's a huge time saver for instructors and students!

<http://www.angelo.edu/services/library/govdocs/lesson.php> A comprehensive, educational website with numerous links to free lesson plans and materials. Easy to use and simple to locate specific IRW materials.

www.rockhall.com A top favorite of educators! The Rock and Roll Hall of Fame's education program is loaded with lesson plans that use lyrics and music to teach reading and writing concepts. The lesson plans found on the Rock and Roll Hall of Fame's website correlate with IRW curriculums, and reading and writing skills become fun! An exciting bonus: apply for the museum's Summer Teacher Institute, which offers instructors of all disciplines and levels opportunities to implement lyrics and music into IRW curriculums.

www.storylineonline.net Sponsored by the Screen Actors Guild Foundation, this children's book website might seem like an odd addition to the list. However, children's books are great resources for teaching figurative language, short story elements, and writing patterns. Also, ESL students can model sentence structures. Best of all, students with young children or siblings can spend time together reading. Many of the websites lesson plans can be adapted to developmental reading and writing levels.

As iterated by panel members during THECB's 2013 IRW Kickoff in Dallas, Texas, “no textbook is needed” to teach IRW courses. With so many new, educational online media resources, IRW curriculums can engage and motivate students to learn in and out of classrooms. Be adventurous and creative—approach IRW as an opportunity to create 21st century life-long learners.

-Beth Hammett, College of the Mainland *A champion of developmental students, Beth's students nominated her for Teacher of the Year in 2013. She is noted for her innovative and creative teaching methods.*

Classical Rhetoric for Integrated Reading and Writing Courses: Stasis Theory for IRW

Dr. Mitchel T. Burchfield, Southwest Texas Junior College

The IRW course was created to streamline the number of developmental education courses required for students and at the same time prepare students for success in subsequent college courses that require writing essays and critical reading of texts and assignments. Teaching the reading and writing skills together in a single course requires a "whole language" approach which naturally allows the students to focus on improving communication skills. The interaction of the learning experience where reading and writing are both emphasized can lead to rapid progress.

Many different methods exist for English instructors to use in teaching essay writing: Everyone who teaches writing fashions a series of compositional experiences, dividing the larger subject into meaningful and manageable parts" (Eckhardt and Stewart 338). Part of the compositional experience involves teaching reading. Though there are many strategies for teaching composition, they can be divided into two broad categories. One is "the *approach through techniques*"; the other, the *approach through purposes*. As the terms imply, one emphasizes *means*; the other, *ends*" (338). The first approach is the one most commonly used by composition teachers. The origins of the second approach can be traced to the classical rhetoric theory of stasis: "In the rhetorics of Aristotle and Cicero, among others, stasis theory was mainly a system of possible courtroom defenses" (Fulkerson 448). These ancient practitioners of stasis theory were mainly concerned with the outcome of a trial, not the academic structure of their argument. They needed a system to help them organize their thoughts into an effective argument or counter argument, sometimes with very little time available. Classical stasis theory provided an eminently useful system for this purpose.

Summary of Stasis Theory

Stasis theory is a system for organizing ideas presented in an essay. The word "stasis" refers to the central issue that is presented in an essay. The theory proposes that every essay is really a kind of argument and that there are only three basic types of arguments. Essays can be categorized into three groups that correspond to a particular type of argument. The theory also suggests that the three categories of essays are related to each other in a useful and logical pattern. A system for organizing the presentation of ideas is a function of the relationship between the three categories of essays and the definition of an argument. For the purposes of this discussion, I will use the definition of an argument found in Fahnestock and Secor's textbook, *A Rhetoric of Argument*. I use this definition because it addresses part of the criteria for an acceptable essay. An argument requires four essential elements:

1. A thesis statement, a claim, a proposition to be, supported, which deals with a matter of probability, not a fact or a matter of taste.
2. An audience to be convinced of the thesis statement.
3. Exigence (context), the need to make an argument at a certain time, in a circumstance, or for a purpose.
4. Grounds, reasons, or, as they are sometimes formally called, premises, that support the thesis. (22□23)

It is important to note that though essays are considered to be a kind of argument, an argument may exist in the form of a paragraph or even a few sentences.

The three basic types of arguments are called arguments of fact, arguments of value, and arguments of policy. Arguments of fact answer the questions "Does it really exist?" or "What is it?" or "How did it get that way?" Arguments of value answer the question "Is it good or bad?" The question "What should we do about it?" is answered by arguments of policy.

Though there are many specific styles of essays with individual names such as "narrative" or "comparison/contrast" or "personal perspective," every essay can be categorized as either an argument of **fact**, **value**, or **policy** (hereafter referred to as categories A, B and C respectively). If the thesis and conclusion of an essay answer one of the questions in category A, the essay should be considered an argument of fact. Similarly, if the thesis and conclusion of an essay answer the question, "Is it good or bad?" then the essay is an argument of value and belongs in category B. Finally, an essay with a thesis and conclusion that answer the question "What should we do about it?" should be placed in category C since it is an argument of policy.

Continued

Continued: Classical Rhetoric

These categories of essays are related to each other in a special way. The support paragraphs of essays in category A are usually arguments of fact. Essays in category B may contain arguments of fact and arguments of value in the support paragraphs, and essays in category C may contain arguments of fact, value, and policy in the support paragraphs. This relationship between the categories can provide a basic outline for organizing an essay around a specific purpose. The relationship also helps the writer of an essay choose logical ways of developing the support paragraphs of a particular essay. When the basic outline of an essay is related to the definition of an argument, a useful plan of action unfolds for a student who wishes to write an essay. I would like to suggest that the criteria for holistically grading an essay is addressed by a student who writes an essay based on the following outlines. Consider these examples of the structure of a five paragraph essay:

Category A

1. Introductory paragraph which contains a thesis sentence that answers the question "What is it?"
2. Support paragraph with an argument or demonstration of fact (premise) that is related to the essay's thesis.
3. Support paragraph with an argument or demonstration of fact (premise) that is related to the essay's thesis.
4. Support paragraph with an argument or demonstration of fact (premise) that is related to the essay's thesis.
5. Conclusion which summarizes arguments and reaffirms thesis.

Category B

1. Introductory paragraph which contains a thesis sentence that answers the question "Is it good or bad?"
2. Support paragraph with an argument or demonstration of fact (premise) that is related to the essay's thesis.
3. Support paragraph with an argument or demonstration of fact (premise) that is related to the essay's thesis.
4. Support paragraph with argument of value that is related to the essay's thesis.
5. Conclusion which summarizes arguments and reaffirms thesis.

Category C

1. Introductory paragraph which contains a thesis sentence that answers the question "What should we do about it?"
2. Support paragraph with an argument or demonstration of fact (premise) that is related to the essay's thesis.
3. Support paragraph with argument of value that is related to the essay's thesis.
4. Support paragraph with argument of value that is related to the essay's thesis.
5. Conclusion which summarizes arguments and reaffirms thesis.

Stasis Theory, Critical Reading and Problem Solving

I am not proposing that the outlines that I have shown are the only possible structures for an essay. However, they can be used as mental blueprints that enhance the critical thinking process when used as problem solving models. The four basic questions employed by stasis theory form a natural outline for solving a problem. The questions can also be used individually as a focal point for an essay that deals with some aspect of a problem or issue. After all, evaluation and analysis are purposes for writing an essay that require a student to engage in the critical thinking process:

- identifying or drawing attention to a serious problem or issue;
- redefining a particular aspect of a problem or issue;
- identifying and examining the causes of a problem;
- proposing a possible solution to a problem;
- criticizing a proposed solution to a problem;
- preferring one solution to a problem over a less desirable solution;
- suggesting a course of action that will lead to control of a problem if the problem is deemed unsolved.

Continued: Classical Rhetoric

These purposes are related to the three basic types of argument and their associated questions employed by stasis theory as follows:

Arguments of fact- What is it?

- identifying or drawing attention to a serious problem or issue
- redefining a particular aspect of a problem or issue
- identifying and examining the causes of a problem

Arguments of value- Is it good or bad?

- criticizing a proposed solution to a problem
- preferring one solution to a problem over a less desirable solution

Arguments of policy- What should we do or not do about it?

- proposing a possible solution to a problem
- suggesting a course of action that will lead to control of a problem if the problem is deemed unsolvable.

Students can choose one of the suggested outlines for developing an essay described earlier in this paper as a general guideline for an essay.

The four questions also form a "problem solving model" for exploring a topic for writing:

1. Determine exactly what the problem is. (What is it?)
2. Determine the causes of the problem. (How did it get that way?)
3. Evaluate the possible consequences of the problem. (Is it good or bad?)
4. Based on the evaluation, suggest a course of action to solve the problem. (What should we do about it?)

This problem solving model can be used for discussion purposes in a classroom, either in small groups or as a whole. These questions form a useful "schema" that can be used in other academic subjects. Sometimes intelligence is not a matter of what you know, it is knowing what questions to ask.

Conclusion

The adaptation of stasis theory presented represents a trend in composition instruction to revive elements of classical rhetoric. Thomas Sloane speaks of this trend in his article "Reinventing *inventio*." He mentions two steps that instructors must take to revive "Ciceronian *inventio*."

First of all, we composition instructors would have to rid ourselves of the burden Alexander Bain imposed upon us a hundred years ago. Bain set up the laws of the four types of discourse that made the teaching of composition more formulaic than inventive: expository, narrative, descriptive, argumentative. We must junk those, because our efforts to restore *inventio* require us to see all discourse as types of argument. Then we would have to take a second step, the more important one: we would have to see the forensic as paradigmatic of rhetorical thinking itself. (468)

My simplified version of stasis theory reflects Sloan's basic viewpoint. It is my personal opinion that stasis theory offers a sensible way to approach the task of teaching writing and reading to students. First, stasis theory offers a simple taxonomy of types of essays that is easily understood by students. Second, the progression from writing arguments of fact to arguments of value and policy helps students develop critical thinking and reading strategies for supporting a thesis in an essay. Third, stasis theory allows instructors to give students a foundation in composition and reading that will be compatible with future instruction in other disciplines.

Dr. Burchfield is a former President of TADE, frequent conference presenter, and co-author of the textbook *Insightful Writing: A Process Rhetoric with Readings*, Cengage Learning, 2008. An edited version of this essay appeared in the Spring 2014 edition of the NADE Writing SPIN newsletter.

CRAFT

College Readiness Assignments for Texas

- Dr. Cassandre Alvarado, Emily Johnson, and Dr. Hillary Procknow, University of Texas at Austin

In 2011, the Texas Higher Education Coordinating Board (THECB) funded a project to develop College Readiness Assignments (CRAs), which could address the misalignment between the ways of thinking and doing in high school versus those in college, namely, to shift the focus from the acquisition of content knowledge to the development of the critical

thinking and reasoning skills that are expected both on the job and in the college classroom. CRAs were developed by teams of high school and college faculty and aligned with both the Texas Essential Knowledge and Skills (TEKS) and the Texas College and Career Readiness Standards (CCRS). The result is 50 assignments with all the instructor preparation materials and student handouts included, which challenge students not only to understand subject content material, but also to be able to research, read, reason, and write across the curriculum.



Many instructors across Texas are looking for tools that will help them construct meaningful and interesting materials for the new Integrated Reading and Writing (IRW) course. CRAs are intended to be used in upper high school and introductory college courses; this makes the IRW course a perfect place for using CRAs. Luckily, there are several CRAs that you can use to develop courses that encourage active reading and purposeful writing.

There are 11 English Language Arts CRAs, 3 Cross-disciplinary CRAs, and 14 Social Studies CRAs to help you integrate reading and writing at a level that will be expected in introductory college classrooms.

One way to incorporate CRAs into your IRW course is to do so with themes and disciplinary reading, both of which are addressed in the IRW Toolbox. Below is an example of how to develop a thematic unit for your IRW course with CRAs.

IRW Thematic Unit: Poverty

If you wish to develop a theme in which your students explore the many causes, effects, and representations of poverty, you might consider asking students to read a short novel in which poverty plays a role, an economic report about education level and expected lifetime earnings, a first-person historic account of poverty, and a psychology study on how poverty affects the brain. All of these would contribute to the goal of incorporating disciplinary readings in your course. Here's how you might include CRAs:

Social Studies CRA "[Are You Getting the Whole Truth](#)" – This assignment asks students to compare how different types and viewpoints of media report the same story or topic. Students can read articles about welfare and poverty from different media outlets and address the different perspectives.

ELA CRA "[Interrogating the Text: Reading Closely, Reading Critically](#)" – This assignment asks students to analyze a passage by breaking it down into its component parts, looking at how each part functions in the overall performance of that text. The goal of this assignment is for good questioning to become common practice in the classroom. Instructors can supply a brief article from a psychology journal (or news source, depending on your goals) about the affects of poverty on the brain. With this CRA, students will not only start learning active reading and annotation skills, they will be learning more about the poverty, the theme for your unit.

Cross-disciplinary CRA "[Choosing the Best Websites to Support Your Argument](#)" – This assignment asks students to access, evaluate, and make use of credible, appropriate websites and other Internet resources for the purpose of targeted research. With this CRA, students not only learn to use appropriate internet sources, but when you incorporate it within a thematic unit addressing poverty, students will also be able to evaluate claims for state employment and education levels using websites that are reliable, rather than websites that offer unsupported opinions.

ELA CRA "[Reader's Analysis: Author, Purpose, Audience, and Meaning](#)" – This assignment asks students to identify and analyze the audience, purpose, and message of persuasive texts and to analyze those texts in light of their rhetorical situations. Students practice these skills on Martin Luther King, Jr.'s "A Letter from a Birmingham Jail," and then are asked to use their newly developed analysis skills on another persuasive text, offering the opportunity to read another essay on how others view and understand poverty.

(Continued)

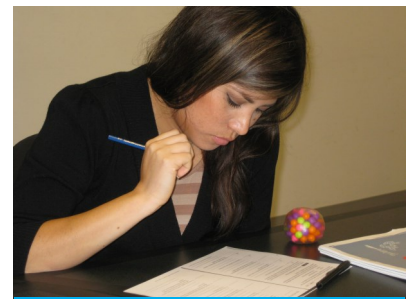
CRAFT: College Readiness Assignments For Texas (Cont.)

Each CRA incorporates reading and writing into the activities as processes that help students make meaning of information. Neither skill is treated separately.

At the beginning of your IRW course, consider using the “[Exploring a College Textbook](#)” CRA, in which students analyze a textbook’s organization and its methods of presenting information, as well as discuss strategies a reader might use to comprehend and remember material from this text. Getting students to bring a textbook from another class in which they are currently enrolled and having them work in groups to share different findings for different texts will help prepare them for the reading they will be doing in their other courses.

For more information and other CRAs, visit CRAFTx.org. On the CRAFT website’s [Resources](#) page, instructors can find:

- videos that explain how CRAs can be implemented and scored
- videos that offer different pedagogical approaches to help students engage and understand material in your course
- samples of actual student essays that have been graded and scored for college readiness



Assessing Learning

Synthesis essays are one way to assess IRW learning if the readings relate to one another either in structure or theme. Challenge students to select at least two readings from a short list and give a thoughtful writing prompt that encourages them to look at their annotations, reading notes, and/or read write charts from a new perspective.

A Semester Cycle (16 weeks; adjust for your circumstance)

Weeks 1-2: Community building; collect student contact information; diagnostic; an interesting, engaging, and challenging reading assignment; learn names. First few weeks: contact immediately if miss class or assignment (before or after class, phone, email, etc.)

Week 3-4: Return a significant grade and feedback to the student — possibilities: 1-2 summaries, a summary/response essay, etc. as well as daily grades if you do them

Weeks 3-5: Positive, personal contact that encourages each individual (sticky note, before/after class, e-mail, etc.)

Midterm: Individual conferences, second major grade with daily grades — possibly a gradesheet with a personal note on it so you know what to discuss. “What is working? Where do you need support?” Comments from students, etc. These can be five minutes long while the rest of the class is working.

Weeks 8-9: A fun, change of pace activity or project that encourages discussion, speaking and/or presenting

Immediately before Withdraw Day: Updated gradesheet with feedback, conference with students who need that, make students who need to drop aware of their progress so that they will try again

Last week: Updated gradesheet (teach students to create their own), students read their diagnostic essay and reflect on their learning in light of the course learning outcomes before taking the final exam

Exam Day Option: Integrate your final exam by giving Part I (15%) the last day of class and assigning them to read, closely annotate, and summarize a short essay outside of class. On exam day, Part II (85%), students read a second selection on the same topic, annotate it briefly, and write an argumentative essay to a prompt on the topic. Score the annotation and summary using a holistic rubric and score the essay holistically with a rubric.

-Paula Khalaf and Sharon Miller, Lone Star College-University Park

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More . . .

Chabot College is well known for their work with Integrated Reading and Writing. Their website hosts lesson samples, videos, and other resources.

<http://3csn.org/developmental-sequences>

Virginia developmental educators scaled up IRW very quickly. One way they accomplished this was to share resources, which may be found at:

<https://drive.google.com/?tab=jo&authuser=0#folders/0B0OP9bz-hovtczk3UnlwYUpRM0U>

Developmental

Educators' Handbook has lots of resources including a STEM related unit.

<http://www.drugfreereading.com/>

CRAFT— The College Readiness Assignments For Teachers resources are aligned with the high school TEKS as well as upper level IRW student learning outcomes.

<http://craftx.org>

Professional Development Resources for Faculty

Access to the experts is not limited to conferences! Click on any of the links below to discover great resources for your personal professional development. Bring your instructors together to listen and discuss, and you have a wonderful opportunity to learn and share.

TxCRLA Brown Bag Webinars are posted at www.TheTexasNetwork.org. Search for “TxCRLA.” (one hour per webinar)

Integrated Reading and Writing –Dr. Sugie Goen-Salter, San Francisco State University

Now What? Practical Activities for IRW Classrooms—Dr. Leta Deithloff, University of Texas-Austin

Inside the IRW Classroom—Dr. Eric Paulson, Texas State University

Texas Higher Education Coordinating Board and Cengage Learning's Team UP IRW Workshops and resources are posted at

Free Webinars : <http://www.prolibraries.com/teamup/?select=sessionlist&conferenceID=24> . You will need to create an account to access them. Two additional webinars will be offered in 2014.

Recorded workshop sessions are on the THECB site at <http://www.prolibraries.com/teamup/?select=sessionlist&conferenceID=24> . See item #9, Professional Development for a full list.

TED talk about mining literature

<http://ed.ted.com/lessons/mining-literature-for-deeper-meanings-amy-e-harter>

Free Texas Resources

Texas Collaborative for Teaching Excellence: <http://www.texascollaborative.org>

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